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**Teachers and Students' Attitudes towards the Use of Authentic Materials to
Raise Learners' Cultural Awareness**

**The Case of LMD Students at the Department of English, Mohammed Seddik
Ben Yahia University, Jijel**

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in
Didactics of English

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful

Peace and salutation be upon the beloved Prophet Muhammed S.A.W

I dedicate the work sincerely to:

The dearest people to my heart, and the light of my eyes, to my valuable treasures in my life

“My parents” for their unconditional love, encouragement, sacrifices, and for prays of day

and night to accomplish this successfully

I would thank you for your endless love, whatever words I use, I will never be able to give you

back what you have done for me;

My two roses of my life, my precious sister for keeping my spirit up and to my soul and

dearest brother for his constant support

To those who shared with me their eternal love

to my beloved grandfathers for sharing their overwhelming and wisdom

to my lovely grandmothers “May your souls rest in peace”

to my sweet aunts, for their encouragement and advice

Thank you for being in my life.

Touhami Malak

Dedication

With a deep affection, I am grateful to my family, my source of success

And happiness.

To the one who enlighten my darkness and taught me to believe in myself

My mother 'Saliha'.

To the one who gives me strength, hope, love, and confidence

My beloved father 'Rabah'.

To my brothers and sisters for their unconditional support and encouragement.

To my husband 'Azo' for his unending support and encouragement.

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work.*

To all those who are forgotten by pen but always present in my heart.

I dedicate this work. .

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Abstract

The current study aims at investigating the perspectives and attitudes of the LMD learners and teachers of English as a foreign language towards the use of authentic materials for developing learners' cultural awareness as well as to figure out the best authentic material that students and teachers consider as an effective tool in enhancing learners' cultural awareness. It is hypothesized that EFL teachers and learners hold positive attitudes towards the use of authentic materials in raising learners' cultural awareness. To check the validity of the research study, two questionnaires has been administered. The first to eighty EFL students at the Department of English at Mohammed Seddik Ben Yahia University, Jijel, and the second to nineteen EFL teacher of English at the same department. The results proved that both students and teachers are in favor with the use of authentic materials for the sake of enhancing their cultural awareness. The majority of students declare that authentic materials are motivating; serve as a support in learning the target language as well as raising the cultural knowledge. Overall, the findings revealed that both teachers and students old positive attitudes towards the use of authentic materials in raising learners' cultural awareness. Given the findings of this study, it is suggested for EFL learners to use authentic materials as a support in raising their cultural awareness.

List of abbreviations and Symbols

CEFR: Common European Framework of Reference for Languages

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a second Language

FL: Foreign Language

ICC: Intercultural Communicative Competence

LMD: License-Master-Doctorate

N: Number

Q: Question

TV: Television

%: Percentage

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ملخص

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General Introduction

1. Background of the Study

In English language teaching, the use of authentic materials plays a fundamental role in language classroom since they are the basic source for teachers, students, and course designers in terms of providing input relating to all aspects of English language teaching. Authentic materials refer to any spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching (Nunan, 1999). However, the necessity to integrate authentic materials in the process of teaching and learning is due to the unsatisfactory knowledge students gained about the target culture in the classroom. That is why, equip learners with those modern qualification today make them more aware and knowledgeable about the target community; its attitudes, beliefs, values, behaviors, and norms. In addition, teaching the cultural aspects of the target culture is of a great importance to the teaching and learning a foreign language. Accordingly, language and culture are interrelated. That is, language cannot separate from culture, we cannot make a divorce between them. Thus, learners should not only acquire the linguistic competence but also the cultural competence. However, developing learners' cultural awareness through using authentic materials in EFL classroom is of paramount importance because of its positive impact on developing learners' cultural awareness. Thus, the ultimate goal of integrating authentic materials in classroom is to enhance the learning process and raise the student's cultural knowledge about the target culture. As a results, this lead the researchers to consider authentic materials as an effective materials and take the endeavor to investigate its impact on raising learners' cultural awareness.

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2. Assumption

To give insight in the problem raised in this study, the following hypothesis has been elaborated:

- Teachers and students hold positive attitudes towards the use of authentic materials in raising learners' cultural awareness.
- If English foreign language teachers use authentic materials in teaching English, they will increase their learners' cultural awareness.

3. Statements of the Problem

The core objective of EFL learning is the use of the target language appropriately in different contexts. It is agreed that developing foreign language proficiency requires not only mastering the formal linguistic aspects (grammar, vocabulary, pronunciation), but it also needs proficiency in the socio-cultural aspects which form the deep structure of culture. In fact, EFL learners at Mohammed Seddik Ben Yahia, University have unsatisfactory knowledge of the socio-cultural dimension of the foreign language since they only exposed to the surface structure of the culture. Hence, using new technologies and specially authentic materials were the best alternative in order to teach students about the cultural aspects. Therefore, there has been a big interest in how authentic materials can be used to develop foreign students' cultural awareness. Moreover, the use of authentic materials in EFL classes had grown speedily over the last few decades as a results of the emergence of communicative strategies. Further, learners enjoy learning with those modern materials because they were very motivated and interesting. Accordingly, this present study aimed at demonstrating the

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teachers' and students' attitudes towards the use of authentic materials in raising learners' cultural awareness.

4. Research Questions

The piece of research in hand, attempt to answer the following questions:

- What are EFL teachers' attitudes towards the use of authentic materials to raise learners' cultural awareness?
- What are EFL students' attitudes towards the use of authentic materials in raising their cultural awareness?
- To what extent does the use of authentic materials improve EFL students' cultural awareness.
- What are the main authentic materials by which teachers and learners consider it as effective in developing learners' cultural awareness?

5. Aim of the Study

The main aim of this study is to explore the attitudes of teachers and students of English at the department of English at the university of Mohammed Seddik Ben Yahia, Jijel towards using authentic materials in raising learners' cultural awareness as well as to figure out the best authentic material that students and teachers consider it as an effective tool in enhancing learners' cultural awareness. It also seeks to figure out whether teachers rely on authentic materials frequently in the teaching process. The study aims to discover whether learners prefer the use of authentic materials or other ways of learning the target language. In addition to their attitudes, the study aims to find out whether authentic materials have any impact on learners' cultural awareness.

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6. Research Methodology

The questionnaire which quantitative and qualitative research tool used to collect data, is used because it is very suitable for a large sample and it is easy to be administered, as it is a suitable means for finding out what people think of a certain phenomenon. Both Teachers' and students' questionnaires are used to demonstrate their attitudes towards the use of authentic materials to raise learners' cultural awareness at the Department of English at Mohammed Seddik Ben-Yahia University, Jijel. In this study, two questionnaires were designed for the participants. First, a questionnaire for students aimed at gathering information about their attitudes towards using authentic materials. Second, the aim behind designing the teachers' questionnaire is to find out teachers' perspectives about the use of authentic materials in raising learners' cultural awareness and to see whether the materials are effective in developing students' cultural awareness.

7. Structure of the Study

This research is divided into two main parts: The theoretical part which encompasses the first two chapters while the practical part includes chapter three. Therefore, chapter one is about authentic materials and which aims to know the meaning of the concept authentic materials, types, sources, impact, and reasons behind using authentic materials. Then, chapter two is devoted exclusively to authentic materials and cultural awareness. It aims at clarifying the meaning of culture, cultural awareness, techniques for developing cultural awareness, and cultural awareness in EFL teaching and learning. However, the third chapter represents the research methodology and data analysis. It is concerned with the presentation and analysis of the data gathered through the two questionnaires for teachers and students which seek to

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answer our research questions. The chapter culminates with some limitations of the study and pedagogical recommendations.

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Chapter One: Authentic Materials in Teaching and Learning a Foreign Language

Introduction

This chapter is devoted to the importance of using authentic materials in teaching and learning a foreign language. Starting by the exploration of the term authentic materials and introducing an overview about it, as demonstrating the types. As the chapter develops, it highlights the importance of using authentic materials in the field of foreign language teaching and learning. Furthermore, exploring the criteria for selecting the appropriate materials in the classroom and demonstrating the factors that facilitate the implementation. Then, the chapter concludes by shedding light on how the use of authentic materials has changed the role of the teacher.

1.1. History of Authenticity

The use of authentic materials in EFL learning has a considerable history. Therefore, a number of definitions has been given to the term authenticity. The concept of authenticity relates to the language produced by native speakers for native speakers in particular language community (Porter & Roberts, 1981; & Little et al., 1989). That is to say, authenticity is mainly the language (whether spoken or written) that native speakers produce it to the members of the societies or countries they belong to. Kramsch (1998, as cited in Gilmore, 2007, p. 4) define it as “authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them”. From the brief

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definition, the term of authenticity has the meaning of realness, trueness to origin and it has been used to characterize texts, learning materials, and cultural artefacts.

At first, the term of authenticity was introduced over a thousand years ago by the king Alfred, of England, who started using authentic texts for educational purposes. Later, in the 16th century, Roger Ascham and Michel de Montaigne portrayed the use of authentic approaches for teaching Latin (Mishan, 2005). Moreover, in language teaching contexts, the notion of authenticity is mainly applied to the inception of communicative language teaching (CLT) in the 1970, by starting giving priority to communication over form, which it rejects previously strictly structural approaches to language learning and open the way for the use of authentic texts. According to Gilmore (2007), the issue of authenticity reappears in the 1970s, as the hot debate between Chomsky (1965) and Hymes (1972) who remarks that “communicative competence does not comprise knowledge of language, but the need for contextualized communication” (p. 2). Thus, the use of authentic materials become valuable and it is one of the main principles underlying the communicative approach that gives precedence to communication over form. Additionally, Hymes (1972) puts forward the ideas that linguistic and social norms influence discourse and speech acts in relation to values, social structure and social-cultural order as well as the rules of community.

Furthermore, the debate over the role of authenticity has become increasingly sophisticated and complex over the years. Martinez (2002) mentions that authentic texts might be too culturally biased, thus are difficult for decoding the message. However, Mishan (2005) provides a detailed account of the history of the debate about the authenticity, and offers a rationale for the use of authentic materials. She believes that communicative approaches, materials-focused approaches, and humanistic approaches are the main emphasis

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for the concept of authenticity in language teaching. Moreover, she states that communicative approaches are used in the earliest colonial context when there was a huge need to communicate with the speakers of other countries. She mentions that much of language learning and teaching usually occurs through direct contact with native speakers in non-classroom situation. Although, Mishan (2005) says that “the inductive method that was introduced by Henry Sweet in (1899) in his book “the practical study of language ‘’ is an example of materials-focused approaches” (p. 20). This approach adds to the language acquisition a number of viewpoints. Another thematically related group of approaches relevant to authenticity can be termed “ humanistic approaches” which regard the learner as a whole and emphasis the value of individual development (Mishan, 2005).

Krashen’s input hypothesis (1982) also supports the concept of authenticity and authentic materials in language learning and teaching. He argues that the process of acquisition occurs when learners are capable to comprehend changing input and that comprehension is associated by clues related to the context being exposed to. He focuses on the role of exposure to data slightly beyond learners’ level, and therefore, authentic materials are considered one of the main sources to provide students with comprehensible input. Thus, the use of authentic materials and authenticity in foreign language teaching is not new, but even nowadays, applied linguists and practioners are still discussing it.

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1.1.1. Definition of Authentic Materials

Authentic materials is a term emerged over many years and decades. However, the authentic materials in foreign language classroom being one of the most fundamental key issue in the field of language teaching and learning. This notion has been discussed by different scholars and defined in various ways. Tylor (1994) for instance, considers language input as any materials in English which has been not specifically produced for language teaching. For instance, videos and articles are considered authentic language input but they are not really produced for the teaching purposes, they are just an entertainment medium. Moreover, Harmer (1997, as cited in Matsuda, (n.d., para. 1) defines authentic texts “as materials which are designed for native speakers, they are real text; designed not for language students, but for the speakers of the language”. That is to say, authentic materials are any spoken or written texts which does not contain any traces or signs of language teaching interventions, and not prepare for pedagogical purposes, but they are used to the speakers of the language.

In addition, the term authentic materials as Nunan (1999, p. 79) defines spoken and written authentic texts as... having been produced in the course of genuine communication, not specially written for purposes of language teaching. They provide learners with opportunities to experience language as it is uses beyond the classroom. Therefore, authentic materials are materials that emerge from the native speakers which are not obviously required to be for the purposes of teaching and learning, but for giving information and communicating with the users of the language. Another definition is the one suggested by Richards and

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Schmidt (2002) for them, authentic materials refer to audio/video recordings of a discourse or a conversation that is spontaneously made by native speakers of the language.

Examining the above definitions of authentic materials, it can be concluded that they refer to the real-life texts, not written for pedagogical purposes. That is to say, the process of teaching and learning by using authentic materials seems an effective way to enhance the classroom environment and help learners to enrich their background knowledge.

1.1.2. Types of Authentic Materials

There are a number of materials available to language teaching, from textbook to online tools. Therefore, the authentic materials are a very crucial part of the teaching and learning a foreign language; they can help and enrich lectures. Hence, many writers and course designers classify authentic materials differently.

1.1.2.1. Authentic Audio-Visual Materials

Audio-visual materials are those that learners can hear and see. In other words, they are materials that enable the learners to see and hear the language and how it has been produced from its own users in real context. Therefore, TV programs, documentaries, news clips, movies, sales pitches, radio, and song... etc are considered to be 'audio-visual materials'. Furthermore, videos and films are considered as the most beneficial for the reason that they add semiotic meanings to language as they raise their concentration and develop the body language. Additionally, listening materials as radios offer various real topics. Listening materials are real, natural, and spontaneous spoken language materials. Hence, representing the authentic materials in the classroom enhances learners' listening skills. According to

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Wright (1976), “many media and many styles of visual presentations have positive contributions to language learning as long as they are used at the right time and place” (p. 1).

1.1.2.2. Authentic Visual Materials

This type of materials includes photographs, paintings, stick-figure drawings, slides, pictures from magazines, wordless picture book, street signs...etc. These visual aids can be helpful tools in the language classroom as Mannan (2005) states that they “help the teacher to clarify concepts and enable him to make learning more effective, interesting, and meaningful” (p. 108). Hence, these kinds of materials provide learners with opportunities to use language in interesting situations as well as help them to communicate their ideas. Visual materials offer for learners a much richer input.

1.1.2.3. Authentic Printed Materials

The materials such as newspaper articles, movies, advertisements, university catalogs, sports reports, tourist information, brochures, greeting cards, maps, restaurant menus, lyrics to songs, pins with messages, candy wrappers, cereal boxes, advice columns, comic books, grocery coupons...etc are considered as printed or written authentic materials. Thus, journals, newspapers, magazines either printed or electronic format, all fall into the category of “written authentic materials”. Furthermore, the use of those materials in the foreign classroom play a dominant role in promoting learning by providing stimulating texts full of cultural information, as well as they serve at developing the language skills of the learners, help avoiding errors, and raising self-confidence. As Berardo (2006) mentions that printed materials date quickly so the internet is usually updated and provides visual stimulation. Thus, learners will have a range of interest in reading.

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Accordingly, these materials are easily accessible for both beginners and low-intermediate level learners of English. Additionally, teachers should adapt the materials to be suitable for the learners' level and needs. As Doff (1988, p. 170) indicates that "once the appropriate text has been selected, students get interest in listening, watching and reading since they regard English texts and programs not merely as a medium of learning a language, but also a source of information". Hence, these authentic printed materials are easily for learners as well as ultimately makes learning and using language more meaningful. However, For Ur (1996) points out that "The use of authentic texts with less proficient learners is often frustrating" (p. 150).

1.1.2.4. Realia

Realia are used in EFL/ESL classroom, which are often used to illustrate points very visually or for presenting a role-play. In other words, realia are bringing real objects as coins, puppets, phones, folded paper, Halloween masks to do a role play, hence, it helps the learners to use the real language, avoiding the translation each time and enhance the learners' memorization.

Those categories of authentic materials are used from realistic situations but can be a pedagogical tool in enhancing the process of teaching and learning. However, teachers should select the adequate materials for each age and level.

1.2. Sources of Authentic Materials

In the current time, teachers and learners can find the authentic materials easily from various sources from their daily life. According to Hussein (2014), Omid and Azam (2016), the sources of authentic materials are abundant and infinite. In today's globalized era, many

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sources used, therefore, the most exploited ones are broadcast media, TV, radio, newspapers and magazines, songs, movies, and internet.

1.2.1. Broadcast media

Mishan (2005) points out that “ the broadcast media offer the most diversified set of genres” (p. 132). Therefore, using broadcast media as a pedagogical tool in language teaching may enhance the practice of language and it facilitates the task of language learning. For Brington and Gaskill (1978) states that live broadcast is an essential tool which can influence positively on acquiring the English language. Thus, the broadcast media can be a helpful source for EFL students.

1.2.2. Television

Using television as a source for teaching and learning allows learners to access to different information as well as will help them improve several skills as listening. Mishan (2005) points out that” TV as a universal medium relates learners with the target culture language as it is in host community, it enables them to see their traditions, relations with each other.”(p. 135). In other words, tv is a powerful medium in learning a second language because it allows learners to access to the target language and its culture. Additionally, using television in the class as an aided source is attractive and motivating thus, the students become more interesting in learning.

1.2.3. Radio

Mishan (2005) points out that “using radio is one of the more accessible forms of authentic listening practice we can provide the learners. Moreover, its use makes them more familiar with FL culture” (p. 138). That is to say, radio is low cost and easy to bring it to class

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to practice listening to the language. Additionally, using radio or audio sources as a medium of teaching in EFL classroom help learners develop their listening proficiency in understanding the language because the ear can be attuned to the English language sound. Hedge (2000) claims that audio recordings expose students to listening voices, speakers, speaking speeds, as well as to a variety of situations.

1.2.4. Newspapers and Magazines

Newspaper and magazines are the printed sources that are available; they can be daily, weekly or monthly. Newspapers are the most traditional of the cultural products to be used in language learning, might be seen as having the most potential in terms of the sheer amounts of language materials they offer, as it is helpful to learners as they expand the knowledge of the target language. In line with this, Mishan (2005) points out that “Newspaper is probably the best single source of information about the contemporary culture of country” (p. 154). Furthermore, Newspapers are “the freshest foods in the language classroom and at the same time those with the shortest shelf-life” (Grundy, 1993, p. 8). Using this medium by language teachers in the classroom should aim at increasing learners’ comprehensible meaning and they should select them according to their levels.

1.2.5. Songs

Songs are interesting public events, they conveying different messages that are related to the people experiences in life. Thus, they attract the emotions of people. However learning a foreign language with songs can be helpful for learners to the reason that can motivate them.

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Hence, learners will enhance their memorization, for instance, they can memorize new vocabulary by making them practice the pronunciation as well as they develop their listening skills. As Mishan (2005) indicates that learners are often enthusiastic to words of songs thus, listening to songs with lyrics is considered as an authentic 'real-life activity'.

1.2.6. Movies

In teaching English as a foreign language, teachers can support their lectures with movies or films because of their benefits on the process of learning. Therefore, movies provide learners with the target culture and traditions and reinforce learning the grammar and vocabulary of the language as well. In addition, they are an essential source for teaching the country's history. The films have advantages on learning since they are a source for entertainment, they attract the student's attention when they are used in the EFL classroom as Mishan (2005) maintains that film "is the one that is designed to appeal most directly and fully to our emotions and it is also the one most clearly entrenched in learners' minds as a medium of entertainment"(p. 223). In short, using films in language classes offers many advantages as developing students' listening skills and enhance their cultural knowledge about the native speakers' culture implicitly. As Tourki (2003) states that "movies may be used in classroom to give students a glimpse of what was one reality of the target language culture".

1.2.7. Internet

The internet is a modern day reality, it is a source of plenty and endless amount of information and resources. Furthermore, in the World Wide Web, a number of materials can be found, for instance, newspaper, movies, audio materials, TV programs ...etc, from which

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learners can benefit in practicing the target language and improve their skills quickly without getting bored from learning the language. As Wilson (2008) claims that there are multiple English learning websites that contain various explanations, questions, answers and listening texts. For Tourki (2003) points out that, online newspapers and chat rooms add extra advantages to EFL learners by giving opportunities for students to read authentic materials that could provide them with cultural knowledge as well as allow them to visit many sites to discover the language in the real context. In addition, teachers should direct their students to the appropriate use of internet, by providing them with some web sites where they can find helpful materials in learning the English language. However, when teachers obtain it in the classroom, they should select authentic materials according to some criteria.

1.3. Authentic Materials and Information and Communication Technology

With the emergence of Information and Communication Technology, the way in which the process of teaching and learning has merely changed. According to the United Nations Educational Scientific and Cultural Organization (2005), Information and Communication Technology therefore, refers to forms of technology that are used to transmit, process store, create, display, share and exchange information by electronic means. Dudney and Hocky (2008, p. 7) states that “learning a foreign language for instance, takes place through the use of different ICT tools such as computers, internet, and projectors is very effective in the classroom”. In fact, implementing Information and Communication Technology (ICT) in the foreign language classroom has become inevitably a medium to present the authentic materials for both teachers and learners (Assan & Tomas, 2012, p. 8). Additionally they point out that “there is an interrelation between authentic materials and ICT tools, each one of them plays a key role in completing the others” (Assan & Tomas, 2012, p. 8).

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1.3.1. Computer

Computer as an ICT devices play a fundamental role in the language classroom because is considered as an urgent mean for the sake of teaching and learning. Incorporating the computer by the teachers in the classroom has also brought about a change in the role of the teacher, taking him or her from the role of a lecturer to a facilitator of learning. Information Technology and computer in particular help teachers to demonstrate new lessons, increasing students learning in basic skills, as well as is considered as one of the resources that provide learners with authentic materials. Advocates and supporters of Information and Communication Technology in language teaching and learning argue that Computer-Assisted Language learning fosters learner' autonomy and help them develop individual learning strategies (Murray et al., 2005). So, computer in language teaching and learning is considered as an effective tool in the foreign language classroom due to the large benefits that offers to the teacher.

1.3.2. Projectors

Besides computers' implementation in the language classroom, projector is another ICT device used by teachers. It is a technical equipment recommended by many scholars, it can help teachers to improve and modernized their teaching methods. Assan and Tomas (2012, p. 9) argue that "projector is a device used by teachers to improve and optimize the English language teaching and learning". Moreover, they add that incorporating projectors in language teaching give students a large number of benefits to broaden their opportunities in learning a foreign language. They further mention that due to such tool, the teachers can additionally present the materials for learners as well as make the input presented clear and more comprehensible. Azmi (2014, as cited in Azmi, 2017, p. 111) states that implementing Info-

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Tech in language teaching and learning can help learners acquire linguistic skills, establish contact and interaction with other language users and broaden their minds about different culture. It is true that the use of Information and Communication Technology promotes learning and provides learners with appropriate authentic materials.

1.4. Advantages and Disadvantages of Authentic Materials

Authentic materials have negative side however, the use of them considered as the best way that serve the need of EFL learners. Therefore, using authentic materials in language teaching environments has many advantages. Gebhard (1996) puts authentic materials as a way to contextualize language input. Therefore, authentic materials are important in the classroom in the sense that they stimulate interest in the foreign language. Melvin and Stout (1987) (as cited in Qura, 2011, p. 68) see authentic materials as a great source of motivation and interest for the learners for more practicality of language use. Besides, authentic materials help the learner links his learning skills to his job skills. In addition, they lead the students to know how language is used in the real world and improve their overall language proficiency that involves reading, listening comprehension, communicative competence, lexical, and stylistic knowledge. Moreover, authentic materials engage both the learners and teachers' attention in the target language. The studies done on authentic materials show that these materials are very influential in increasing the students' motivation and teaching a foreign language (Akar & Yildirim, 2000).

Another empirical evidence is provided by Gilmore (2007, p. 111) who compares the influence of authentic versus textbook materials on developing communicative competence of the experimental group of students at a Japanese University for a year, and find that those

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students who receiving the authentic input, make statistically significant progress over the control group on six tests planned to measure different types of competence (Proceeding of the 2nd National Conference on English Language Teaching, 2016). Furthermore, the teacher can integrate the technological materials into the class for enriching the content of the lectures. In addition, authentic materials help language learners to bridge the gap between the classroom and the outside environment. In line with this, Martinez-Gibson (1998) remarks that video could supported instructors in an attempt to “bridge the gap that students have between culture and language in today’s age of visual learning” (p. 130). Thus, authentic materials bring the contact to life.

Therefore, the authentic materials have a greater role in learning a foreign language; they support and add a variety to activities in the class. Schmitt (2002, p. 206) points out that “it is crucial to assist learners approach fully authentic tasks progressively, rather than trying to make tasks lifelike from the start”. In addition, Kim (2000) claims that authentic materials provide a mean for overcoming the cultural and social barriers of language learning. Consequently, authentic materials have a significant impact on language learners. They can help them as Schape (1983) states that authentic materials are even better than a tour to the target language community.

Despite the number of benefits of the authentic materials on learning a foreign language, they have also some negative impacts. Richards (2001) mentions that “alongside of these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structure, which cause a burden for the teacher in lower-level classes” (p. 253). For Clark (1983) (as cited in Akbari & Razavi, 2016, p. 107) authentic materials do not affect learning at all. In accordance, authentic materials may cause some

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problems for learners the reason that many structures are mixed, complex vocabulary, and different accents are used. Thus, lower levels students will face difficulties in understanding and decoding the information. As Guariento and Morley (2001) argue that “at lower levels, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and more importantly, demotivated” (p. 347).

In alike manner, Kilickaya (2004) (as cited in Akbari & Razavi, 2016, p. 107) argues that authentic materials are random in respect to vocabulary, structures, functions, contents, and length; therefore, they cause problems for the teachers. Eventually, teachers can find difficulties in utilizing the authentic materials for the reason that some teachers do not have access to these materials, they can take time in finding and adapting the appropriate authentic text for his or her students. Martinez (2002) (as cited in Akbari & Razavi, 2016, p. 108) states that authentic materials may be too culturally biased. Teachers' role in this case require to select and examine the authentic materials before presented to the learners, and they should choose what is appropriate to the learners' culture.

1.5. Reasons for Using Authentic Materials

One of the good reasons for using authentic materials is to get closer to the target language culture and to be culturally aware. There are several reasons why teachers might use authentic materials. First, using authentic texts (audio or written) will help students to bridge the gap between classroom knowledge and their capacity to participate in the real world events. As Mishan (2004) posits that "comprehension of a foreign language is not only about being linguistically competent but it is also a function of the cultural knowledge that the

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speaker has” (p. 49). In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. In the same vein, Gilmore (2007, as cited in Akbari, and Razavi, 2016, p.105) states that foreign language learners can develop the level of communicative competence through the use of authentic texts in EFL teaching, foreign language learners can improve their communicative competence. Peacock (1997) mentions the following reasons of using authentic materials:

1. They have a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.
4. They relate more closely to learners' needs.
5. They support a more creative approach to teaching.(p. 146)

In this respect, the need for and usefulness of authentic materials have been increasingly acknowledged in recent years. Most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et, al., 1995). As a result, most of researchers agree that authentic materials play a significant role in exposing EFL learners to real language use in the foreign language teaching and learning. Furthermore, authentic materials are one of the most important and essential tools in second or foreign language teaching and learning that enable learners to transfer what they learn in the classroom to the outside world. Moreover, “exposing and providing students with authentic materials is a way of increasing learners' cultural awareness” (Peacock, 1997, p. 148).

Finally, authentic materials can provide learners with cultural information which make them culturally aware. Thus, there are several reasons for implementing authentic materials in the EFL classes.

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1.6. **Factors Facilitating the Implementation of Authentic Materials in the Classroom**

For the authentic materials to be effective, they should not be chosen haphazardly. There must be an aim in using them, by taking into consideration that the chosen materials should meet the objective of the lesson. In the task of selecting and choosing authentic materials, there are some factors involved which make the process easier in order to achieve better results.

One of the most important factor that should be taken into account when selecting authentic materials is the learners' needs and interests. Choosing authentic materials however, randomly is detrimental rather than advantageous. In this respect, it is very essential to know that providing students with any kind of teaching materials should satisfy the learners' needs and these materials on the other hand, should serve as a stimulus for learning the target language culture. Shortly, a material should not be used only for the reason that is real, but also the students' needs and interest must be considered. Additionally, complexity however, play a vital role in selecting and choosing the appropriate authentic materials in the classroom. Spelleri (2002) posits that the level of language complexity must be beyond the learners' current ability and level. If they are too complex for the learners rather than increasing motivation, awareness, curiosity to learn, development and so on, they can have a negative impact on their learning process. In fact, the materials should match the learners' goals and expectations, they should contribute to their language development and cultural awareness.

Thus, it can be said that a teacher should be aware of different kinds of authentic materials, what these materials can offer and how he or she can make use of them in the best

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way to develop learners' cultural awareness and the basic skills. In accordance with this, comprehensibility is also considered to be among the crucial factors that the teacher should pay attention to during the task of selection. If the input is not comprehensible for the learner regardless of how applicable and adaptable it is, it will have no greater purpose (Spelleri, 2002). The teacher in this case should not expect the students to understand everything at once since these materials are prepared for native speakers rather than language learners or teachers. In line with this, Bayir (2000) attests that even the advanced level students face difficulty in understanding the authentic materials since they are utilized for dealing with the texts written for learners. As the focus of authentic materials is the message rather than the structure, the teacher can be a facilitator taking the role of an interpreter between the authentic materials and the learners, he may also use synonyms, miming, and pictures to help students to get the message across and for better comprehension of the materials (Spelleri, 2002). So, it is essential that a teacher develops his or her skills in using authentic materials and make them part of their teaching and learning environment.

In addition to learners' needs and interest, complexity, and comprehensibility, cultural appropriateness is also another factor that should be mentioned. Cultural bound words and expressions should be examined by the teacher prior to the materials introduction. Moreover, when an EFL instructor decides to use authentic materials, the materials should be appropriate to students' target language area. Therefore, the teachers' knowledge and awareness of similarities and differences between the two language cultures (native or foreign) help him to decide as to what cultural specific content should be considered to reduce its comprehensibility to the learners and other cultural background can potentially cause offence. The selection of authentic materials should also be based on some extra factors such as the

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amount of information, length and speed of delivery, varieties of English accents, and the objective to be achieved.

1.6.1. **Criteria for Selecting Authentic Materials**

When selecting authentic materials, it is very important to have a set of criteria which facilitate the process. Berardo (2006) posits three essential criteria that should be followed for selecting authentic texts: Suitability of content, exploitability, and readability. Suitability of content refers to the fact that the materials should be chosen based on the students' needs and interests and if it is appropriate to their abilities. In this respect, Lee (1995) points out that "a careful and wise selection of materials focused on learners is a must if we want a positive response from them" (p. 325). Exploitability means usability of the texts for developing the student competence and teaching purposes. A text which cannot be exploited for teaching purposes has no use in the classroom just because it is in English does not mean that it can be useful. Readability, on the other hand, points to the structural and lexical difficulties of the texts, as well as referring to the amount of new vocabulary and any new grammatical forms present in it. However, Rivers (1987) mentions that content is the primary factor for choosing appropriate authentic texts. He argues that "although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single important criterion for selection is content" (p. 50).

Variety also influences the selection of authentic materials. Introducing a variety of materials can motivate learners and help them to understand the meaning of the texts better and how it would be used. Having a variety of materials therefore, gives the learner the opportunity to discover the target culture and promote different skills rather than only one

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type or source of materials. Another essential factor worth taking into consideration when selecting authentic materials is whether the language in the text is natural or has been distorted. The wide variety of different types of texts means that it is easier to find something that will interest the learners and may even encourage further for being culturally aware.

1.6.2. The Impact of Using Authentic Materials in Teaching and Learning English as a Foreign Language

In language classroom, the use of authentic materials has become a general practice during the recent years, and the issue of authenticity has been one of the most debatable aspects in the ground. The need or usefulness of authentic materials has been increasingly recognized especially in the field of language teaching and learning. Furthermore, various studies have demonstrated the positive effects of utilizing authentic texts by learners, for instance, Bacon and Fineman (1990 as cited in Akbari and Ravazi, 2016, p.106) show that using authentic materials leads to an oral language development. Another scholar as Berardo (2006 as cited in Akbari and Ravazi, 2016, p.107) confirms that using authentic materials has a great influence on the comprehension by presenting new words and expression to students. Furthermore, as Rogers and Medley (1988 as cited in Iravani, 2012, p.22) point out, if students are to develop a functional proficiency in the language and to be able to use it in the real world settings, then they must start to encounter the language in the classroom. In this respect, learners need opportunities to practice the language to cope with everyday situation they might encounter outside the classroom.

In accordance with, Kramersch (1993) points out that authentic materials bring learners closer to the target language culture, and make the learning enjoyable (as cited in

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Abdulahkim, 2015, p.26). Similarly, Kilickaya (2004 as cited in Akbari and Razavi, 2016, p.107) argue that utilizing authentic texts in the classroom is a way of increasing students' motivation for learning the language since they feel that they are learning the real target language. Moreover, for Besco et al. (1998), "providing and exposing students to a wide range of authentic materials may increase their personal interest and therefore, it might be reflected on their willingness to learn and make them more active" (p. 11). So, most of the researchers shed light on the benefits and the positive impacts of using authentic tools in the classroom owing to implementing authentic materials as videos or texts in the classroom allows the students to have "immediate and direct contact with input data which reflect genuine communication in the target language"(Breen, 1985, p. 63). Thus, incorporating authentic materials in teaching a foreign language actually leads to an increase in learners' motivation too.

Despite the fact that using authentic materials is beneficial, some scholars do not see the value of using authentic materials. For instance, Clark (1983 as cited in Akbari and Razavi, 2016, p.107) believes that authentic materials do not affect learning at all. Kilickaya (2004) further mentions that, the authentic materials are random in respect to structure, content, function, vocabulary, therefore, they cause problems and difficulties for teachers. To this, authentic materials also reflect cultural aspects which constitute the learners' culture as a consequence may lead students to a feeling of hatred towards the target language. In addition, Miller (2005 as cited in Akbari and Razavi, 2016, p.108) posits teachers sometimes encounter difficulties when accessing to authentic materials, owing to the problem of the expenses of purchasing them, and to the time required to find an appropriate authentic text. Thus, such

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issue usually make it difficult for teachers to incorporate authentic materials into the curriculum successfully.

To sum up, authentic materials are valuable sources of information that bring greatly significant benefits to the foreign language classroom as making the process of teaching and learning more active and successful.

1.7. Considering the Learners' Level

Because the students' level is much important to be considered in the use of authentic tools, teachers should ask this question, at which level can the materials be used? This would help them in selecting the appropriate material that suits the level of their students. In line with this, some researchers believe that all students at any level can learn a foreign language through using authentic materials as McNeil (1994) and Miller (2005) think that students at all levels can be able to deal with authentic materials even lower levels. In addition, some teachers argue that utilizing authentic materials with students in the earliest stages of language learning, will help them improve their learning strategies in dealing with difficult tasks. On the other hand, some scholars mention that authentic materials can be not beneficial for lower levels as Kim (2000) argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition. So they state that to use authentic materials effectively, they should be used with intermediate and advanced learners' level. As Kim (2000) suggests that authentic materials are very beneficial if used for intermediate and advanced levels however, using them with lower levels may cause problems since these levels

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lack many lexical items and structures that are used in the target language. Moreover, Kim (2000) and Kilickaya (2004) point out that authentic materials can be used only with advanced and intermediate level learners. Guariento and Morely (2001) also posit that “At lower levels, however, even with quite simple tasks...the use of authentic texts may not only prevent the learners from responding in meaningful ways but also can lead them to feel frustrated, confused, and more importantly, demotivated”(p. 347).

In this respect, lower levels cannot find the authentic materials helpful, they will feel confused and demotivated since they do not have background knowledge and information about the foreign language in order to be able to understand the native speaker, otherwise, they should be well selected because if the authentic materials are beyond the learners' level, it might lead to discourage them from learning.

1.7.1. Possible Problems in Using Authentic Materials

Although several studies show the positive effects of using authentic materials for teaching a foreign language, some problems have been faced in dealing with these materials. Most of the researchers shed light on the difficulty of using authentic materials because they are not simplified, with more complex syntactic patterns and vocabulary. In this respect, the use of authentic texts cannot only restrain the learners from responding in meaningful ways but can also cause frustration, confusion, and, more importantly, can be demotivational for learners (Guariento & Morely, 2001). Another potential problem is the speed of delivery. For instance, watching a video in the classroom may cause misunderstandings for learners because of the speed of the language as a result, they cannot be able to understand and get the message of the speaker.

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In addition to that, the teachers should select the appropriate material for example there are many accents of the English language, thus the teacher should present the academic one for the learners not to get confused. In line with this, in news, stories, novels, and other authentic texts grammatical items can be showed up unexpectedly which require students to have mastered a core knowledge of grammar of the target language, and this means more sophisticated understanding beyond the intermediate level (Higuchi, 1998). These potential problems can be avoided by selecting the appropriate materials that can suit students' interest and level.

1.8. The Role of the Teacher

As greater emphasis is placed upon the use of authentic materials in the classroom, the role of teachers become increasingly important. Teaching with authentic materials seems very essential for both teachers and students. The teacher in the classroom plays a significant role but when dealing with authentic materials is differ.

Spelleri (2000 as cited in segueni 2009, p. 47) believes that the teacher should perform the following roles:

A Filter: learner's level, needs and interests are predominant in conducting the classroom, thus, the teacher should present the language in a controlled manner to suit learners' level, needs and interests.

A Culture guide: Here the role of the teacher is to provide and clarify to his learners all information of culture that is available in authentic materials, for the purpose to complete the knowledge of a specific country. An Objective chairperson: the use of authentic materials in

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the classroom in most cases involves some discussion on certain topics, thus, it is required from the teacher to guide them to that topic and be a sympathetic listener.

Furthermore, teachers who use authentic materials in their classroom however, are required to simplify and clarify the content for learners as well as should perform extra roles for learners to get the message and to understand the input presented better. Simply, putting the content both cognitively and affectively. In this respect, the teachers have also other responsibilities, they must learn how to identify authentic items, and determine their "Applicability" and "Adaptability" for being appropriate in classroom use (Dumitrescu, 2000).

Generally speaking, an appropriate selection of teaching authentic materials enables both the teacher and the practitioners to create a suitable learning atmosphere that reach the students' needs.

Conclusion

Using authentic materials as a source for teaching and learning a foreign language has become more widespread over the last decades. This increase can be explained by their effectiveness as it is clearly shown, they are as valuable sources of real language input which facilitates the shift from the classroom language learning to real language use outside the pedagogical environment, as they promotes in developing their communicative competence and raising cultural awareness. Therefore, exposing learners to authentic materials can attract learners' attention and immerse their areas of the target language, however, despite the enormous benefits of using authentic materials in the pedagogical environment it remained as a subject to criticism on the ground that they often contain difficult language and complex

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structure which cause problem for teachers as well as students. Furthermore, for the authentic materials to be efficient, it is required a careful selection and special preparation which should be based on certain criteria that should be taken into account such as the speed of delivery, varieties of accents...etc. in order to meet learners' needs and interest and can be successfully incorporated into the classroom to support the process of teaching.

Chapter Two: Authentic Materials and Cultural Awareness

Introduction

In the context of FL teaching and learning, it took decades for scholars and researchers to recognize the importance of teaching culture as an essential part of language classes. Therefore, the main issue that scholars should value is how culture should be taught to develop learners' cultural awareness. In this respect, acquiring sufficient cultural knowledge and sensitivity of the target culture as well as the mother culture serves as a foundation to raise cultural awareness which allows learners to react appropriately whenever it requires.

The current chapter revolves about authentic materials and cultural awareness. At first, the chapter starts with some definitions of culture, its types, elements and characteristics. Then it provides an insight about the importance of teaching culture in EFL classes. Later, the chapter shifts to tackle the notion of cultural awareness and some techniques that can be effective to develop cultural knowledge. At the end, it highlights the effects of using authentic materials as a source for raising learners' cultural awareness.

2.1. Definition of Culture

The word culture has attracted the attention of many researchers and it has a broad meaning. Giving a specific definition for culture has proven to be problematic. Basically, there is a kind of vagueness even when scholars try to determine the origin of the term. However, the origin of the word culture is commonly assumed to be the Latin noun "cultura", from the verb "colere", which means to "cultivate". Similarly, O'sullivan et al. (1994) stress the same meaning "to cultivate". They state that the origin of the word culture is from the

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Latin word “colere”. They add that the word may be related to agriculture, and they attach a more profound meaning to which they refer to as “cultivating the minds or teaching people and make them well educated citizens” (p. 69). Besides, culture is usually referred to as the way of life of a group of people, behaviors, beliefs, values, assumptions, practices, perspectives, traditions, food and dress that are passed on from one generation to another. According to Edward, Tylor (1871) culture is “that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by man as a member of society” (p. 01). Therefore, Tylor’s definition assumes that culture is the sum of habits, qualities or capabilities that a person learns from the society in which he lives and hence, the society is the most feasible source of any culture. Hammer (1985) views culture as “a system of concepts, behaviors, values, and an approach to life and it is developed throughout the history of people” (p. 53). In other words, culture refers to the way members of a given society behave, believe, think, and it can develop from one generation to another.

Hofstede perceives culture as “the collective programming of the mind that distinguishes the members of one group or category of people from another” (Hofstede et al., 2010, p. 5). That is to say, culture is a way of life of members of a given society, their way of thinking, believing, which make them differ from other group of people. For Corbett (2003), culture refers to “the relationship between its core beliefs and values, and the patterns of behaviours, arts, and communication that the group produces, bearing in mind that these beliefs and values are constantly being negotiated with the group” (p. 20). Such definition asserts that culture is totally an interrelation between beliefs, values, and the behaviors of the members of a given group of people, regardless of their achievements such as artifacts, music, and without forgetting that such beliefs and values could be exchanged among the members

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of the group. Another comprehensive definition of culture is that of Brown (2007), for him, culture is “a way of life. It is the context within which have exist, think, feel and relate to others. It is the glue that binds a group of people together” (p. 188). Hence, culture governs our behaviors in groups and helps us to know what others expect of us and what will happen if we do not live up to their expectation. In other words, culture helps people to know the responsibility towards the group they are communicating with.

On the basis of what has been mentioned before, culture can be defined as the ways of life, beliefs, values, behaviors, customs, norms, attitudes, traditions which are passed on from one generation to another that hold them together. In this sense, culture is a crucial mean of understanding the characteristics, values, and sensitivities of a society. It is therefore, what ultimately affects general ways of thinking and shapes people's behavioral patterns.

2.1.1. Types of Culture

Culture is understood differently, and the cultural knowledge is depicted in terms of ‘‘ big C’’ culture and ‘‘ small c’’ culture. The ‘‘ big C’’ culture includes the most observable part of a certain culture that includes dress, food, traditions, customs, behaviors, cultural norms, communication style, verbal and non-verbal language symbols, writers, artists of the country, and so on. Therefore, Chastain (1988) states that ‘‘ big C’’ culture is mainly related to “economics, social and political history and the great politicians, heroes, writers, artists, of the country” (p. 388). That is to say, ‘‘ big C’’ reflects art, literature, music, and historical events. In this respect, ‘‘big C’’ culture further refers to large group of people as well as the nation, and clearly distinguishes them from other societies (Halverson, 1985). Equally,

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(Lazar, 2007, p. 8) adds that the facets of the “ big C” culture are consciously transmitted from one generation to another includes literature and arts, hence, it is called “objective culture”.

On the other hand, “ small c” culture refers to people daily practices, the ways of life, assumptions, values, beliefs, and so on. Therefore, “ small c” culture reflects the lifestyle of both large groups of people as well as subgroups (Halverson, 1985). So that, “ small c” culture however, can be also observable as the daily practices of people, relationship between parents and their sons, and teachers with students or non-observable as values, beliefs, rules which govern these behaviors.

2.2. Elements of Culture

Culture is made up of many elements that are interrelated with each other and unified into a whole in order to function effectively. Among the elements of culture include attitudes, values, language, norms, artifacts, and assumptions.

2.2.1. Attitudes

Attitudes are emotional reaction to objects, people, and ideas. Most of attitudes are learned through direct experience with people, objects...etc, like the attitudes towards one's school, job...etc, however, other attitudes are learned as a result of the process of socialization, and the direct interaction between members of one's family, friends, and social group (Roger & Steinfatt, p. 1999). Additionally, attitudes are the opinions one forms about a given person, or a group of people, consequently, they are important in the constitution of stereotype. For instance, Non- Muslim countries constitute negative attitudes towards Muslims.

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2.2.2. Values

Values are crucial element of a particular culture. They refer to what members of a given culture regard good or bad. They are characterized by an evaluative dimension. Values have judgmental function; they determine what is socially good or bad, desirable and not desirable. Besides, values are normative, they indicate what should be done and in what way. Shaule (2007, pp. 57-58) states, “values reflect a cultural group’s definition of good and bad and serves as criteria to choose between alternatives...” Values therefore, define how one wants to behave. For instance, religion is considered as a main source of values. Hence, honesty is regarded as crucial value in the Muslim communities.

2.2.3. Language

Language is a symbolic system through which people communicate and through which culture is transmitted. It is always evolving as societies create new ideas. Language in itself is the combination of symbols expressing ideas, enabling people to think and communicate among each other, either verbally or non-verbally. In addition, language helps in the description of reality, share experiences and knowledge with other people. Furthermore, Language is considered as an important component of culture, and it is the main key of any culture. In fact, language is like a mirror reflecting a society’s customs, traditions, and cultural elements, and it is the most significant matter of facts that helps individuals to understand a society in a cultural context (Demir & Açıık, 2011, p. 54).

2.2.4. Norms

Trompenaars and Hampden-Turner define norms as “mutual sense a group has of what is right and wrong” (as cited in Shaule, 2007, p. 57). There are formal norms such as those

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relating to legal contexts, i.e., law, etiquette of society, and informal norms such as customs, i.e., shaking hand. In line with this, Shaule (2007) claims that norms guide the human behavior to be more appropriate whether they are formal or informal. Like any aspects of culture, norms vary from society or from group to group within a society. Norms differ according to the religion, occupation, and ethnic group.

2.2.5. Artifacts

Artifacts are the observable products and achievements of a given society. This entails certain physical and concrete elements that can be touched, seen, heard such as monuments, language, architecture, and technological inventions. For instance, the Pyramids of Pharaoh and the Roman Theatre are the best examples of cultural artifacts.

2.2.6. Assumptions

Assumption is an idea that is formed without evidence and which is the basis for cultural norms and values of a specific human group, they are abstract and rarely questioned. Shaule (2007) claims that assumptions are dealing with social hierarchy, importance of independence, and so on. A good example that clarifies the concept of assumption: "A Japanese employee bows to his boss; this represents a norm which is built on the value of showing respect that hierarchical relationships are normal and require esteem and caretaking" (Shaule, 2007, p. 242).

2.3. The Cultural iceberg

There are different models of culture such as the Onion model, the Trees model, and the Iceberg model. The idea underlying this model is that culture can be visualized similar to an

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iceberg that has both observable part on the surface and non-observable part below the surface. Lazar et al. (2007, p. 8) view the iceberg model of culture as the best way to identify its components. The tip of the iceberg, which is the small and the observable part of it, includes the visible elements and the big themes related to culture like language, music, literature, food, and dress...etc. The remaining part of the iceberg, which is the hidden and the bigger part, covers the much non-observable and implicit elements of culture such as norms, beliefs, behavioural patterns, religions, space, values, and assumption...etc. In this respect, the cultural components related to the surface structure of the iceberg are evident and easy to come across during the first interaction with new culture. On the other hand, the cultural facets related to the deep structure of culture require a deep knowledge and understanding.

2.4. Characteristics of Culture

Despite the fact that culture has different meanings, there are set of features which characterize culture and upon which most of scholars agree on. First, culture is a human phenomenon; it is what distinguishes man as a conscious human creature. The second and the most important thing that should be known is that culture is learnt. In other words, culture is the thing you study or inherit instead, you learn culture subconsciously without paying any attention. Furthermore, Teininger argues that “culture is a learned and transmitted knowledge about a particular culture with its values, beliefs, rules of behaviour...” (As cited in Hogg and Holland, 2010, p. 4). Similarly, Helman (2007) adds that “culture can be seen as an inherited ‘lens’ through which the individual perceives and understands the world that he inhabits and learns how to live within it” (p. 2). Therefore, culture is perceived as acquired and learned

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from childhood through means of socialization i.e. children learn culture by watching their parents and family, they copy behaviours and adopt different rules and values. Culture can be learned not only from the parents but also from families, institutions, media, and other people. In fact, it is not innate, but rather transmitted and learned from one generation to another.

Third, culture is collective and shared by a relatively large group of people. In other words, culture is always transferred by sharing. As Van Oudenhoven (2011, p. 3) affirms that “culture is a shared system of values, norms, ideas, attitudes, behaviours, means of communication and the products of these”. In other words, culture is a transfer of beliefs, values, and behaviors. Although culture is shared but it does not mean that culture is homogenous. Accordingly, in spite of the relative stability of cultures, they are not static (Matsunoto & Juang, 2004). Culture is dynamic; it is always changing. According to Corbett (2003), “we must always be aware that the norms, beliefs, practices, and language of any group are not static but dynamic. The group is forever negotiating and renegotiating its norms and values among its membership. Therefore, the core beliefs, and the language that articulates them will necessarily change over time” (p. 20).

On the other hand, culture may change due to some situations such as colonization and war (the colonier's culture would be imposed and may be acquired instead of native culture). Moreover, culture may also change automatically because of certain factors such as immigration. For instance, when people leave their countries, they are obliged to adopt and understand the norms and assumptions of the foreign countries, in order to be easy for them to live and interact with the native people of those countries. In fact, all cultures are equal, “no culture is objectively better or worse, superior or inferior, to another” (Hofstede et al., 2002, p. 34). It is assumed that differences between cultures do not mean that one culture is better

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than another. All societies have their own beliefs, lifestyle, traditions, customs, even they live in developing societies, countryside, and wherever, but all of them are equal.

2.5. Goals for Teaching Culture

There are more than one goal behind teaching culture in foreign language classrooms, among them are illustrating below. According to Tomalin and Stempleski (1997, p. 7), the goal for teaching culture is firstly, to help learners to develop an awareness that social variables such as age, social class, and place of residence influence the way in which people behave. In other words, the learners' environments and their personal life influence the behaviors of people. Secondly, it increases their awareness of the cultural connotation of words and phrases in the target language i.e. it increases their understanding and awareness of the associated meaning behind the phrases and words that are used by the members of the target culture. In addition to that, it develops the ability of learners to evaluate and refine generalization about the target culture. That is to say, it helps them to overcome their wrong prejudices and stereotypes that they hold to the members of the target culture.

Thirdly, teaching culture develops the necessary skills to locate and organize information about the target culture, and stimulates student's intellectual curiosity about the target culture. In line with this, Seelye (1993, p. 29) claims "all students will develop the cultural understanding, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture". For him, this is a super goal for teaching culture. Similarly, Chastain (1988, pp. 299-300) adds that in language classes where intercultural understanding is one of the goals, students become more aware of their own culture, and more knowledgeable about the patterns of

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behaviors and communication and function within the parameters with those new expectations. Lastly, culture teaching is very important for learners, it paves the way to open minds and discover the home culture as well as the foreign culture. Teaching culture and considering these goals seems beneficial for the language learners.

2.6. Culture and EFL Teaching and Learning

It has been widely recognized that culture and language are interconnected. Many authors, such as Kramersch (2001), Moran (2001), Nababan (1974), and Wardhaugh (2011) have explicitly state that language and culture are closely related. Furthermore, Kramersch (2001) draws attention to the “interaction of language; and culture with the understanding that members of a society conduct their social lives with the language and when language is used in context of communication, it is bound up with culture in various and complex ways” (p. 13). Kramersch also asserts that language and culture are in conjunction, we cannot make a divorce between them, because language is considered the constituent medium through which people express their social lives, and when it comes to communication language is definitely attached to culture in different ways such as verbal and non-verbal language as gestures, body movements, and facial expression. Equally, Nababan (1974) concludes that “it is impossible to learn the culture well without learning the language of the target context because beliefs, feelings, perspectives, and so forth are functionally embedded and interwoven within the language” (pp. 18-30).

More in line with the mainstream, Brown (2007) similarly postulates that “language is a part of culture, and culture is a part of the language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p.

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164). In other words, language and culture are so interwoven, it cannot be imagined to teach a foreign language without dealing with its culture. This interrelation between language and culture is still a debatable issue in the field of foreign language teaching and learning. Earlier, language teaching was almost focused on developing aspect of language skills related to its structure rather gives any attention to the communicative and cultural purposes. However, with the emergence of communicative language teaching (CLT), there has been a paradigm shift in the focus, i.e. from structural approaches of teaching language to the communicative language teaching approach. Simultaneously, the inception of culture teaching finds its way due to the need of learners to develop their communicative competence. Furthermore, by the 1980s up to now the emergence and the need for teaching culture has been recognized regardless of the hot debate between scholars about what and how should culture be taught in the classroom.

In EFL classroom, as we teach the language, we would automatically teach culture. Therefore, integrating culture teaching in the foreign language classes has been recognized to be beneficial for learners to discover the target culture. First of all, learning about culture may enhance learner's knowledge about the target as well as their awareness of their mother culture. In this regard, Chastain (1988) claims that "fundamental factors that invoke a subconscious response must be brought to the conscious level in order to realize their own cultural values and those of second language speakers" (p. 384). That is to say, the hidden structure of culture often acquired unconsciously whereas exposing students to different cultures may oppose them to discover their own culture and simultaneously; they pay more attention to their cultural values. Second, it is believed that teaching culture in the class

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awakens interest, and curiosity even in less- motivated learners, as well as broaden their intellectual capacity, develops their imaginative powers and critical thinking.

Parallel to that, Gardner and Lambart (1965, p. 197) prove that “studying about culture of the target community increases learners’ curiosity and interest about the culture and language, hence, it boosts their motivation and positive attitudes towards the language”. Moreover, Nababan (1974) mentions that “the inclusion of culture in the foreign language classes is regarded as advantageous in promoting intercultural understanding” (p. 25). The necessity of intercultural understanding therefore in language classroom is rooted in the knowledge students gain about their own culture and the insights they acquire towards the target culture. It is fair to say that, students need a certain level of intercultural knowledge and competence to be able to survive in new cultures and educational contexts. In this respect, one’s understanding of the new cultures, as well as his or her own culture has a crucial role to become a globalized citizen. Learning a language without culture is a recipe for becoming what Bennett (1993) calls a “fluent fool “. A fluent fool is someone who speaks a foreign language well, but does not understand the social and philosophical content of that language (as cited in Sercan Saglam, 2012, p. 26). In short, integrating teaching culture in the EFL classes has become one of the most essential fact due to the considerable effects that it has on the language learners. In fact, learning the culture of a second or foreign language can be as instructive as learning the language itself.

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2.7. Cultural Awareness

In the discussion of culture and language teaching and learning, the notion of “Cultural awareness” is often bringing to sight. Cultural awareness according to Tomlinson (2001), “involves a gradually developing inner sense of the equality of culture, an increased understanding of your own and other people cultures, and a positive interest in how cultures both connect and differ”(p. 5). In other words, Cultural awareness means to develop an understanding of the mother culture and other culture regardless of the similarities and differences among them. Equally, Caliskan (2009) adds that “cultural awareness is an approach to culture that includes skills in observing and understanding differences and sameness”(p. 26) “and the suspension of judgement, i.e. not being critical of other people’s apparently deviant behavior” (Tomlinson & Masuhara, 2004, p. 7). Cultural awareness therefore, means to become aware of the members of another cultural group including their behaviors, perspectives, beliefs and values as well as becoming aware about the values, beliefs, and perceptions of the mother culture. For Tomalin and Stempleski (1993), cultural awareness encompasses three qualities.

1. Awareness of one’s own culturally induced behavior.
2. Awareness of the culturally induced behavior of others.
3. Ability to explain one’s own cultural standpoint (p. 5).

Becoming aware of one’s own cultural dynamic is a difficult task because we are dealing with the ‘hard core’ of our culture. In other words, understanding our culture is quite complicated because culture is not conscious to us. “Given the fact that when we are born we learn to see and do things at an unaware stage. Our experiences, our values and our cultural

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background lead us to see and do things in certain ways” (Quappe & Cantatore, 2005, para. 5) and culture becomes totally embedded in people’s mind. Maghiar also argues that “culture relates to us at much deeper levels which are more difficult to change: Level to do with structure, values and beliefs” (as cited in Constantin, 2013, p. 93). That is why people tend to reflect worldviews, conceptions, and attitudes of the group they belong to. So that, cultural awareness provides the ability to overcome the bridge to reach an awareness of one’s cultural values. It helps us to understand why do we do things in certain way? How do we see the world? Why do we react in that particular way?

In addition to being aware of one’s culture, cultural awareness also deals with the knowledge of the target culture. Being aware of the target culture means to understand and have a positive attitude towards other cultures or what is called ‘cultural sensitivity’. Tomalin and Stempliski claim that “cultural awareness is about developing sensitivity to the impact of culturally-induced behaviour on language use and communication” (as cited in Cardona, Rico, & Sermiento, 2015, p. 1364). In other words, cultural awareness involves an understanding towards a culturally different group of people, and it covers beliefs, values, attitudes, and feelings conveyed not only by language but by paralinguistic features such as dress, gestures, facial expression, values, and concepts underlying behavioral patterns. Hence, “cultural awareness allows individuals to explore different worlds and allow them break stereotypical beliefs, prejudices, and to look at the world from a broader and richer framework” (Isisag, 2010, p. 252). That is to say, developing an understanding towards the target culture means to explore our possible prejudices, stereotype that we hold for particular cultural group. Indeed, knowing about the target culture does not totally mean to accept and adopt its values and social characteristics.

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The aim of learning about the target culture does not mean to take on the foreign identity of its speakers. An Algerian, for instance, does not become “ suddenly” French or “ Less Algerian” when speaking or learning French or about the culture of the French, as long as one knows who one is and what one’s native language and native culture are. Moreover, cultural awareness requires to understand the similarities and differences between cultures as well as to recognize that there is no superior and inferior culture; all cultures are equal. In a like manner, Tomlinson (2001) adds that “cultural awareness includes a tendency to believe in the equality of cultures, and interest in the similarities and differences which possibly exists between them” (as cited in Tomlinson & Masuhara, 2004, p. 3). It is of a crucial importance to be aware that, function to different cultures, the meaning that people give to certain activities could be different from your own. Culture is relative to its members and their way is not the only way, still there are different ways. In this regard, cultural awareness becomes essential mainly when we have to interact with people from other cultures. In fact, individuals should be aware that is difficult to think and behave in the context of their own culture within the confines of another culture. Misunderstanding may arise because of the lack of cultural knowledge. Thus, being aware of the cultural differences reduce the risk of acting inappropriately in cross-cultural situations.

2.7.1. Technique for Raising Cultural Awareness

Galloway (1984) suggests a framework based on teachers’ instructions to guide learners to build and develop cultural understanding. Such framework includes four main categories of understanding: convention, connotation, conditioning, and comprehension.

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- 2.7.1.1. Convention:** the goal of this type is to help students to recognize and understand how people in a given culture typically behave in common situations. Galloway identified two types of conventions: Context determine conventions, which includes extralinguistics behaviours related to a given situation, and function-determine conventions related to expression or conventional utterances that are used to perform task in context. For example, one is teaching about foods, the teacher might focus on such context. Determined factors as type of foods, conventions of etiquette as well as emphasises on appropriate expression associated with accepting and declining invitations at a restaurant...
- 2.7.1.2. Connotation:** it deals with the significant meaning that are associated with words. Galloway (1984) states that certain words evoke a cluster of feelings and images. For example, the word 'time' may make one nervous. At the symbolic level, it represents pressure, stress, deadlines, schedules, responsibility. For instance, a person may fear death.
- 2.7.1.3. Conditioning:** this category tackles the fact that all people respond in culturally conditioned behaviour. Students need to understand and to learn how to interpret behaviours which are distinct from their own without making judgement based on their cultural ways. They also need to accept that there are possible differences so that to develop empathy towards the target culture.
- 2.7.1.4. Comprehension:** this category can best achieve by paying attention to the source of one's information, examining one's stereotypes, avoiding overgeneralization, and the way to resolve conflicts (Galloway, 1984). That is to say, we reach comprehension by exploring one's own biases and prejudices, examining

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one's stereotype, avoiding overgeneralization and discovering ways to resolve problem and avoiding misunderstanding (as cited in Zahra Ghorbani Shemshadsara, 2012).

In addition to that, Hughes (1986) further provides some techniques for cultural awareness. Generally, these techniques focus on the mother culture as well as the target culture with a special reference to exploring the differences between both of them.

2.7.1.5. Comparison Method: in a presentation, learners are asked to compare one or more items of the target culture that are different from their own culture. After that, a class discussion would focus on these differences and the possible problems they would cause.

2.7.1.6. Culture Capsule: it is a technique suggested by Tylor and Sorensen (1961). It is a brief description of one aspect of the target culture followed by discussion of the contrasts between the learners' and the other culture. In this technique, the teacher presents the information orally, and such presentation often combined with realia and visual aids, as well as a set of questions to stimulate the discussion. One of the main advantages of using culture capsule is that learners become involved in the discussion and can consider the basic characteristics of their own culture and the target culture (Chastain, 1988, p. 31).

2.7.1.7. Culture Assimilators: this technique first developed by psychologists so that to facilitate the acculturation process. It includes a short dialogue between a native

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speaker and a foreigner. This cross-cultural interaction could be misunderstood by learners. Later, learners would be asked to select the right explanation out of four possibilities. Finally, they would correct the task with the help of the teacher with the possibility of checking for further information at home.

2.7.1.8. Culture Island: this technique can be performed in classroom as well as in online platform. Generally, the teacher creates a culture island through putting the learners in the context of the target culture using pictures, posters, in order to attract learners' attention. Later on, s/he can elicit some questions and comments.

2.7.2. Cultural Awareness and EFL Teaching and Learning

In the context of teaching and learning, cultural awareness becomes a major concern in language teaching. This is true due to the greatest benefits on learners' language proficiency and communicative competence, which are the ultimate goals of teaching a language. According to Common European Framework of Reference for languages (2001), learners need to be aware of the sociocultural knowledge of their own culture as well as the target culture and the relation between them so that to develop intercultural competence.

However, cultural awareness refers to understanding and developing a positive change of attitudes and beliefs towards the target culture and its individuals. The development of cultural awareness helps learners to recognize the similarities and differences between our own culture and other cultures that we observe and contributes to bridging the gap between these differences and building the atmosphere of tolerance and confidence among societies (Hofstede et al., 2010). Hofstede points of view about cultural awareness is mainly a matter of understanding both the similarities and differences between the native culture and the target

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culture, in addition to break down the prejudices and stereotypes that we hold to other cultures. Therefore, cultural awareness requires to learners to be more tolerant, confident, and intellectually competent in order to achieve cultural sensitivity and empathy. According to Byram (1997), ICC is “the ability to carry out an effective communication with people from different cultural backgrounds”. In such model, cultural awareness is referred to “the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices, and products in one’s and other culture and countries” (Byram, 2001, p. 53). For instance, cultural awareness contributes in conjunction with other skills, to make the learners more competent through developing the ability to think analytically for deep comprehension and understanding towards the native culture and the target culture.

Despite the crucial importance of cultural awareness, various scholars as Byram (1988), Byram and Morgan (1994), and others assert that teaching for cultural awareness and understanding is often ignore in foreign language teaching (as cited in Thu, 2010, p. 24). Moreover, Knuston (2006) suggests that teachers should analyse students’ ability to function in appropriate ways and their academic needs in terms of cultural knowledge and awareness (as cited in Beaudrie et al., 2009, pp. 167-169). Teachers’ role and their attitudes towards the target culture are increasingly important. Rivers (1968, p. 315) claims that it is impossible for teachers to hold their impression concerning the target culture from conveying them to their students. So that, they should have at least an acceptable knowledge about the target language community. That is why, they are required to select a suitable way to enrich their students with cultural input. In addition, teachers should be able to guide their students to understand their ours own culture and other cultures as well as be able to break down the prejudices and stereotypes that hold to them. Teaching cultural awareness is almost what teachers should do

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as an ultimate effort to help their learners in promoting their cultural tolerance, sensitivity, understanding, and respecting that all cultures are equal.

2.8. Some Key Considerations in Developing Cultural Awareness

While developing cultural awareness, there are some key considerations that both teachers and students need to take into account. In the process of developing cultural awareness, students firstly are involved in a process of self-awareness. When exposing them to a large amount of cultural information about the target culture without referring to their own culture, they may feel alienated from themselves, from the members of their home culture, and even individuals from the target culture. Knusto also (2006) claims that students should be encouraged to recognize their cultural identity in relation to other culture as a first step to develop their cultural awareness (as cited in Beaudrie et al., 2009, p. 167). Moreover, while teaching a foreign language, teachers should be sensitive towards the students' psychology, and they should use techniques that promote cultural understanding rather than just supporting students with merely foreign cultural knowledge.

When raising cultural awareness in conjunction with foreign language teaching, Seelye (1968) suggests that students should demonstrate acquiring certain understanding and attitudes. First, they should understand that people act the way they do because they are following the options the society offers and allows for satisfying basic physical and psychological needs. That is to say, people are obliged to follow certain norms and rules that the society applies in order to suit their needs and preferences. Second, they should understand that social variables such as age, sex, social class affect the way people speak and behave. Third, they can demonstrate how people conventionally act in the most common

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situation in the target culture. That is why, they should develop the necessary skills to find and locate materials about the target culture from the personal observation and the media. Finally, learners should possess the curiosity to learn about the target culture and empathy towards its people (as cited in Ismail Cakir, 2006, pp. 154-158).

To conclude, bearing in mind these considerations inevitably develops learners' cultural awareness as it helps them to have positive attitudes towards the target culture and at the same time they reach a level of understanding their own culture.

2.9. The Effects of Authentic Materials on The Cultural Awareness of EFL Learners

One way of helping the students to overcome their negative attitudes and provide them with a reason to raise their cultural awareness is to interact with real language and real speakers of that language, with authentic materials. According to Nunan and Miller (1995), authentic materials "are not created or edited expressly for language learners" (p. 68). Authentic materials are designed for target culture speakers in their native language. Therefore, Nunan (2004), Shrun and Glisan (2009), and Mishan (2005) emphasize the use of authentic materials. They assert that to avoid superficiality of EFL classes, students must increase cultural awareness. In fact, in order to be aware of the target culture, learners should at least have a potential amount of knowledge about it. For instance, Moran (2001) subsequently states that "cultural awareness helps students discover and explore their personal perspectives, not only the target culture but the world as a whole" (p. 75). Whatever the motivation and reason, learning a foreign language is culture bounded (Valdes, 1986). In other words, learning a foreign language is almost culture learning since language and culture

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cannot be separated. Besides, cultural awareness means understanding the beliefs, attitudes, values, lifestyle, traditions, perspectives, and behavioral patterns of the target language community. In order to do so, authentic materials are considered the best source for discovering the aspects of the target culture.

Using authentic materials from the target language community such as newspaper, magazine, TV shows, songs, news broadcasts, films of special occasion like Christmas, or audiotape of a dialogue between native speakers makes language learning more realistic, comprehensive, and often enjoyable. By using these materials, students seem to raise their cultural awareness of the country and the language they are studying. These kind of materials and the relevant activities usually attract the students and engage them in learning (Cook, 1981; Jacobson et al., 2003; & Nunan, 2000). They also raise their curiosity to learn more about a specific aspect of the target culture they are interesting in. Learners therefore need to learn about the target culture to recognize meanings and learn the language successfully (Kilikaya, 2004). In addition, authentic materials content can include attractive topics such as popular cultural topics for second language learners like international holidays, sightseeing or events. These cultural topics motivate the students and can be used to raise questions and draw students' attention to learning new words and concepts (Kelly at al., 2002). In line with this, authentic materials like newspapers or magazine articles usually mention themes such as Christmas, Thanksgiving, Halloween and these cultural topics can rise the students' interest to ask and answer questions that bring dynamic conversation into classroom.

Improving classroom interaction is another outcome of using authentic materials in raising the cultural awareness of the language learners. EFL learners need to work cooperatively with authentic materials and practice the language content actively through tasks. For instance,

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playing a song for students is effective to interact and motivate students at the start of a lesson, but it does not present the culture meaningfully to the students (Bilash Bio, 2011, as cited in Laba, 2014, p. 31). For the song to be beneficial and attractive there should be relevant tasks that can be used, such as discussion to engage students in intensive comprehension of the foreign culture. Authentic materials, such as pictures and videos can be used easily by students to discuss how the foreign culture is portrayed and how it is different from their own culture. These materials lead to motivation and interaction between students and teachers and enhance the learners' attitudes as the center of the learning process. Last of all, incorporating authentic materials in the context of teaching and learning a foreign language is inevitably recommended. These materials play a significant role in heightening students' cultural awareness and developing their curiosity towards both the target culture and the home culture.

Conclusion

Language and culture are immutably connected. Accordingly, teaching culture as a part of foreign language teaching is considered as the fifth skill along with other language skills. In fact, teaching culture has proved to be insufficient since it often focuses on aspects related to "big C" culture while the aspect of "small c" culture are more important to develop cultural knowledge. Additionally, students are impossible to reach cultural awareness from the cultural knowledge received in classroom since it is not sufficient.

Therefore, it is so important for EFL learners to develop their cultural awareness of the foreign culture at the aim to avoid stereotypes and misunderstanding. Furthermore, with the use of authentic materials as a tool to support classroom instruction, it offers an advantage for

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learners to enrich and enhance their cultural knowledge about the target culture and this contributes in a way to develop their cultural awareness.

Chapter Three

Research Methodology and Data Analysis

Introduction

The present chapter is devoted to the research methodology and data analysis of this research. For the requirements of this study, one tool is used; a questionnaire for students and one for teachers. The former is administered to students of all levels at the department of English at Mohammed Seddik BenYahia University, Jijel. The latter is administered to the teachers in the same Department. Both teachers' and students' questionnaires are used to find out the perspectives and attitudes towards using authentic materials in raising learners' cultural awareness. Therefore, the population in which this research was conducted is introduced. Following that, both teachers and students' questionnaires are analyzed and interpreted.

3.1. The Questionnaire of Teachers

3.1.1. The Sample

In this research work, the population comprises nineteen teachers of English at Department of foreign languages at the University of Mohammed Seddik Ben Yahia, Jijel who have taught different subjects.

3.1.2. Description of the Questionnaire

Teachers' questionnaire is used to demonstrate teachers' attitudes towards the use of authentic materials to raise learners' cultural awareness at the Department of English at

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Mohammed Seddik Ben Yahia University, Jijel. This questionnaire is composed of 19 questions of two types: Closed-ended and open-ended questions. The questionnaire is divided into three sections entitled: general information, authentic materials in teaching and learning a foreign language, and raising cultural awareness through the use of authentic materials.

Section One: General Information

In this section the teachers were asked to give information about their teaching experiences and the subjects they have taught.

Section Two: Authentic Materials in Teaching and Learning a Foreign Language

This section consists of nine questions. The aim of this section is to demonstrate teachers' perspectives about the importance of using authentic materials in the classes as well as to indicate the difficulties the students encounter when exposed to authentic materials.

Section Three: Raising Cultural Awareness through The Use of Authentic Materials

The section of cultural awareness and authentic materials is concerned with the effectiveness of authentic materials in raising learners' cultural awareness. This section attempts to gather information about the notion of cultural awareness, as the extent to which authentic materials improve learners' cultural awareness, and the effective authentic materials that help in raising learners' cultural awareness.

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3.1.3. Results and Analysis of the Questionnaire of Teachers

Section One: General Information

Q1: How long have you been teaching English?

Table1

Years of Teaching Experience

| Years | N | % |
|----------------|----------|----------|
| 1 – 5 | 9 | 47,37 |
| 5 - 15 | 7 | 36,84 |
| 15 – 30 | 3 | 15,79 |
| Total | 19 | 100 |

The table shows the diversity in the teaching experience at Mohammed Seddik Ben Yahia University. The results range from 1 – 30 years. It is found that 9 participants (47,37%) have been teaching between 1 – 5 years. In the second position, 7 teachers (36,84%) teaching more than 5 years. Then, 15,79% represent teachers with more than 15 years of experience. Thus, from the results it is found that the majority of the participants have enough experience. Hence, it is positive that the respondents have different backgrounds about teaching English as a foreign language in order to provide the study with a variety of viewpoints and attitudes.

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Q2: Do you use authentic materials in your classes?

Table 2

Subjects Being Taught

| Subjects | N | % |
|---|-----------|------------|
| Applied Linguistics | 1 | 5,3 |
| Applied Linguistics + Written Expression | 1 | 5,3 |
| Civilization | 1 | 5,3 |
| Civilization + Oral Expression | 1 | 5,3 |
| Civilization + Written Expression | 1 | 5,3 |
| Research Methodology + Grammar | 1 | 5,3 |
| Linguistics | 3 | 15,5 |
| Literary Texts | 2 | 10,5 |
| Oral Expression | 2 | 10,5 |
| Oral Expression + Phonetics | 1 | 5,3 |
| Study Skills + Written Expression | 1 | 5,3 |
| TEFL + Linguistics | 1 | 5,3 |
| Translation | 1 | 5,3 |
| Written Expression | 2 | 10,5 |
| Total | 19 | 100 |

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As can be seen, the table presents subjects taught by the participants. As it was distributed in the table above, the rest of the respondents were teaching different subjects. Thus, the variety of the teachers was a great help in getting different attitudes about the subject under investigation.

Section 2: Authentic Materials in Teaching and Learning a Foreign Language.

Q1: Do you use authentic materials in your classes?

Table3

Teachers' Use of Authentic Materials in the Classroom

| Options | N | % |
|----------------|----------|----------|
| Yes | 17 | 89,5 |
| No | 2 | 10,5 |
| Total | 19 | 100 |

As shown in the table above, the results indicated a consensus among teachers concerning the use of authentic materials in teaching English. In their answers to the above question, 17 teachers (89.5%) indicated that they use authentic materials in their language classes. Only (10.5%) of the teachers did not use such materials.

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Q2: Do you consider using authentic materials in EFL classes

a. Very important, b. Less important, c. less Important, d. Not important

Table4

Teachers' Attitudes towards the Use of Authentic Materials in the Classroom

| Options | N | % |
|-----------------------|----------|----------|
| very important | 13 | 68,4 |
| Less important | / | / |
| Important | 6 | 31,6 |
| Not important | / | / |
| Total | 19 | 100 |

The results collected show that (68.4%) of the teachers considered that the use of authentic materials is so important in the class while the remaining teachers (37.6%) thought that using authentic materials is important. This may indicate that the participants are aware of the importance of using authentic materials.

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Q3: Why do you prefer to use authentic materials?

Table5

Teachers reasons for the Use of Authentic Materials

| Options | N | % |
|---|-----------|------------|
| Expose students to everyday life language | 7 | 36,8 |
| Develop learners' language skill | 2 | 10,5 |
| Motivate the students | 2 | 10,5 |
| Broaden students' knowledge, understanding and experience of various cultures in which English is used | 8 | 42,2 |
| Total | 19 | 100 |

The participants indicated that they want to provide students with authentic materials. Eight the teachers used authentic materials in order to broaden students' knowledge, understanding and experience of various cultures in which English is used. Then, 36% of them used it in order to expose students to everyday life language. Two teachers (10.5%) used authentic materials to develop learners' language skills while the same percentage of them used it to motivate students.

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If no, why?

- a. Difficult to be used
- b. Time consuming
- c. Do not see it as relevant
- d. Culturally biased

Some teachers did not favor the use of authentic materials in their classes. One teacher said that it is time consuming to integrate such materials while another one argued that it is culturally biased.

Q4: How often do you use authentic materials in your language classes?

- a. Always, b. Often, c. Sometimes, d. Never.

Table 6

The Frequency of Using Authentic Materials

| Options | N | % |
|------------------|----------|----------|
| Always | 3 | 15,8 |
| Often | 10 | 52,6 |
| Sometimes | 5 | 26,3 |
| Never | 1 | 5,3 |
| Total | 19 | 100 |

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As the table demonstrates that *teachers often* (52.6%) use authentic materials. 26.3% of the respondents reported that they *sometimes* use them. Three teachers (15.8%) indicated that they *always* use authentic materials. Only 5.3% claimed that they *never do*. All these results may refer to teachers' positive attitudes towards using authentic materials.

Q5: *What are the sources do you use to obtain authentic materials?*

Table7

Teachers' Source for Authentic Materials

| Options | N | % |
|---|----------|----------|
| Internet | 7 | 36,84 |
| Internet, Videos, Movies | 3 | 15,78 |
| Newspapers and magazines, Movies, Videos, Internet | 2 | 10,52 |
| Videos, Movies, Internet | 2 | 10,52 |
| Videos, Movies | 1 | 5,26 |
| Internet, Videos | 1 | 5,26 |
| Newspapers and magazines | 1 | 5,26 |
| Radio | / | / |
| Total | 19 | 100 |

As the results showed in this table, 36.84% of teachers would use internet as a source for obtaining authentic materials. Additionally, 10.52% of the participants argued that they

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would use newspapers and magazines, movies, videos, and internet while an equal percentage of (10.52%) make up for those who used videos, internet, and movies. Then, three of the teachers (15.78%) claimed that they would use internet, videos, and newspapers and magazines. However, a low rate of (5.26%) represent three categories: the first category demonstrated that videos and movies are the sources to get authentic materials. The second category indicated that internet and videos are the sources. The third category found that newspapers and magazines are the most useful sources in obtaining authentic materials.

Q6: Which kind of authentic materials do you often use in the classroom?

Table8

Types of Materials Teachers Use in Class

| Options | N | % |
|---|----------|----------|
| Printed Authentic Materials | 6 | 31,6 |
| Audio-Visual Authentic Materials | 10 | 52,6 |
| Visual Authentic Materials | 3 | 15,8 |
| Total | 19 | 100 |

As it is noticed in the table above, 52.6% claimed that audio-visual materials are the materials they often use. Printed authentic materials deserved the second rank with a

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proportion of 31.6%. Then, three participants (15.8%) indicated that they used visual materials inside their classes.

Q7: What criteria of selection do you follow?

Table9

Criteria of Selection of Authentic Materials

| Options | N | % |
|--------------------------------------|----------|----------|
| Students' needs and interests | 14 | 73,7 |
| Language Level | 2 | 10,5 |
| Culture Appropriateness | 3 | 15,8 |
| Length of the text | / | / |
| Total | 19 | 100 |

Regarding the selection criteria, the majority of the teachers (73.7%) indicated that students' needs and interests would be the primary guidelines for materials selection. Further, 10.5% represented the participants who considered that language level is an important factor in selecting authentic materials. Three teachers (15.8%) take into account cultural appropriateness among the essential factors in the task of selecting such materials.

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Q8: Do you feel that students are motivated when exposed to authentic materials?

Table10

Students' Motivation towards the Use of Authentic Materials

| Options | N | % |
|----------------|----------|----------|
| Yes | 19 | 100 |
| No | / | / |
| Total | 19 | 100 |

The table shows that all the teachers (100%) thought that their students feel motivated when exposing to authentic materials. It may be assumed that this fact would encourage teachers to use authentic materials more frequently in the classroom.

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Q9: What the difficulties do your students encounter when being exposed to authentic materials?

Table 11

Students' Difficulties encountered when exposed to Authentic Materials

| Options | N | % |
|------------------|----------|----------|
| Reading | 4 | 21,1 |
| Listening | 11 | 57,9 |
| Writing | 4 | 21,1 |
| Total | 19 | 100 |

As the table displayed, teachers claimed that their students (57.9%) face more difficulties in listening skills. Students with more writing difficulties make up 21.5% followed by the same percentage (21.5%) who have reading difficulties.

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Section Three: Raising Students' Cultural Awareness Through the Use of Authentic Materials

Q1: Do you think it is important to teach the foreign culture for EFL learners?

In both cases, please justify

Table12

The Importance of Teaching the Foreign Culture for EFL Learners

| Options | N | % |
|----------------|----------|----------|
| Yes | 18 | 94,7 |
| No | 1 | 5,3 |
| Total | 19 | 100 |

The results showed that all the teachers (94.7%) responded that it is very important to teach the foreign culture for EFL learners. Those who agreed with this fact support their answers by saying that language and culture are such interwoven entities that they almost make one entity together, and the ignorance of one shall inevitably affect the other. Some teachers believed that knowing about the foreign culture enables learners to be familiar with other traditions and customs as well as it improves their communication skills. However, teachers who answered ‘no’ (5.3%) did not justify their answers.

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Q2: How would you define cultural awareness?

In this question, the respondents answers' are close and almost the same about the concept of cultural awareness. Teachers thought that cultural awareness is to be aware that different cultures, traditions and values do exist. However, one teacher said that it is about being familiar with the foreign language. Thus, most of the teachers' definitions were:

- “Learners’ cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.”
- “Cultural awareness is the readiness of knowing and accepting the nuances of the one’s own and the others’ cultures. It is the fact of being well-prepared to accept, without being shocked, issues that contradict with one’s culture.”
- “Having at least a nodding acquaintance with the foreign culture.”
- “The ability to understand the differences between the one’s culture and the others’, especially differences in the moral system, styles of communication, attitudes...etc. Your awareness of others’ cultural differences may help erode and buffer all sorts of stereotypes.”
- “It is more of less the individual’s ability to detect and accept the similarities and differences between their own culture and the target one as well as communicating through the others’ cultural perspectives rather than their own.”
- “Being familiar with the foreign language.”

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Q3: Do you believe that cultural awareness permits EFL learners to overcome stereotype, prejudices and develop sensitivity and empathy towards others' culture?

Table13

Teachers' Beliefs about if Cultural Awareness permits to overcome Stereotype

| Options | N | % |
|----------------|----------|----------|
| Yes | 16 | 84,2 |
| No | 3 | 15,8 |
| Total | 19 | 100 |

This question aimed to investigate whether cultural awareness permits EFL learners to overcome stereotype, prejudices and develop sensitivity and empathy towards others' culture. The table above reveals that the majority of the teachers (84.2%) claimed that they permit to overcome stereotype, prejudices and develop sensitivity and empathy towards others' culture. A minority of teachers (3) making up 15.8% of the respondents thought that they do not believe so.

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Q4: *To what extent do authentic materials improve students' cultural awareness?*

Justify, please

Table 14

The Effect of Authentic Materials in Raising Students' Cultural Awareness

| Options | N | % |
|-------------------|----------|----------|
| Very much | 14 | 73,7 |
| Not much | 3 | 15,8 |
| A little | 2 | 10,5 |
| Not at all | / | / |
| Total | 19 | 100 |

According to the statistics shown in table 5, we noticed that 73.7% of the teachers believed that the use of authentic materials in the classroom helps learners very much to improve their cultural awareness. As it aids the learners to be exposed to the real-life conversation in which they can get the opportunity to see how native speakers act and use language in different contexts. It also increases learners' motivation towards learning in general and the target culture in particular. A rate of 15.8% of the teachers argued that these materials are not that effective in developing students' cultural awareness whereas two teachers (10.5%) declared that authentic materials are a little bit efficient in improving students' cultural awareness. Then, it can be conclude that the majority of the participants have positive attitudes towards using authentic materials in improving students' cultural

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awareness. In fact, teachers who are with the view that authentic materials improve students' cultural awareness provided their justifications as it is shown below:

- “When students are exposed to authentic materials, they automatically become knowledgeable about culture.”
- “Authentic materials reflect the target language’s culture when exposed to them; students get the chance to compare them to one’s own culture. Identifying the differences, helps learners avoid stereotypes and misconceptions about the target culture. It helps develop an understanding that prejudices will only hinder language learning and use.”
- “Authentic materials are the best means that represent the culture of the language being taught/learnt.”
- “The use of authentic materials help learners to be exposed to real-life conversations in which they can get the opportunity to see how native speakers act and use language in different context.”
- “Using authentic materials is a natural exposure to real context which may increase learners’ motivation towards learning in general and the target culture in particular.”
- “They expose them to the target culture in its genuine reality. They prepare them so as not to be culturally shocked.”

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Q5: Why is it important to raise learners' cultural awareness?

Teachers look at the importance of raising cultural awareness from different angles. Through the results obtained from this question, it is noticed that the majority of the teachers (77.77%) look at raising cultural awareness as a matter of being knowledgeable about the target culture. 11.11% of the respondents thought that it is important due to their effectiveness in improving communication skills. Teachers who gave more importance to developing language proficiency make up 5.56% and an equal rate for those who considered it as a matter of developing learners' critical thinking. Most of their responses were:

- “It develops learners' critical thinking, sensitivity to cultures; it enables learners to use language adequately in different cultural context and preparing confident learners to interact in different social groups.”
- “Students need to know what to expect from people and government of a different culture especially in terms of values and attitudes. Moreover, meanings that are embedded in language structures become clearer and this allow full comprehension and facilitate communication.”
- “Language is loaded with cultural knowledge. Not understanding cultural information makes learners less able to communicate successfully.”
- “Learning a foreign language without its culture may put EFL learners in a very difficult situation when they go abroad.”
- “It develops tolerance towards the foreign culture.”
- “Because language is a part of culture students need to know the cultural background of the language being studied also it will help them if they travel or communicate with other foreigners.”

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- “Because this would facilitate teaching such a language.”

Q6: Do you think that cultural awareness can change the students' perception towards their own culture?

Table15

Teachers' Beliefs towards the Effects of Cultural Awareness on Learners' own Culture

| Options | N | % |
|-----------------|----------|----------|
| Agree | 15 | 83,3 |
| Disagree | 4 | 16,7 |
| Total | 19 | 100 |

Concerning this question, it can be noticed that the majority of the teachers (83.3%) agreed on the fact that cultural awareness can change the students' perception towards their own culture. Further, 16.7% represented the participants who totally disagree that cultural awareness can change the students' perception towards their own culture.

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Q7: Which of the following authentic materials do you think would raise the students' cultural awareness?

If any other suggestions, please mention

Table 16

Authentic Materials that may raise Students' Cultural Awareness

| Options | N | % |
|---------------------------------|----------|----------|
| Videos | 3 | 15,8 |
| Movies | 11 | 57,9 |
| Newspapers and magazines | 2 | 10,5 |
| Radio | / | / |
| Internet | 3 | 15,8 |
| Total | 19 | 100 |

This question identifies materials that may raise the students' cultural awareness. As the table above illustrated, half of the teachers (57.7%) opted for movies as an effective equipment to raise students' cultural awareness. Then, the other participants with a similar percentage of (15.8%) chose video and the internet. However, only two teachers (10.5%) selected newspapers and magazines.

According to the second part of this question, the respondents did not answer this question. For those who have answered, they suggest that in order to raise students' cultural awareness, learners should read books of literature, history, philosophy, economy,

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psychology, and politics as well as using social media as an efficient tool to develop learners' cultural knowledge.

Q8: According to your teaching experience, what could you suggest to help your students to improve their cultural knowledge about the foreign language?

From the teachers' responses, most of them gave approximately the same responses regarding students' improvement of cultural knowledge about the foreign language. The majority of the teachers (68.75%) suggested that the exposure to authentic materials is of paramount importance. Whereas another portion estimated by (6.25%) claimed that using group work presentation is a valid strategy to improve students' cultural knowledge. two other teachers with a percentage of (12.5%) reported that reading about foreign language is also beneficial, while the same percentage (12.5%) of teachers believed that building relationship with native speakers and communicate with them can also help them.

The last request was to provide comments and suggestions concerning raising students' cultural awareness. The majority of the teachers did not respond. Only 3 teachers (15.8%) added comments saying that it is beneficial to promote cultural awareness but it should be aware of the negative outcomes of the exposure to the target culture. Another teacher mentioned that cultural awareness is not merely achieved through acquiring information and facts about other rather it needs acquiring skills and values to communicate successfully with culturally different people.

- “Teachers training should be taken into consideration as far as the teaching of culture is concerned (teaching methods, materials selection...).”

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- “Cultural awareness is not merely achieved through acquiring information and facts about the culture of the other. It needs acquiring skills and values to communicate successfully with culturally different people.”
- “While it is beneficial to promote cultural awareness, it is also important to be aware of the negative outcomes of the exposure to the target culture without any filtration especially on the internet nowadays (outside of the classroom) as this could lead to acculturation which would not be ideal in our society.”

3.1.4. Discussion of the Results

According to the results yielded from questionnaire of teachers, a large number of responses were quite positive in the sense that teachers' answers are in the direction of our hypothesis which is about the positive effect of authentic materials in raising students' cultural awareness.

First of all, the majority of teachers argued that using authentic materials is very important. Teachers demonstrated that providing students with authentic materials is beneficial due to their effectiveness in broadening students' knowledge, understanding and experience of various cultures in which English is used as well as developing their language skills. As far as cultural awareness is concerned, authentic materials seemed to be beneficial to students. In addition, the majority of teachers held positive attitudes towards authentic materials in their classes in order to improve students' cultural awareness. Concerning the kind of authentic materials teachers prefer in the classroom, the results showed that teachers favor audio-visual materials. However, teachers only often use them in the classroom since they are culturally biased and contain difficult vocabulary. Regarding the criteria of selection authentic materials, teachers indicated that students' needs and interests are essential factors for materials

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selection because providing students with any kind of teaching materials should satisfy the learners' needs and these materials on the other hand, should serve as a stimulus for learning the target language culture. Then, the results of this piece of research have shown that the use of authentic materials is effective and useful in raising students' cultural awareness. Specially videos because it shows how the foreign culture is portrayed and how it is different from their own culture. Then, newspapers & magazines are considered the most traditional cultural product, they seen as helpful materials in which they expand the knowledge of the target culture. As Mishan (2005) states “ Newspaper is probably the best single source of information about the contemporary culture of country”.However, internet is the modern day reality. It is a source of plenty and endless amount of information and resources. Consequently, these materials help the learners to be expose to the real-life conversation in which they get the opportunity to see how native speakers act and use language in different contexts as well as motivate them towards learning in general and the target culture in particular. The present study also investigated teachers' attitudes towards using authentic materials in raising students' cultural awareness The participants in this study reported positive attitudes towards developing cultural awareness of their learners through authentic materials; they declared that the use of movies facilitates and fosters the development of learners' cultural awareness because movies may be used in classroom to give students a glimpse of what was one reality of the target culture (Tourki, 2003). It also showed that being culturally aware can permit learners to overcome stereotype, prejudices, develop sensitivity and empathy towards others' culture.

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To sum up, the findings of the current study showed that the majority of teachers have positive attitudes towards the use of authentic materials for the purpose of raising students' cultural awareness.

3.2. The Questionnaire of Students

3.2.1. The Sample

To carry out this piece of research, a population of eighty LMD students of English are chosen randomly from different levels at the Department of English at Mohammed Seddik Ben Yahia University, Jijel during the academic year 2019-2020, the major aim behind this selection is to obtain a variety of perspectives to consolidate this study.

3.2.2. Description of the Questionnaire

A questionnaire for students was designed in order to study the learners' thought and attitudes about the issue that is treated in the present study. The questions employed in this questionnaire are of two types: Closed-ended and scale items questions. Concerning closed-ended questions, the respondents are required to opt for 'yes' or 'no' answers, or they are asked to pick up the right choice amongst others that best suits their points of view.

The questionnaire is made up of 28 questions organized in four sections: General information, learners' view about authentic materials, authentic materials in teaching and learning a foreign language, and raising cultural awareness using authentic materials.

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Section One (Q1-Q2): This section represents an introductory part that is meant to draw the portraits of the students. It includes two questions aiming to get information about the students' degree and their level in English language.

Section Two (Q1-Q6): This section is about the authentic materials. It seeks the students' familiarity with the concept of authentic materials as it aims to know whether teachers use it or no. It also demonstrates the types the learners prefer to be used.

Section Three (Q 1-Q8): The whole section is about authentic materials in teaching and learning a foreign language. It seeks to explore students' knowledge and attitudes towards learning by authentic materials and their effectiveness.

Section Four (Q1-Q 13): It is about the relationship between authentic materials and cultural awareness. In other words, it aims at identifying the role of the authentic materials in raising learners' cultural awareness.

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3.2.3. Results and Analysis of the Questionnaire of Students

Section one: General Information

Q1: What is your level?

Table 17

Students' Level

| Options | N | % |
|------------------------------------|----------|----------|
| 1st year license | 10 | 12,5 |
| 2nd year license | 10 | 12,5 |
| 3rd year license | 11 | 13,8 |
| Master 1 | 12 | 15 |
| Master 2 | 37 | 46,3 |
| Total | 80 | 100 |

From the table above, it was noticed that the higher rate of participants is for master two students which is about 46,3% however the lower rate was for both first year and second year license with the percentage of 12,5%. Merely 12 participants were from master one. The last percentage was 13,8% which represents third year students.

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Q2: How do you consider your English language level?

Table 18

Students' views about their Levels

| Options | N | % |
|------------------|----------|----------|
| Excellent | 6 | 7,5 |
| Good | 60 | 75 |
| Average | 14 | 17,5 |
| Weak | / | / |
| Total | 80 | 100 |

The second table reveals that (60%) of the respondents reported that their level in English language is good, whereas only 7,5% of the respondents consider their level as excellent. 14 students claimed that they have an average level and no one declared that he/she has a weak level in English.

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Section Two: Authentic Materials

Q1: Are you familiar with the term authentic materials?

Table 19

Students' Familiarity with Authentic Materials

| Options | N | % |
|----------------|----------|----------|
| Yes | 70 | 87,5 |
| No | 10 | 12,5 |
| Total | 80 | 100 |

The results obtained denote that 70 students said that they are familiar with the term authentic materials whereas 12,5% stated that the term authentic materials is new for them. Therefore, the majority of the participants are familiar with the term of authentic materials hence, they help at enlighten the direction of this research.

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Q2: Do your teachers use authentic materials in the classroom?

Table 20

Teachers' use of Authentic Materials in the Classroom

| Options | N | % |
|----------------|----------|----------|
| Yes | 76 | 95 |
| No | 4 | 5 |
| Total | 80 | 100 |

Ninety five percent from the whole population argued that their teachers use authentic materials in the classroom. However, only four participants claimed that their teachers did not use the materials in the class. Therefore, most of EFL teachers integrating the materials in the classroom as a result, this make English students familiar with the authentic materials as well as motivate the learning and teaching process.

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Q3: Which kind of authentic materials do your teachers often use in the classroom?

Table 21

Kinds of Authentic Materials used in the Classroom

| Options | N | % |
|---|----------|----------|
| Printed authentic materials | 25 | 31,25 |
| Audio-Visual authentic materials | 47 | 58,7 |
| Visual authentic materials | 8 | 10 |
| Total | 80 | 100 |

Students are asked about the kind of materials that their teachers prefer to use in the class hence, 47 respondents argued that the audio-visual authentic materials are the most used. 31,25% represented the percentage of the teachers who use the printed materials. 10% of the whole population said that their teachers prefer the use of visual materials.

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Q4: *How often do your teachers use authentic materials in the classroom?*

Table 22

The Frequency of Using Authentic Materials in the Classroom

a. Always, b. sometimes, c. Rarely

| Options | N | % |
|------------------|-----------|------------|
| Always | 9 | 11,25 |
| Sometimes | 56 | 70 |
| Rarely | 15 | 18,75 |
| Total | 80 | 100 |

As the table above shows, 70% of students claimed that their teachers 'sometimes' use authentic materials in the classroom. However, 18,75% represented those students who said that their teachers 'rarely' use the materials. Only nine students declared that is 'always' their teachers use these materials in the classroom.

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Q5: Do your teachers vary the use of authentic materials in the classroom?

Table 23

Students' Views about whether Teachers vary the use of Authentic Materials in the Class

| Options | N | % |
|----------------|----------|----------|
| Yes | 50 | 62,5 |
| No | 30 | 37,5 |
| Total | 80 | 100 |

This question was asked to find out whether teachers vary the use of authentic materials for their students in the classroom. 62, 5% reported that their teachers use multiple materials in the class whereas 37, 5% of the respondents stated that their teachers use only one type of the authentic materials.

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Q6: Which kind of authentic materials do you prefer? Rate the following materials from 1 (most preferred) to 6 (least preferred).

- a. Newspapers,
- b. magazines,
- c. videos,
- d. movies,
- e. Internet
- f. Songs

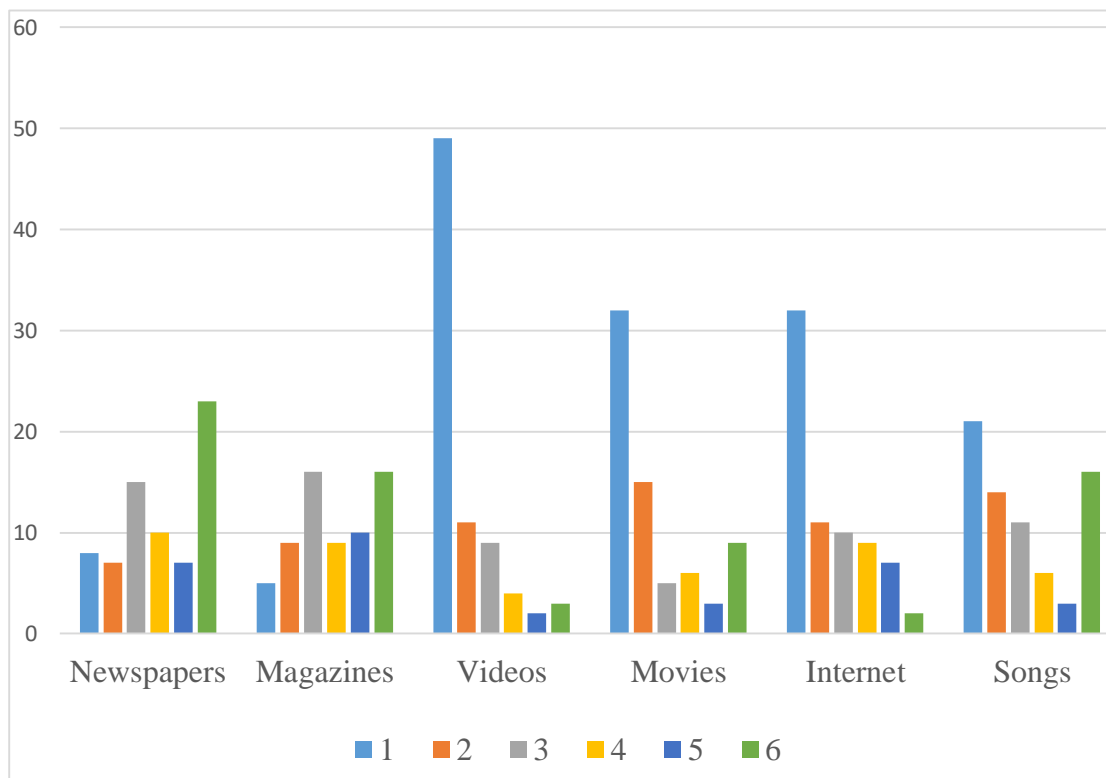


Figure 1. Students' Most preferable Authentic Materials

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Students are asked about their most preferred authentic material, depending on their responses it is found that 'videos' are the most useful materials by students. On the other hand, the majority of the students classify 'movies' and 'internet' in the second rank then songs. However, most of the participants were not in favor with 'newspapers' and 'magazines' thus, they categorize them in the last rate.

Section Three: Authentic Materials in Teaching and Learning a Foreign Language

Q1: Do you use authentic materials in learning English as a foreign language?

Table 24

Students' Use of Authentic Materials

| Options | N | % |
|----------------|----------|----------|
| Yes | 77 | 96,25 |
| No | 3 | 3,75 |
| Total | 80 | 100 |

Under the banner of this question, students were inquired into their opinions about the use of authentic materials in learning English as a foreign language. According to the table above, 77 students (96.25%) answered positively. However, (3.75%) of them answered negatively. This proves that the majority of students use authentic materials in learning English as a foreign language.

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Q2: Roughly, how often do you use them?

Table 25

Students' Frequency of Using of Authentic Materials

a. Always, b. Sometimes, c. Often, d. Rarely

| Options | N | % |
|------------------|----------|----------|
| Always | 32 | 40 |
| Sometimes | 32 | 40 |
| Often | 12 | 15 |
| Rarely | 4 | 5 |
| Total | 80 | 100 |

The results obtained show that an equal percentage of (40%) of students was divided into two ranks; thirty-two students out of eighty (40%) stated that they ‘‘always’’ use authentic materials, (40%) of participants who opted ‘‘sometimes’’ as a frequency of using such materials. On the other hand, twelve students (15%) mentioned that they ‘‘often’’ use authentic materials while four students (5%) said that they ‘‘rarely’’ use them.

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Q3: what is your attitude toward using authentic materials in learning and teaching process?

Table 26

Students' Attitudes towards Using Authentic Materials in Learning and Teaching Process

| Options | N | % |
|-----------------|----------|----------|
| Positive | 75 | 93.75 |
| Negative | / | / |
| Neutral | 5 | 6.25 |
| Total | 80 | 100 |

This question queried students to indicate their attitudes towards using authentic materials in the learning and teaching process. As it is displayed in the table above, the vast majority of students (93.75%) think positively. A low rate of (6.25%) of participants have neutral attitudes towards using authentic materials in the process of teaching and learning. It is worth remembering that students were asked to justify their choices. First, light should be cast on those who said "positive", they provided their justification as it is shown below:

- "It creates a real environment in which students can perform better when it comes to real life situation."
- "Using authentic materials in the teaching and learning process allows the students to be more attractive and interested in learning something new that give them the abilities to acquire new skills in many fields."
- "They are so motivational."

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- “Because it is the best modern method for learning”.
- “ Help the leaners to develop his language skills and they raise the students’ awareness of the use and the usage of the language that they are studying”.

Q4: Do you face difficulties/ problems when exposed to authentic materials in the language classroom?

Table 27

Students’ opinions about whether they face Difficulties in the Use of Authentic Materials

| Options | N | % |
|----------------|----------|----------|
| Yes | 43 | 53.75 |
| No | 37 | 46.25 |
| Total | 80 | 100 |

This question was asked for better understanding whether students face any difficulties and troubles when exposed to authentic materials or not. It is apparent from the table above that 43 students (53.75%) widely held that they do encounter problems in this regard. Whereas, the rest of them (46.25%) answered negatively. Students who answered “yes” were asked to indicate the reason in the second part of this item.

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- If yes, why?

Table 28

Students' Difficulties with the Use of Authentic Materials

| Options | N | % |
|-------------------------------------|-----------|------------|
| Contain difficult vocabulary | 20 | 46.5 |
| Delivery of speech | 15 | 34.9 |
| Many structures are used | 6 | 14 |
| Culturally biased | 2 | 4.6 |
| Total | 80 | 100 |

Students who answered ‘yes’ were asked to indicate the reason in the second part of this item. The results in the above table show that (46.5%) of the participants said that this is because authentic materials contain difficult vocabulary, 15 students (34.9%) argued that this is due to delivery of speech. While (14%) of them claimed that we face difficulties because many structure are used. Whereas, two students (4.6%) declared that they are culturally biased. It can be concluded that the vast majority of the students found authentic materials difficult because they are contained difficult vocabulary and culturally biased since native speakers produce them and many structure are mixed as well as the delivery of speech.

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Q5: Do you consider the use of authentic materials very effective in learning English?

Table 29

Students' Attitudes towards the Effectiveness of Using Authentic Materials in Learning English

| Options | N | % |
|----------------|----------|----------|
| Yes | 79 | 98.75 |
| No | 1 | 1.25 |
| Total | 80 | 100 |

The question was designed to investigate students' attitudes towards the effectiveness of using authentic materials in learning English. (98.75%) of students responded positively. While a percentage of (1.25%) of the students claimed that they are not effective in learning English. Based on the highest percentage of students who answered "yes" it can be concluded that students think that using these materials when learning English is very effective.

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- If Yes? Why?

Table 30

Students Reasons for the Effectiveness of Authentic Materials in Learning English

| Options | N | % |
|---|-----------|------------|
| Develop different language skills. | 31 | 38.75 |
| Get closer to real world. | 20 | 25 |
| Connect to the target culture. | 12 | 15 |
| Meet learners needs and interests. | 9 | 11.25 |
| Motivate the learners. | 8 | 10 |
| Total | 80 | 100 |

This table show the different reasons why students consider using authentic materials effective in learning English. It is noticed that the majority of students representing the percentage of (38.75%) justified their answered saying that authentic materials develop different language skills. Twenty students (25%) said that they get you closer to the real world, and (15.4%) of participants explained that they connect them to the target culture. However, nine informants (11.25%) replied saying that those tools meet learners' needs and interests, while a rate of (10%) of respondents declared that they motivate them. The results indicate that students have positive attitudes towards the effectiveness of using authentic materials in learning English since they are get them closer to the real world, connect them to the target culture, meet learners' needs and interests as well as motivating them.

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Q6: To what extent do you consider your development when learning via the use of authentic materials?

Table 31

Students' Development when Learning Via the Use of Authentic Materials

| Options | N | % |
|------------------|----------|----------|
| Good | 56 | 70 |
| Excellent | 20 | 25 |
| Average | 4 | 5 |
| Total | 80 | 100 |

In so far this question is concerned, its main aim is to indicate the extent to which learners consider their development when learning via the use of authentic materials. The highest percentage of learners (70%) ticked for the option ‘good’. Then, twenty students (25%) ticked for ‘excellent’. However, only four participants (5%) ticked for ‘average’. One can conclude that the vast majority of learners use authentic materials in developing their learning.

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Q7: In your opinion, what is the best method in teaching and learning a foreign language?

Table 32

Students' Perspectives about the Best Method in Teaching and Learning a Foreign Language

| Options | N | % |
|---------------------------------------|----------|----------|
| The use of authentic materials | 76 | 95 |
| The use of traditional method | 4 | 5 |
| Total | 80 | 100 |

This question seeks to find out students' favorable method in teaching and learning a foreign language. From the observation of the table above, one can state that the majority of students (95%) thought that using authentic materials is better than traditional method. However, five students (4%) preferred traditional method. Justification was required in this question whatever the answer was. In fact, students who prefer using authentic materials in teaching and learning a foreign language provided their justification as it is shown below:

- "They have positive effects on learners' motivation".
- "They expose learners to the real language."
- "They provide authentic cultural information."
- "Meet learners' needs."
- "They facilitate the process of teaching and learning."

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- “They help learners to learn more structure and forms as well as features of the target culture.”
- “Teachers become free from the textbook structures and make learners feel that the learning tools are in level with the age that they live”.

However, students who aim traditional way of teaching justified their perspectives saying that:

- “I like the old way because students most of the time concentrate with the material not its content.”

Section Four: Raising Students' Cultural Awareness through The Use of Authentic Materials

Q1: According to you, the word culture refers to?

Table 33

The Meaning of Culture According to the Students

| Options | N | % |
|---|-----------|------------|
| The way of life of a given human group. | 13 | 16.25 |
| Literature, art, music, theatre.... | / | / |
| Both of them | 67 | 83.75 |
| Total | 80 | 100 |

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In regard to this question, students were inquired into their opinions about the meaning of culture. This question is an attempt to find out whether the learners under consideration were of the view that culture is a component of big ‘‘C’’ culture or small ‘‘c’’ culture. Therefore, sixty-seven students (83.75%) opted for the choice ‘‘both of them’’. However, only a percentage of (16.25%) of them believed that culture is ‘‘ the way of life of a given human group including traditions, beliefs, customs, values, behaviors, clothing, and foods’’.

Q2: Do you think that learning English as a foreign language entails learning its culture?

Table 34

Students' Opinions about Learning the Target Culture

| Options | N | % |
|----------------|----------|----------|
| Yes | 75 | 93.75 |
| No | 5 | 6.25 |
| Total | 80 | 100 |

Under the banner of this question, learners were inquired into their stances on learning English in relation with its culture. According to the table above, seventy-five informants (93.75%) answered positively. However, (6.25%) of them disagreed with the view that culture should be related to language in teaching. It is worth remembering that they were asked to justify their choices. First, light should be cast on those who said ‘‘ yes’’. Those students provided their justification as it is illustrated:

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- “Culture and language are interrelated”.
- “Learning a foreign language without its culture is a fake because language and culture are totally inseparable, we cannot make a divorce between them”.
- “If you don't know the culture, you will be fluent fool in real life situations”.
- “I think that language is an important symbolic aspect of culture”.
- “Certain forms of the language require a minimum understanding of its culture”.
- “Language is the identity of a culture and culture is where language came from”.
- “ It helps them to understand the attitudes, beliefs, lifestyle of others and make them avoid stereotype”.

Nevertheless, learners who opted for “no”, their justification are made clear in what follows

- “ Not necessary, it depends on the purpose of learning the language”.
- “ It is not necessary to learn the culture of the language, we can learn the language which can helps us to explore its culture if we want”.

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Q3: *Do you think that the target culture should be taught in language classroom?*

Table 35

Students' Belief about the Importance of Teaching the Target Culture

| Options | N | % |
|----------------|----------|----------|
| Yes | 68 | 85 |
| No | 12 | 15 |
| Total | 80 | 100 |

In regard to question (03), it particularly aims at recognizing whether the target culture should be taught in classroom or not. As illustrated above, the majority of students (85%) answered positively. Whereas, twelve learners (15%) were opponents to the idea of teaching the target culture in language classroom.

According to the second part of this question, the targeted learners were required to justify their choices. Hence, learners who responded 'yes', provided their explanation as demonstrated:

- " Learning the target culture helps understanding the target language".
- " Contextualized what being thought".
- " It motivates students to know more about the language and it boots their curiosity".

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- “ To enhance students’ communication with the foreigners and avoid misunderstanding “.
- “ Raises students’ awareness towards the target’ mentality and way of thinking and living”.

On the other hand, learners who answered “no” gave various justification:

- “It should be included but it should not be the main focus of the course”.
- “ You can learn about the target culture by your own, it does not need to have a module”.
- “It is not obligatory since generally in classroom, they rely more on language structures”.
- “No need to learn others’ culture, it is up to the person”.
- “Not everyone is interested in other people’s culture”.

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Q4: Are you curious to learn about others' cultures?

Table 36

Students' Curiosity to Learn about Others' Culture

| Options | N | % |
|-----------------|----------|----------|
| Yes | 70 | 87.5 |
| Not sure | 6 | 7.5 |
| No | 4 | 5 |
| Total | 80 | 100 |

At the level of the fourth question, students were asked to give their points of view towards learning about others' culture. It is apparent from the table above that seventy students (87.5%) widely held that they were curious to learn about others' culture. On the other hand, six participants (7.5%) stated that they are not sure while the rest of them (5%) answered negatively.

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Q5: How do you find learning about others' cultures?

Table 37

Students' interest about Others' Culture

| Options | N | % |
|------------------------|----------|----------|
| Interesting | 72 | 90 |
| Not interesting | 7 | 8.75 |
| Boring | 1 | 1.25 |
| Total | 80 | 100 |

In response to the fifth question that aimed at gathering data about students' attitudes towards others' culture. It can be noticed from the results that (90%) of LMD students were interesting. To add, seven participants (8.75%) indicated that they were not interesting. However, a rate of (1.25%) of them opted for "boring". One can conclude that most of learners are motivated to explore the target culture.

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Q6: *The concept of cultural awareness is:*

- Having cultural knowledge of the target community
- Understanding the differences and similarities between your own culture and the target culture
- All of them

Table 38

Students' Understanding of Cultural Awareness

| Options | N | % |
|---|----------|----------|
| All of them | 40 | 50 |
| Understanding the similarities and differences between your own culture and the target culture | 24 | 30 |
| Having cultural knowledge of the target community | 16 | 20 |
| Total | 80 | 100 |

This question at hand was addressed to ask students to define the concept of cultural awareness in order to know what cultural awareness means to them. From the observation of the table above, (50%) of learners chose “all of them”. However, twenty-four (30%) of the targeted learners defined cultural awareness as “understanding the differences and similarities between their own and others. On the other hand, the remaining participants (20%) perceived cultural awareness as “having cultural knowledge of the target community”.

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Q7: Do you think that learning the target culture raises your awareness of the cultural differences between your culture and the target one?

Table 39

The Impact of Learning the Target Culture in Raising Students' Awareness of the Cultural Differences

| Options | N | % |
|----------------|----------|----------|
| Yes | 76 | 95 |
| No | 4 | 5 |
| Total | 80 | 100 |

This question was designed to ask students about their attitudes towards learning the target culture in order to raise the awareness of the cultural differences between their culture and the target one. As indicated in the table above, the majority of students (95%) responded positively. While a percentage of (5%) answered negatively. That is, LMD students are aware of the importance of learning the target culture to develop their sensitivity towards their own and the target one.

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Q8: Do you think that cultural awareness can change the students' perception towards their own culture?

Table 40

The Effect of Cultural Awareness on Changing Students' Perception towards their own Culture

| Options | N | % |
|---------------------|----------|----------|
| Agree | 40 | 50 |
| Disagree | 24 | 30 |
| I don't know | 16 | 20 |
| Total | 80 | 100 |

The results obtained make it clear that more than half of students (52.5%) agree with the fact that cultural awareness can change the students' perception towards their own culture, whereas, a rate of students (27.5%) disagree with this fact. However, a percentage of (20%) of informants stated that 'I don't know'.

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Q9: An over exposure to the target culture may affect your way of thinking as well as your behavior?

Table 41

Students' Attitudes towards the Role of the Target Culture in Affecting them in the Way of Thinking and Behavior

| Options | N | % |
|----------------|----------|----------|
| Yes | 44 | 55 |
| No | 36 | 45 |
| Total | 80 | 100 |

Throughout the results summarized in the table above, forty-four students (55%) gave positive responses. Learners who answered "yes" gave different justification:

- " May blindly imitate them in everything including religions and behaviors".
- " The over exposure to the target culture may influences our way of seeing things".
- " It makes the students more educated, understanding, and open-minded towards other culture".
- " It may cause acculturation".
- " An over exposure to the target culture may lead to a loss of identity".
- " It may interfere with religious beliefs".

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Q10: Do you believe that cultural awareness permits you to overcome stereotype, prejudices and develop sensitivity and empathy towards others' culture?

Table 42

Students' Attitudes towards Whether Cultural Awareness Overcome Stereotype towards Others' Culture

| Options | N | % |
|----------------|----------|----------|
| Yes | 44 | 55 |
| No | 36 | 45 |
| Total | 80 | 100 |

The data obtained in the above table reveal that the majority of students (80%) said yes. Minority of fourteen students (17.5%) indicated that they 'are not sure'. However, a low rate of (2.5%) of informants answered negatively.

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Q11: Does the use of authentic materials in EFL classes play a significant role in developing cultural awareness?

Table 43

The Role of Authentic Materials in Developing Cultural Awareness

| Options | N | % |
|----------------|----------|----------|
| Yes | 66 | 82.5 |
| No | 14 | 17.5 |
| Total | 80 | 100 |

It can be noticed that sixty-six of targeted learners (82.5%) were aware of the significant role authentic materials play in developing cultural awareness. On the other hand, fourteen students (17.5%) make up those who disagree with this.

Most of students did not really answer the second part of this question. Those who agreed this fact support their answers by saying that:

- ‘‘ Authentic materials give experience of real context of the target language’’.
- ‘‘ It helps learners to explore others’ perspective and thoughts as well as portrayed the real life of them’’.
- ‘‘ Using authentic materials give the students the opportunity to see the culture needed in their process of learning’’.
- ‘‘ Because those materials present features of the target culture’’.

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- ‘‘ It helps students to understand the cultural differences and respect each other views’’.

Q12: Which of the following authentic materials do you use for the purpose of raising your cultural awareness?

Table 44

Favorable Authentic Materials Students' use for Raising their Cultural Awareness

| Options | N | % |
|---------------------------------|----------|----------|
| Movies | 37 | 46.25 |
| TV | 11 | 13.75 |
| Videos | 24 | 30 |
| Magazines and newspapers | 6 | 7.5 |
| Songs | 2 | 2.5 |
| Total | 80 | 100 |

This question aimed to indicate which of the following authentic materials students use for raising their cultural awareness. A percentage of (46.25%) of students chose ‘‘ movies’’ as an equipment to raise their cultural awareness. A rate of (30%) of learners ensured the use of ‘‘videos’’, while eleven participants (13.75%) represented those who opted for ‘‘TV’’. The use of magazines and newspapers make up (7.5%) and (2.5%) demonstrated the use of ‘‘ songs’’. A null rate makes up the use of ‘‘radio’’. It is clear that most of LMD students prefer to use some types of materials rather the others in order to raise their cultural awareness.

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Q13: What is the best way for developing your cultural awareness about the target culture?

Table 45

Students' Best Way for Developing their Cultural Awareness

| Options | N | % |
|--|----------|----------|
| Watching movies/films/documentaries | 67 | 83.75 |
| Reading magazines and newspapers | 11 | 13.75 |
| Listening to Songs | 2 | 2.5 |
| Total | 80 | 100 |

This question seeks to find out students' preferable way for developing their cultural awareness. According to the table above, sixty-seven of students (83.75%) stated that they like watching movies/films/documentaries as a best way for increasing their cultural awareness. Reading magazines and newspapers make up (13.75%) whereas two students (2.5%) said that listening to songs is an effective way to increase students' cultural awareness.

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The majority of the respondents did not really add any suggestions. The remaining students gave some solutions to enlarge their cultural awareness about the target culture.

So that, distinct suggestions are given:

- “ Connecting to native people”.
- “ Travelling to the foreign countries”.
- “ Social media talks”.
- “ Online gaming”.
- “ Chatting within foreigners”.
- “ All of them are useful”.

3.2.4. Discussion of the results

The results obtained reveal that students indicated positive and negative attitudes towards the use of authentic materials in raising learners' cultural awareness. The findings supported the view that LMD students could raise their cultural awareness through authentic materials. It is apparent from the analysis of the data that most of LMD students and especially master two, master one, in addition to the third year are familiar with the notion of authentic materials. While second and first year students are little bit aware about it. Therefore, the majority of EFL students held positive attitudes towards implementing authentic materials in the learning and teaching process. They demonstrated that their teachers use those equipments in the classroom. Concerning the kinds of authentic materials teachers use in the classroom, the results indicated that teachers prefer audio-visual authentic materials

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since they are easy to access and available. However, the respondents declared that their teachers “sometimes” use the materials in the class. Additionally, some students clarified that they face difficulties when being exposed to authentic materials owing to the fact that they contain difficult vocabulary and because of the speed of delivery, this is why teachers need to vary the use of authentic materials in the classroom and select them according to students’ needs and level. Further, regarding the preferable kind of authentic materials students use, the results reveal that they use “videos” as an effective tool for the reason that they add semiotic meaning to the language as they raise their concentration and develop the body language. In addition, the majority of students considered the use of authentic materials imperative and effective in learning English because they develop different language skills, get the learners closer to the real world. As Kramsch (1993) points out that authentic materials bring learners closer to the target language culture, and make the learning enjoyable (as cited in Abdulhakim, 2015, p 26). Interestingly, based on the aforementioned reasons, EFL students are more satisfied and attractive to learn with those modern equipments instead of traditional ways of teaching. That is why; they prefer the use of them due to their unlimited benefits. As far as cultural awareness is concerned, the results proved that the majority of learners recognized the importance of teaching the target culture in the classroom because it awakens interest and curiosity even in less-motivated learners, as well as broaden their intellectual capacity, develops their imaginative power and critical thinking. As Gardner and Lambart (1965, p. 197) said that “ studying about culture of the target community increases learners’ curiosity and interest about the culture and language, hence, it boots their motivation and positive attitudes towards the language”. Whereas, the rest ignore it because it is not obligatory since generally in classroom, they rely more on language structures.

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Nevertheless, most of the participants perceive learning a foreign language in relation with its culture as an important evidence since they see language and culture as interwoven and cannot not be separated. As Brown (2007) said that "language is a part of culture, and culture is a part of the language, the two are intricately interwoven so that one cannot separate the two without losing the significant of either language or culture". Concerning students' attitudes towards learning about others' culture, it is clear that the overwhelming majority of EFL students are more interested to discover the hidden aspects of the target culture in order to be aware of the cultural differences between their own culture and the target one. The present study also investigated learners' opinions towards cultural awareness in changing students' perception towards their own culture. Most of the participants agree that cultural awareness can change the students' perception towards their own culture. Then, the majority of LMD students agreed on the fact that cultural awareness affect their way of thinking as well as behaviors owing to the fact that it may interfere with religious beliefs and may lead to a loss of identity. Regarding the importance of cultural awareness to overcome stereotype, prejudices and develop sensitivity and empathy towards others' culture, the results denoted that most of LMD students agree on that evident. The findings of the current study have shown that EFL students at Mohammed Seddik Ben Yahia University, Jijel are aware of the crucial role that authentic materials play in developing cultural awareness with the justifications that those materials present the features of the target culture. As they demonstrate the real context of the target culture thus, can help students to understand the cultural differences and serve as a support in expanding their cultural knowledge. In this vein, concerning the favorable authentic materials students use for raising their cultural awareness, the results proved that "movies" is considered as an effective tool learners can use, since"

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movies may be used in classroom to give students a glimpse of what was one reality of the target language culture'' (Tourki, 2003). In the same line of thought, the majority of learners also think that watching movies/ films/ documentaries is the best way for developing their cultural awareness about the target culture. This is because those modern materials provided learners with the authentic target culture they transmit the real traditions and customs, hence, they are essential sources for teaching the country's history.

To sum up the findings of the present study showed that the majority of the students have positive attitudes towards using authentic materials in raising learners' cultural awareness.

3.3. Limitations of the study

The current study has faced many obstacles that can be listed as follow:

- Without doubt, the unavailability of authentic resources such as books and articles is one of the major barriers that faced the process of the study and prevented the research from getting rich background knowledge about the research topic.
- Due to Covid-19 the questionnaires were administered on an online platform as a result waiting many days for the participants to fill in the questionnaire.
- The small-scale research with only 80 students and 19 teachers of the English Department at Mohammed Seddik Ben Yahia University is an essential limitation. As a result, the findings cannot be generalized to larger population. Any findings of this research may be relevant only to the English Department. If possible, future researchers may include a large amount to increase the generalizability of the study.

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- Another important limitation is the use of questionnaire as a research tool for gathering data. To clarify, questionnaire do not give all the reliable and valid information because students by nature tend not to give their real opinions, rather they tend to lie and/or hide their perspectives.

Conclusion

This study explores the attitudes of teachers and students towards using authentic materials in EFL classroom in the English Department at Mohammed Seddik Ben yahia university. Throughout the results generated from both partial and global analysis of data, both teachers and students consider the use of authentic materials as an effective tool in the process of teaching and learning. More precisely, EFL learners show positive attitudes towards the effectiveness of integrating authentic materials in developing their cultural awareness. By using such efficient method, students get more exposure to the target culture and its real language. Thereby, they become accustomed to the foreign culture. Furthermore, teachers demonstrate positive attitudes and beliefs towards implementing authentic materials since they consider them as an effective teaching aid for improving students' cultural awareness. Thus, through integrating of such equipment, EFL learners can develop their cultural awareness and overcome their stereotype, prejudices and develop sensitivity and empathy towards others' culture as well as their own culture.

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3.4. Pedagogical Recommendations

Based on the results of the study it is noteworthy to suggest some recommendations for future:

- English culture should be taught in the classroom by giving one hour per week for teaching EFL learners the foreign culture for the sake to raise learners' cultural awareness, facilitate their communication and avoiding cultural chock and misunderstanding by for instance, using class discussions to talk about cultural differences or group works presentations to talk about others culture.
- Teachers training should be taken into consideration as far as the teaching of culture is concerned; the teaching methods, materials selection...etc.
- Students should be aware about their culture and the foreign one.
- EFL teachers should give much consideration to the teaching with authentic materials to develop learners' different skills as well as cultural awareness.
- Teachers should guide their students in class as providing them with some advice like reading newspapers or watching videos one hour a day to enhance and to foster their cultural awareness.
- ICTs as computer, data show should be available in all the Algerian universities for the purpose in using the multiple authentic materials in the classroom.
- Teachers should be trained to gain expertise in using the different authentic materials.
- It is common sense knowledge that one research topic can be investigated from multiple perspectives however, the researchers' aims can guide them to find out their path. They may stick to cultural awareness research and expand deeper in the field. On

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the other hand, they can broaden the topic by using the authentic materials in developing learners' critical thinking or investigating EFL teachers' approaches in using the authentic materials successfully for their students.

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General Conclusion

Cultural awareness is becoming more significant, EFL learners are starting to realize that cultural differences affect the communication as well as interactions with the foreigners from other cultures. Thus, it is crucial to develop the cultural awareness and to deepen the cultural knowledge about the different cultures. In this vein, the use of authentic materials is regarded as a guide for expanding the cultural background knowledge and raising cultural awareness.

The current research work tackle the issue of the effectiveness of authentic materials in developing learners' cultural awareness. The research started with a general review of the literature related to the research topic. The first chapter spotlighted on a general overview about authentic materials whereby defining authentic materials and clarifying its relation with language teaching and learning. However, the second chapter tackled the issue of raising cultural awareness, it sought and define cultural awareness and explore its significant role for EFL learners as it highlighted some key considerations in developing cultural awareness in EFL classes. The third chapter which represents the practical aspects of the study, explored research design of the study, data analysis and discussion of the results.

For the sake of testing the hypothesis and for achieving aims, two questionnaires have been used with two main perspectives "students and teachers". Correspondingly, a questionnaire has been administered to eighty (80) EFL students at Mohammed Seddik Ben Yahia University, Jijel. Moreover, nineteen (19) teachers have been conducted with questionnaire therefore the respondents were teaching different subjects.

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The findings show that authentic materials are important tools that can be helpful for developing learners' cultural awareness. The teachers and students generally hold favourable attitudes towards the use of authentic materials for raising EFL learners cultural awareness owing to that they facilitate the learning and make it more pleasant and efficient. Besides, broaden students' knowledge of various cultures in which English is used as well as authentic materials aid students in getting opportunity to see how native speakers act and use language in different contexts. Therefore, it is found that some students face difficulties in understanding the content of authentic materials since they contain difficult vocabulary. Additionally, the results obtained that cultural awareness permits learners to overcome stereotype and develop sensitivity and empathy towards others' cultures and this can be raised by being exposed to authentic materials for the reason that they show the natural context. Based on these findings the hypothesis is confirmed.

Authentic materials are natural exposure to real context owing to the fact that they serve as helping EFL learners in raising their cultural awareness about the target culture. Authentic materials hence, are considered as the best tools that represent the culture of the language.

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Appendix One

Questionnaire for Teachers

Dear teachers,

You are kindly invited to be a part from this questionnaire that mainly designed to explore teachers and students' attitudes towards the use of authentic materials in raising learners' cultural awareness.

Thank you in advance for your collaboration, we extremely appreciate the time devoted to answer this questionnaire.

Section 01: General Information

1. How long have you been teaching English?

.....

2. What is the subject that you are teaching?

.....

Section 02: Authentic Materials in teaching and learning a foreign language

1. Do you use authentic materials in your classes?

a. Yes

b. No

2. Do you consider using authentic materials in EFL classes:

a. So important

b. Less important

c. Important

d. Not important

3. Why do you prefer to use authentic materials?

a. Expose students to everyday life language

b. Develop learners' language skill

c. Motivate the students

d. Broaden students' knowledge, understanding and experience of various cultures in which English is used

• If no, why ?

a. Difficult to be used

b. Time consuming

c. Do not see it as relevant

d. Culturally biased

4. How often do you use authentic materials in your language classes?

a. Always

b. Often

c. Sometimes

d. Never

5. What are the sources that you would use to obtain authentic materials?

a. Internet

b. Videos

c. Movies

d. Newspapers and magazines

6. Which kind of authentic materials do you often use in the classroom?

a. Printed authentic materials

b. Audio-visual materials

c. Visual materials

7. What criteria of selection do you follow?

a. Students' needs and interests

b. Language level

c. Cultural appropriateness

d. Length of the text

8. Do you feel that students motivated when exposing to authentic materials in the classroom?

Yes

No

9. What are the difficulties do your students encounter when being exposed to authentic materials?

a. Reading

b. Listening

c. Writing

Section 04: Raising Cultural Awareness through the use of authentic materials

1. Do you think it is important to teach the foreign culture to EFL learners?

a. Yes

b. No

In both cases, please justify.....

.....

.....

2. How would you define cultural awareness?

.....
.....
.....

3. Do you believe that cultural awareness permits EFL learners to overcome stereotype, prejudices and develop sensitivity and empathy towards others' culture?

- a. Yes
- b. No
- c. Not sure

4. To what extent do authentic materials improve students' cultural awareness?

- a. Very much
- b. Not much
- c. A little
- d. Not at all

Explain

.....
.....
.....

5. Why it is important to raise learners' cultural awareness?

.....
.....
.....

6. Do you think that cultural awareness can change the students' perception towards their own culture?

a. Agree

b. Disagree

7. Which of the following authentic materials do you think would raise the students' cultural awareness?

a. Video

b. Movies

c. Newspapers and magazines

d. Radio

e. Internet

8. According to your teaching experience, what could you suggest to help your students to improve their cultural knowledge of foreign language?

.....
.....

❖ For any further comments or suggestions regarding this topic, please do not hesitate.

.....
.....
.....

Appendix Tow

Questionnaire for Students

Dear students,

Your willingness to fill in this questionnaire will furnish us with the required data to bring our Master's dissertation to an end. We would be very grateful if you participate and answer the questions. This research has an aim at investigating teachers and students' attitudes towards the use of authentic materials to raise learners' cultural awareness. Give your responds as sincerely and accurately as possible, we appreciate your collaboration.

Thank you in advance for your contribution.

Section 01: General Information

1- What is your Level?

a. 1st year licence

b. 2nd year licence

c. 3rd year licence

d. Master 1

e. Master 2

2- How do you consider your English language level?

a. Excellent

b. Average

c. Good

d. Weak

Section 02: Authentic Materials

Authentic materials: The authentic materials are any spoken or written language data that are designed for native speakers and which has not been produced for pedagogical purposes as videos, magazines, movies, radio...etc.

1- Are you familiar with the term authentic materials?

a. Yes

b. No

2- Do your teachers use authentic materials in the classroom?

a. Yes

b. No

3- Which kind of authentic materials do your teachers often use in the classroom?

a. Printed authentic materials

b. Audio-visual materials

c. Visual materials

4- How often do your teachers use authentic materials in the classroom?

a. Always

b. Sometimes

c. Rarely

5- Do your teachers vary the use of authentic materials in the classroom?

a. Yes

b. No

6- Which kind of authentic materials do you prefer? Rate the following materials from

1(most preferred) to 6 (least preferred).

a. Newspapers

b. Magazines

c. Videos

d. Movies

e. Internet

f. Songs

Section 03: Authentic Materials in Teaching and Learning a Foreign Language

1- Do you use authentic materials in learning English as a foreign language?

a. Yes

b. No

2- Roughly, how often do you use them?

a. Always

b. Sometimes

c. Rarely

d. Often

3- What is your attitude towards using authentic materials in the learning and teaching process?

a. Positive

b. Neutral

c. Negative

Why?

.....
.....

4- Do you face difficulties and problems when exposed to authentic materials in the language classroom?

a. Yes

b. No

If yes, is it because

a. Many structures are mixed

b. They Contain difficult vocabulary

c. Speed of delivery

d. They are culturally biased

5- Do you consider the use of authentic materials very effective in learning English?

Yes

No

If yes, what are they?

a. They motivated you

b. Meet learners' needs and interests

c. Connect you to the target culture

d. They get you closer to the real world

e. Develop different language skills

6- To what extent do you consider your development when learning via the use of authentic materials?

a. Excellent

b. Good

c. Average

d. Weak

7- In your opinion, what is the best method in teaching and learning a foreign language?

a. With traditional method

b. With the use of authentic materials

Justify.....
.....

8- In your belief, what is the most effective material that facilitates learning the target language?

a. Movies

b. Magazines and articles

c. Videos

d. Songs

If any other suggestions, please mention

.....

.....

Section 4: Raising Cultural Awareness through The Use of Authentic Materials

1. According to you, the word culture refers to:

a. The way of life of a given human group including traditions, beliefs, customs, values, behaviors, clothings, foods.

b. Literature, art, theatre, music, dancing...etc.

c. Both of them

2. Do you think that learning English as a foreign language entails learning its culture?

a. Yes

b. No

In both cases explain why?

.....

.....

3. Do you think that the target culture should be taught in language classroom?

a. Yes

b. No

In both cases, explain

.....

.....

.....

4. Are you curious to learn about others' cultures?

- a. Yes
- b. No
- c. Not sure

5. How do you find learning about others' culture?

- a. Interesting
- b. Not interesting
- c. Boring

6. The concept of cultural awareness is:

- a. Having cultural knowledge of the target community
- b. Understanding the differences and similarities between your own
- c. All of them

7. Do you think that learning the target culture raises your awareness of the cultural differences between your culture and the target one?

- a. Yes
- b. No

8. Do you think that cultural awareness can change the students' perception towards their own culture?

- a. Agree
- b. Disagree
- c. I don't know

e. Movies

f. TV

13. Depending on what you know, what is the best way for developing your cultural awareness about the target culture?

a. Watching movies/films/documentaries

b. Reading magazines and newspapers

c. Listening to songs

Others

.....

Résumé

La sensibilisation à la dimension culturelle devient plus importante et la société commence à réaliser que les différences culturelles affectent la communication ainsi que les interactions avec des personnes de cultures différentes. Il est donc nécessaire de développer la conscience culturelle des apprenants lors de l'apprentissage d'une langue étrangère. La présente étude vise à analyser les perspectives et les attitudes des apprenants et des enseignants Algériens d'anglais comme langue étrangère concernant l'utilisation de matériel authentique pour développer la conscience culturelle des apprenants, ainsi qu'à déterminer le meilleur matériel authentique jugé comme tel par les étudiants et enseignants et considéré par eux comme un outil efficace pour renforcer la conscience culturelle des apprenants. En conséquence, il est émis l'hypothèse que les enseignants et les apprenants d'anglais langue étrangère ont une attitude positive envers l'utilisation de matériel authentique pour développer la conscience culturelle des apprenants. Concrètement, un questionnaire a été réalisé auprès de quatre-vingts étudiants d'EFL de l'université Mohammed Seddik Ben Yahia de Jijel, et un sondage a été mené auprès de dix-neuf enseignants d'EFL. Aboutissement, les résultats ont prouvé qu'étudiants et enseignants tendent à améliorer et renforcer leur prise de conscience culturelle.

ملخص

الناس يدركون أن الاختلافات الثقافية تؤثر على التواصل و كذلك أصبح الوعي الثقافي أكثر أهمية فقد بدأ التفاعلات مع الناس من ثقافات مختلفة و من ثم فإن الوعي الثقافي للمتعلمين يحتاج الى تطوير. تحقق هذه الدراسة في آراء و مواقف طلبة و أساتذة اللغة الإنجليزية كلغة أجنبية اتجاه استعمال المواد الأصلية في تنمية الوعي الثقافي لدى الطلبة و ما هي أفضل المواد التي يعتبرونها فعالة في تنمية الوعي الثقافي للطلاب، و كذلك تفترض أن الطلبة و الأساتذة لديهم مواقف إيجابية نحو استخدام المواد الأصلية في نمو الوعي الثقافي لديهم. للتأكد من صحة هذه الدراسة فقد وزع استبيان على ثمانون طالبا و تسعة عشر أستاذا في كلية اللغات لجامعة جيجل، و قد أظهرت النتائج مواقف اهتمام إيجابية للطلبة و الأساتذة تجاه استعمال المواد الأصلية لتنمية الوعي الثقافي للطلبة