The Use of Audio-authentic Materials as a Motivational Factor to Enhance Learners' Speaking Skill: A case study

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Abstract :

The mastery of the speaking skill is deemed to be radical for successful language learning. However, the majority of foreign language learners (henceforth EFL) encounter difficulties in oral interaction. Some of these difficulties may range from poor fluency, mis-use of spoken grammar, to the lack of vocabulary. Stressing the importance of speaking, this paper aims to provide insights about the integration of audio authentic materials as a motivational factor in teaching speaking. In order to achieve the intended objective,a qualitative study was carried out in relevance to the nature of the study. In order to collect data, the researchers used four data collection methods wherein a number of audio authentic materials were put into practice in five observation sessions. The application aimed to investigate the speaking performance progress, as well asthe perceptions of, and reactions towards, the used materials. Apurposive group consisted in 12 students of third year students of English in BiskraUniversity. Examining the yielded findings, the results revealed that audio-authentic materials can help EFL learners to improve their fluency, accuracy, and vocabulary. Also, the results reported an observable progress in learners' motivationsince this study stressed the importance of incorporating authentic materials for better learning. Finally, this paper concluded by suggesting some pedagogical implications and recommendations for teachers, learners, administratives, educators, and further researchers.

Key Terms: Audio-authentic materials, Biskra university, EFL, oral interaction, speaking skill

:الملخص

إن الدراسة الحالية تهدف إلى البحث في مدى فعالية إدراج الوسائل الأصلية المسموعة في عملية تدريس اللغة المنطوقة وذلك بهدف تقوية مهارة الكلام و التفاعل الشفهي لدى طلبة السنة الثالثة ل م د انجليزية بجامعة بسكرة وتهدف الدراسة بالأساس إلى البحث في مدى فعالية هذه الوسائل في توسيع الرصيد اللغوي و كذا مساعدة الطلبة في التحدث بطلاقة و لتحقيق هذا الهدف فان الدراسة الحالية تتكون من جزئين : الأول و هو الجانب النظري و الذي يسلط الضوء على مهارة الكلام و كذا الوسائل الأصلية مشيرا إلى ايجابيات و سلبيات هذه الوسائل, في حين أن الفصل الثاني خصص للجانب التطبيقي و المتمثل في الدراسة الميدانية و ذلك بتطبيق أربع أدوات جمع البيانات . و في الأخير فان النتائج المتحصل عليها قد بينت أن أساتذة التعبير الشفوي مدركون لأهمية هذه الوسائل كما أبدى الطالب اهتمامهم و إعجابهم بها. و من هنا يمكن القول أن الوسائل الأصلية المسموعة يمكن أن تكون فعالة لتطوير المهارة الشفوية للطلبة و ذلك بخلق جو تعليمي تحفيزي إضافة الي إثراء رصيدهم اللغوي و كذا طلاقة الكلام.

الكلمات المفتاحية: الوسائل الأصلية المسموعة، جامعة بسكرة، طلبة اللغة الانجليزية، التفاعل الشفهي، مهارة الكلام

In the recent years, a rising interest in learning English language has widely spread all over the world. This last has become a chief means that is used in all domains, including economics, politics, scientific research, and communication. English language is widely used among foreign language speakers who have different mother tongues. It is then, the language of communication.

It seems justifiable to say that the ultimate goal of learning a language is communication. Hence, speaking is usually seen as the most important skill to master. It exceeds classroom boundaries since it plays a decisive role in various contexts, such as: international tests, in job interviews, or to hold studies abroad. Therefore, researchers seek to develop teaching materials and practices in order to help learners to be competent language communicators.

Since language serves social interaction, being an efficient speaker requires possessing the ability to use the language in social contexts for communication. As a matter of fact, various techniques, and methods have been proposed to improve learners speaking proficiency. One of the suggested techniques is exposing learners to authentic language in order to give them the opportunity to explore language as it is in its native context.

Since listening and speaking are closely related, effective speaking skill depends on meaningful listening comprehension. Based on that evidence, the idea of incorporating audio-authentic materials seems to be influential in developing learners' oral performance. Its effectiveness may range from improving learners' pronunciation, enriching their vocabulary, to promote learners' motivation by creating a sense of originality in the classroom.

II   LITERATURE REVIEW :

A   *The speaking skill*

Speaking is the direct form of human communication. A mere description of speaking as a process may be described as a verbal activity achieved by the articulation of sounds through organs of speech. In general, speaking involves

expressing ideas and knowledge in order to exchange experiences. In conjunction to this, Chaney (1998, p.13) defines speaking as 'the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts' (Cited in Kayi, 2006). That is, it is a complex activity because it does not only involve formulating abstract thoughts, but also producing them in a clear and comprehensible manner.

Effective speaking involves the ability to produce language according to contextual circumstances. That is, the utterances used by the speaker should conform the surrounding conditions where the communicative act takes place. Moreover, the speaking skill involves the ability to produce well pronounced and accurate utterances in order to convey the intended meaning appropriately. Goh and Burns (2012) outline four sub-skills that shape the speaking skill. Following their view, effective speaking involves these aspects: pronunciation skills, speech function skills, interaction-management skills, and discourse organisation skills.

Hedge (2000) confirms the importance of speaking to convey intentions and maintain social relations. She reports, 'they may need this skill for a variety of reasons, for example to keep up rapport in relationships, influence people, and win or lose negotiations' (p. 261). From a different perspective, Corson (2001)and Gummins (2000) highlight the importance of speaking in term of reflecting learners' level. They explain that learners are perceived to be less competent or intelligent when they fail to express themselves effectively in classroom or in daily communication (Cited in Goh & Burns, 2012). It is undeniable that the four skills are important for the mastery of English language; however, speaking is thought to have more importance. Without speaking, communication is restricted to a mere script. Therefore, speaking represents the main channel of communication in various situations.

a   *Aspects of EFL oral production: Fluency, accuracy and vocabulary*

To begin with, fluency is usually used by language teachers to describe the objective of speaking activities. The term is frequently related to the oral production of the language. It is used to refer to the ability to produce connected speech without constant pauses and hesitations. Hedge (2000) explains that fluency involves responding coherently by linking turns of conversation, using intelligible pronunciation, and linking words, and phrases without hesitation. To put it in a different way, Fluency isdirectly related to the speed of lexical access and continuity of speech sequences to create balanced speech rhythm.Thornbury (2005) points out, 'if the speaker - produces - one - word - at -a- time - like – this -

no matter how accurate the results are the speaker will not normally be judged a fluent speaker' (p.7).

Srivastava (2014) adds, 'accuracy refers to the ability of the learner to produce grammatically correct sentences; the learner should not only know correct grammatical rules of the language but also be able to speak and write accurately' (p. 55). Besides to fluency, accuracy involves the selection of convenient expressions to convey the intended meaning. Kohli (1984) sets an analogy to illustrate the importance of grammar as two car drivers driving a car in a road. The first driver knows only how to drive and nothing about the working of the engine. However, the second driver knows driving, and also understands the working of the machinery. In this case, the first driver will be helpless whenever s/he encounters a trouble in the machinery. Conversely, the second driver will be able to manage the problem and continue (Cited in Debata, 2013).

Finally, the lexical knowledge is the core of successful interaction. i.e., without extensive vocabulary, learners cannot express themselves appropriately or understand others. Accordingly, Nation (2001) explains that vocabulary facilitates language use and, reciprocally, language use improves vocabulary knowledge. In the same way, Schmitt (2000) emphasises on the importance of vocabulary in communication. In his words, he reports, 'lexical knowledge is central to communicative competence and to the acquisition of a second language' (Cited inAlqahtani, 2015). Advocating to the same trend, Wilkins (1972) states, 'There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed' (ibid).

B   *Authentic materials: Audio authentic materials*

When regarding the use of authentic materials in teaching EFL students, the literature is fairly abundant. authenticity has been noticeably discussed lately in teaching, and learning foreign languages. Several applied linguists have given different definitions for the term. One shared aspect among these definitions is that authenticity refers to the originality, and genuineness of language. Tomlinson (2010) defines an authentictext as, 'a text which is not written or spoken for language teaching purposes. Anewspaper article, a rock song, a novel, a radio interview, and a traditional fairy story areexamples of authentic texts' (p.8). Authenticity, then, refers to the genuine presentation of the material without any changes. Accordingly, Herod (2002) explains that authentic learning can be

represented by materials and activities that are similar to real world situations (Cited in Al- Azri&Al-Rashdi, 2014, p. 250). Peacock (1997) considers authentic materials as materials that have been produced to achieve specific social objective in specific situations.

The development of information and communication technology has enriched teaching materials and improved teaching practices. As a result, there are different sources of authentic materials that can be used in the classroom. To mention few, there are songs, recipes, radio, weather forecasts, films, newspapers etc. Mishan (2005) points out, 'song represents its culture, defined in this way, when it functions as a force for social expression and even change, as did, for example, the American protest songs of the 1960s' (p.196).

Advocating the idea of incorporating authentic materials in teaching, Widdowson (1996) comments on that, 'real English as it functions in contextually appropriate ways, needs to refer to how people who have the language as an L1 actually put it, to communicative use' (Cited in Al Azri& AL Rashdi, 2014, p.250). In the same trend, Strevens (1987) argues that authentic or native language materials can have several benefits which may range from providing learners with opportunities for genuine interaction, adopting communicative roles that are similar to real life situations to changing the relationships between teachers and pupils. (Cited in Nunan, 1989, p. 93). To put it differently, authentic materials with all its types be it visual, audio or written, develop the ability to cope with real life situations, since they draw a link between classroom practice and real world communicative situations. Unlike contrived materials, these materials provide learners with the necessary notions and functions which they may use for communicative social purposes using the target language.

A close analysis of human interaction reveals that communication is embedded in context which is framed by social, spatial, temporal, and cultural aspects. These define the nature, the objective, and the effect of language. Accordingly, Richards and Renandya (2002) claim, 'language is as it is because of the purpose we put it to' (p.84). That is, language is defined by the context wherein it occurs. Based on this assumption, teaching materials should reflect the context of the target language. It is almost impossible for learners to understand and interpret the language without its context. The same authors also add, 'without a knowledge of what is going on, who the participants are and their social and psychological distance in time and space from the events referred to, it is impossible to understand the real meaning of an interaction' (p.84). To sum up,

authentic materials draw a relevant connection between the language use, and the context in which it occurs. Thus, the knowledge of context provides meaningful and contextualised language practice.

From this angle, authentic materials are considered to be a source of intrinsic motivation for learners who are interested in the target language. They provide real communicative input, and display the various aspects of native speakers' culture. Singleton (1989) explains that authentic tasks bring learners closer to the target language culture, and make learning motivating and enjoyable (Cited in Peacock, 1997, p. 144). Authentic materials, then, create a genuine classroom environment that draws a link between real life and educationalpractices. Therefore, learners tend to be more motivated when they deal with tasks that can have a practical application in their future. In conjunction with this, Guariento and Morley (2001) explain that authentic materials help to raise learners' motivation by giving them a sense of learning a real language (Cited in Al-Azri& Al-Rashedi, 2014).

Back to the literature, the empirical platform of the effect of authentic materials on motivation suggests some experiments on the subject. Kienbaum et al., (1986) have researched the usefulness of traditional teaching methods in comparison to the communicative approach using authentic materials. They note that all students were enthusiastic and motivated by the use of authentic materials over the traditional teaching methods (Cited in Omid &Azam, 2016). In the same way, Zohoorian (2015) has investigated the effect of authentic context on the motivation level. She conducted an experiment during eight weeks. The experimental group was exposed to authentic tasks and authentic texts. The study concluded that authentic context is more effective to enhance learners' motivation level.

C   *Audio authentic materials in improving the speaking skills*

The importance of integrating listening and speaking extends beyond the academic setting. Daily communication requires constant exchange of roles between speakers and listeners. Therefore, the effectiveness of responses depends basically on effective listening comprehension. Except for lectures, oral presentations or speeches, both interlocutors take active mutual turns in interactive communication. Thus, it is not sufficient to be a good speaker without the ability to comprehend what has been said by others. Anderson and Lynch (1988) state, 'for the l2 learner to be proficient partner in conversation, he needs to be skilled as both speaker and listener' (p.15).

Several studies were conducted to investigate the usefulness of integrating listening tasks to improve the spoken ability of learners. Dupuy (1999) reports the improvements in second language learners' vocabulary, fluency and self-esteem after one to five minutes of training with aural texts. In the same way, Nation and Newton (2009) explain that learners show improvements in pronunciation, spelling, vocabulary, grammar, and fluency after exposing them to listening tasks with an emphasis on meaning- focused input and output. Another study is conducted by Pavlenko (2010) to examine the outcomes of listening activities. In this study, 120 students of a specific higher education institution were divided in two groups. 60 of them were exposed to listening tasks while the other half received casual instruction. The comparative analysis of the outcomes indicates the effectiveness of listening tasks to improve language speaking competence of students. (Cited in Cabezas, 2015).

Relating to what is previously mentioned and as the theme of this paper suggests, it seems logical to implement audio authentic materials as a teaching materials to foster learners' speaking skills. Anugeharwati (2013) explains that there are various types of audio-authentic materials that can be used to improve both listening and speaking skills, including radio, songs, or YouTube videos that can be converted to MP3. Before using the audio-authentic materials, teachers are required make a close evaluation of the listening tapes in terms of content, language complexity, and the quality of recording. Moreover, the recordings selected should fit the teachers' goals, and fulfill the predetermined objectives of the task. For instance, if the teacher's intention is to build learners' vocabulary about weather, weather forecasts are a great choice.

III   THE STUDY :

This study investigated whether the implementation of audio authentic materials had any effects on the improvement of learners speaking skill and motivation.

A   *Statement of the problem*

Motivation is decisively one of the pillars of successful language learning. Accordingly, mastering the speaking skill requires persistence, and involvement. Therefore, highly motivated learners are assumed to be more engaged in the presented tasks; consequently, they have more prospects to be competent language

speakers. Apparently, the majority of EFL learners lack motivation to speak due to various reasons. Thus, it is important to denote that motivating learners is a crucial condition of effective language teaching.

Another observed problem is that the majority of EFL learners encounter a distress to afford long connected oral sequences that contain few pauses, and hesitations. Since speaking requires immediate oral production, learners face difficulties to implement the grammatical structures in their speech. Therefore, it is frequently observed that their speaking performance lacks accuracy. As a contrary to what is supposed to be, most of EFL learners have limited vocabulary in the target language. As a consequence, they refer to their first language to manage breakdowns and blocks during speaking. These difficulties are probably aggravated due to the lack of practice.

It is important to consider that EFL learners have limited opportunities to practise the language outside the classroom since English is a foreign language in the community. Thus, it is important to afford meaningful, and effective classroom practice for learners. In this respect, the present study suggests the use of audio-authentic materials as a strategy to develop learners' speaking performance, and to enhance their motivation. These materials provide original language exposure, afford many opportunities for oral language practice, and raise learners' motivation.

B   *The research questions*

In particular, the study was an attempt to answer the following questions:

RQ1: Does the integration of audio-authentic materials help EFL learners to improvetheir speaking fluency and accuracy?

RQ2: Does the use of audio-authentic materials can enrich learners' vocabulary?

RQ3: How can audio-authentic materials enhance EFL learners speaking motivation?

C   *The research aims*

The study seeks to contribute in the development of the speaking competence of English Language learners through the integration of audio-authentic materials.

More specifically, this study aimed at:

1. Raising learners' motivation in speaking activities;

2. Suggesting new teaching practices using audio authentic materials;

3. Seeking to develop learners' fluency as well as accuracy; and

4. Providing learners with some vocabularies selected from different contexts.

IV   THE METHODOLOGY FOR THIS STUDY:

A   *The research approach*

A research approach is, in its broadest sense, the theoretical framework that underlies a particular study. Research approaches can be divided into a trichotomy consisting of: a quantitative approach, a qualitative approach, and a mixed-method approach. Basically, the qualitative approach involves primarily social sciences and other domains. Dörnyei (2007) states, '…it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non- statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis' (p.24).

The qualitative approach was employed to probe the subject under-investigation. The selected approach is assumed to be appropriate to investigate the participants' perceptions of, and reactions towards, the integration of authentic materials in Oral Expression.

B   *The research strategies*

In the present study, a case study was adopted as a research strategy. In general, case studies enable the researchers to closely examine the phenomenon under-investigation. Accordingly, Zainal (2007) explains that case studies provide holistic and in-depth investigations to form a general understanding of complex issues. Moreover, it helps to explain the underlying process, as well as the outcomes of particular phenomenon through observation. Accordingly, Hoadjli (2015) states, 'the main benefit of a case study approach is that the focus on one or

few instances allows the researcher to deal with subtleties and intricacies of complex, social situations' (p.71).

C   *The data collection methods*

The choice of the data collection methods is influenced by the type of the research strategy, as well as the adopted approach. For the present research, we intended to use different types of tools in order to obtain reliable results. These are: questionnaires, observation, Focus group, and students' evaluation forms.

Questionnaires

A questionnaire is another different way of collecting data. This method is assumed to be a practical data collection method because it can include a large population at once. The questionnaire can be described as a series of questions which are used by the researcher in order to collect data about the respondents' perceptions, opinions, experiences, feelings, and attitudes. Basically, questionnaires can contain different types of questions, such as close-ended questions, open-ended questions, and also both of these. Furthermore, questionnaires are favourable because they are practical to be administered, and easy to be interpreted. These properties are probably the main reason of the wide use of questionnaires in research.

Observation

Observation is considered as an efficient data collection method in different contexts. It involves collecting data about the subject matter under-investigation. It provides direct contact with human verbal and non-verbal behaviour. That is, it offers the ability to record real data in a natural occurring context, such as classrooms.

Focus group

This method enables the researcher to be in a closer contact withparticipants to identify their opinions about a particular topic through their verbal or non-verbal responses, i.e., facial expressions. In addition, the focus group is assumed to bemore practical than the interview because instead of interviewing each individual separately, the group members would discuss together and provide their responses.

Regarding this study, it is important to note that the data collection methods were used in an intended order to serve the intention of the researchers as

> **1.   The Pre-treatmentphase**
>
> **Stage One:** Investigating teachers' and students' perceptionsof the use of audio-authentic materials in teaching speaking.
>
> **Methods:**Teachers' questionnaires. Students' questionnaires.

it is shown in the following table:

2.   The treatment phase
Stage Two: Towards the treatment
Investigating the effects of implementing audio-authentic materials on learners' speaking proficiency, and motivation.
Methods: Participant observation.**Place**: language laboratory.**Time:** Five sessions
3.   Post-treatment phase
Stage Three: Investigating the participant group perceptions about the effectivenessof integrating audio authentic materials on their speaking proficiency, and motivation.
Methods: Students'evaluation forms.Focus group.

Table 1: The Order of using the data collection methods.

D   Population and research sample

The population of this study consisted of 361 of third year LMD students at the Section of English in BiskraUniversity. From this population, 12 students participated voluntarily to attend the observation sessions. Furthermore, the sample consisted of six males and six females who had similar learning experiences. That is, the practice of one session per week. It is important to mention that the selection of the population was purposive. That is, we have chosen third year LMD students because they are assumed to have more flexibility to deal with the authentic materials. Moreover, third year LMD students are thought to be more committed, and interested in helping the researchers. Additionally, the number of participants served the nature of the data collection method, i.e., the observation would be difficult using a large sample.

V   THE METHODOLOGY FOR THIS STUDY:

The following section of this paper is devoted to report the major findings and results yielded in this study.

With respect to the general observational conclusions that can be drawn in the post treatment phase, it can be inferred that the participants were highly engaged in the presented tasks. Referring to the first activity, wherein the researcher used recipes as an authentic teaching material, the participants were motivated to talk about their favourite food preparation process and different ingredients. Furthermore, they explained various traditional food recipes and their preparation steps. Additionally, the majority of participants, if not all, were very involved and motivated especially in the weather forecast activity and the activity of short stories. Overall, it can be concluded that our participants enjoyed the activities, and were involved in the tasks; therefore, the participation was higher.

The observation reported that our participants were able to construct connected sentences, and to hold turns for longer time. Moreover, they were able to reduce pauses and hesitations using delicate substitutions like pause fillers and repairs. As it was observed in the fifth session, the majority of participants succeeded to accomplish the activity in which they were asked to create ending events of the stories within 30 seconds. The activity helped our participants to improve their speed of lexical access and continuity of speech. This can be illustrated in the table below as follows:

Table 2: Time duration of the participants'oral production in the story generating activity.

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
32 sec	30 sec	30 sec	20 sec	31sec	34sec	30 sec	32sec	21sec	33sec

The observation also revealed that authentic materials were not only useful to enhance fluency and vocabulary, but the spoken grammatical use as well. As it was observed, the participants made more efforts to articulate long stretches of oral language in respect with grammatical structures. Moreover, they tried to use self-correction as a technique. That is, they were able to detect their own mistakes and correct them immediately. Therefore, teachers of Oral Expression can find originative ways to manage specific listening materials in spoken grammar activities. As a personal diligence, the song entitled, 'If I were a boy' was intentionally used in order to review the use of conditional forms. This can be observed through the following two transcripts which belong to the same participants.

(Session Two) P2: *'I think it is a problem of management in the government. Ifsomeone make a mistake hepays for it'.*
(Session Five) P2: '*If I were you, I wouldn't do that'.*

(Session Two) P4:'*If the government make it legal in 16. The one who has this driving license should be taught for period'.*
(Session Five) P4: *'If I were a teacher, I would give free marks for all my students'*

A   *A descriptive comparative study of the pre-treatment result*

By making a comparison between the pre- and post-treatment results, an adequate improvement can be detected. The participants showed more motivation towards the activities, as well the materials that were used in the treatment. The participation rate was plainly higher in comparison to the first two sessions. Moreover, the participants showed more persistence to the learning tasks which presented the audio-materials. Since the concentration level was higher, the participants paid more attention to the grammatical accuracy, and the appropriateness of the selection of vocabulary. It is important to note that the aim of the present study is not to make judgments on learners' speaking performance; rather, the comparison was made as a support to make a closer evaluation. To sum up, the analysis revealed that audio-authentic materials can be useful to enhance the speed of oral production, the grammatical knowledge use, and the language vocabulary store.

To bolster our findings, the researchers used students' evaluation forms to estimate participants' feedback of their speaking skill improvement when using audio - authentic materials. The results were affirmatives as it can be shown it the following table.

Table 3: The Participants'evaluation of speaking performance**.**

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree

I practised the spoken language more confidentely	**4** **33.33 %**	**7** **58.33%**	**1** **8.33%**	**0** **0%**	**0** **0%**
The audio authentic materials helped me to learn new vocabulary.	**5** **41.66%**	**7** **58.33%**	**0** **0%**	**0** **0%**	**0** **0%**
The audio authentic materials helped me to be more fluent	**8** **66.66%**	**4** **33.33%**	**0** **0%**	**0** **0%**	**0** **0%**
Using the activities, I had reviewed some grammatical structures.	**9** **75%**	**3** **25%**	**0** **0%**	**0** **0%**	**0** **0%**

As the table shows, a sum of 91.66% of participants reported that they strongly agree or just agreed with the first statement claiming that audio-authentic materials helped them to practise the spoken language more confidently. However, only one participant (8.33%) was not sure of the statement. Overall, all of our participants agreed that the audio-authentic materials that were used helped them to acquire new vocabulary, review some grammatical structures, and to be more fluent. To conclude, it can be said that such rates confirm what have been presumed in the hypothesis proposed at the beginning of the present study.

VI CONCLUSION:

Ultimately, this paperendeavored to observe the difficulties that EFL learners encounter in speaking. In an attempt to consider the teaching speaking materials that might help learners to foster their speaking performance, the present study put into practice a number of audio-authentic materials as a strategy to help EFL learners to have accurate and fluent oral English language production. A close view of the findings report that audio authentic materials can be of a great benefit regarding the improvement of learners speaking skill and motivation .

Despite the fact that our study has brought a considerable improvement, it is important to highlight that the treatment was not adequately enough concerning time. Extensive practice is crucial to develop learners' oral production. Therefore, having implemented the materials only for three sessions might not help learners

develop a lot of fluency. Hence, the study aimed to demonstrate the effect of these materials to draw teachers' awareness to its importance, and to be adopted during a long term to obtain better outcomes.

Finally, a set of recommendations would be suggested in this study as following:

For Teachers

• In the selection of teaching materials, it is important for teachers to consider learners' preferences and interests.

• Teachers are required to put more emphasis on listening practice in order to develop learners' oral production since the two skills are interrelated.

For Learners

• It is important to be exposed to authentic language in order to acquire fluency, and develop vocabulary.

• Learners are recommended to engage in talks with native speakers to develop their communicative skills.

For Administration

• The administration should provide the necessary conditions under which learners' can practise listening and speaking successfully. That is, providing headsets and language laboratories.

For Further Research

• Future researchers are urged to consider other types of authentic materials, such as: visual and printed materials. Moreover, it is important to highlight the limitations that were raised in present study for further research.

For Educators: (syllabus designers)

• Course designer are recommended to consider the integration of authentic materials in teaching in order to relate real world daily practices with classroom.

- It is important to adopt materials that fit learners' level in terms of complexity.

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