

## KURDISH EFL UNIVERSITY TEACHERS AND STUDENTS' ATTITUDES TOWARD THE USE OF AUTHENTIC MATERIALS IN SPEAKING CLASSES

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### ABSTRACT

Instructional materials have a crucial role in EFL classrooms. Using authentic materials is supported by many professionals and scholars in the field of language pedagogy. This study tries to examine the attitudes of Kurdish EFL teachers and students towards using authentic materials in teaching speaking classes at university. To achieve this goal, the study adopted a mixed method that includes both quantitative and qualitative approaches. The participants of the current study included 184 second-year students and 12 teachers at the English Department from three public universities in Kurdistan Region, Iraq. The data were collected through two instruments, including a questionnaire and an interview. The findings indicated that both teachers and students had a positive attitude towards using authentic materials in speaking classes. The participants preferred using these materials in the class and regarded them as effective teaching tools for enhancing students' speaking skills. Moreover, the results showed that the use of authentic materials expose EFL learners to the real-life language, create an enjoyable learning environment, boost students motivation and interest, and develop their cultural awareness. The respondents agreed that videos, songs, movies, and the internet were the most appealing types of authentic materials.

**KEYWORDS:** Teaching speaking classes, Authentic materials, EFL teachers, EFL students.

### INTRODUCTION

The necessity to communicate in English has become a primary goal for people around the world, as stated by Lazaraton (2001), "for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p.103). Therefore, oral performance has been a major focus of language learning and teaching. Among the four skills of language (reading, speaking, listening, and writing), speaking is the most significant for EFL learners since most of them prioritize mastering their English speaking skills (Richards, 2008). Chaney and Burk (1998) defined speaking as the process of creating and exchanging meanings in a range of contexts by using verbal as well as nonverbal symbols. According to Byrne (1998), speaking "is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding" (P.70). It has five important components that need to be mastered: accuracy, fluency, vocabulary,

pronunciation, and grammar, therefore, it is not an easy skill but a complicated process that needs considerable time and practice. Hence, it requires teachers to use varied resources and materials to help students accomplish the goal of being able to communicate in a real-life setting (Halima & Karima, 2016).

Kilickya (2004) stated that the English used in EFL classrooms should be authentic to develop students' learning process. As a result, the notion of integrating authentic materials (AMs) in language teaching is supported by many scholars and professionals in the field of language pedagogy. AMs are those materials that are not created for teaching a language but for native speakers of the foreign language (FL), who employ them for communication in their daily lives. These materials have become the main principle of the "communicative language teaching (CLT)" approach in the 1970s, as this approach emerged as a necessary tool to improve students' skills in the real world. This is because the "language materials" taught in the classroom were very different from what was happening in real life. It was difficult for the students to

transfer what they had learned in the classroom to real-world situations (Larsen-Freeman & Anderson, 2011).

AMs have become increasingly important in educational contexts. These materials can be regarded as the foundation for learning and producing language since they greatly impact language classes (Halima & Karima, 2016). As a result, using them in speaking classes is highly recommended because they “properly act as a bridge that fills the gap between the classroom language and the real world language” (Brinton, 2001,p.89). Incorporating them helps learners develop various language abilities, including speaking, by exposing them to real life language and preparing them for real-world communication. According to Richards (2001), such texts which are preferable to artificial materials, have a positive impact on students' motivation and promote their cultural knowledge through real language presentation.

### **1.1. Statement of the problem**

Learning English as a second or foreign language is not easy since it requires effort and a lot of time. As a result, various approaches, methods, and materials have been introduced in the domain of language teaching. Using authentic materials in foreign language classrooms is a very important element in the teaching/learning process. Students' communicative abilities will develop, and they will become more independent with the more authentic material they are exposed to. Students may develop their reading, writing, speaking, and listening skills in distinct manners, particularly speaking which is regarded as one of the main skills to be improved. Thus, EFL instructors should take into account AMs as one of the key instructional strategies to enhance their students' speaking abilities. The relationship between the usage of AMs in EFL classrooms and the development of students' speaking abilities is the problem we are trying to address in this study. Hence, the research major goal is to find whether AMs can develop students' speaking skills or not. Hence, the attitude of students and teachers towards the impact of these materials is considered in speaking classes.

### **1.2. Aims of the Study**

The purpose of this study is to examine university teachers' attitudes regarding the use of authentic materials in speaking classes and to what extent they prefer them for improving their learners' speaking abilities. Moreover, it aims to

explore university students' views toward using authentic materials in speaking classes and whether they believe these materials help them enhance their speaking abilities. Insights will also be collected on instructors' views on the sources they would use to obtain these materials, the appropriate levels for exposing such material, and the criteria for choosing them. Hence, this study attempts to find answers to the below research questions.

1. What are Kurdish EFL teachers' attitudes toward using authentic materials in speaking classes?

2. What are Kurdish EFL students' attitudes toward using authentic materials in speaking classes?

### **1.3. The significance of the study**

Curriculum designers, teacher education coordinators, and the Ministry of Higher Education and Scientific Research will benefit from this study to develop appropriate curriculum. It will also benefit them to provide more useful materials to develop EFL learning as well as teaching at the context of Kurdistan universities. Moreover, it is very useful for Kurdish EFL instructors and students. It encourages teachers to focus on distinct, new updating techniques rather than just old teaching methods to increase learners' speaking abilities. Additionally, it is crucial for Kurdish EFL learners since it makes them more aware of the vitality of such materials in their learning process because it helps “bridge the gap between competence and performance”.

## **2.Literature Review**

### **2.1.Definition of Authentic Materials and Non-Authentic Materials**

The concept of “authentic material” is defined differently in both language teaching and learning domains. Despite all the various definitions that exist, one aspect is commonly shared among them, and this is what Kilickya (2004) described as “exposure to the real usage of everyday life language”, focusing on coping with real-world communications in the target language (TL). AMs were also defined by Bacon and Finneman (1990) as “texts written by native speakers for non-pedagogical goals” (p.7). Likewise, Polio (2014) claimed that AMs are not designed for teaching goals. According to Haines (1986), AMs are any language material, whether “written” or “spoken”, that is not created for learners of the TL but for native English

speakers of the language. Peacock (1997) described it as the materials produced to serve a social object in a native community's language. According to Sanderson (1999), these materials can be utilized in a classroom environment and were not modified for ESL learners in any manner.

On the contrary, some terms refer to non-authentic materials, like 'contrived', 'restricted', 'graded' and 'simplified'. Scrivener (2011) defined non-authentic materials as those that are designed to teach a language and "recognizably simplified or perhaps [include] an unnaturally high number of examples of a specific target item"(p.126). Such materials are mainly simplified for students' understanding, and they are delivered in a variety of forms, such as grammar books, photocopies, dictionaries, workbooks, video cassettes, conversation recordings, and audio (Allag, 2017).

## 2.2. Types of Authentic Materials

AMs are crucial aspect of FL learning and teaching. Hence, the instructors should categorize those resources since selecting the best teaching aid will be simpler. Gebhard (1996) categorized AMs into four main types, which are shown below:

- **Authentic Audio-Visual Materials:** These include all materials that assist students in seeing and hearing. Such materials include movies, quiz shows, video clips, soap operas, cartoons, comedy shows, songs, professionally audiotaped, short stories, documentaries, radio, novels, sales pitches, etc.

- **Authentic Visual Materials:** They are related to every authentic visual aid, including paintings, newspapers, slides, children's artwork, photographs, stick-figure drawings, pictures from magazines, X-rays, postcard pictures, stamps, ink blots, wordless picture books, etc.

- **Authentic printed materials:** This category includes any written materials, such as newspaper articles, sports reports, restaurant menus, movie advertisements, lyrics to songs, street signs, university catalogs, tourist information brochures, telephone books, greeting cards, maps, and comic books.

## 2.3. Sources of Authentic Materials

Today, numerous "written and spoken" sources of AMs are available where EFL students and instructors can use. In relation to the globalized world, the most popular used sources include literature, radio, newspapers, the internet, songs, videos, TV programs, movies, magazines, and so on. Indeed, radio is viewed as

a rich source of AMs and is very easy to employ. However, comprehending its input is very hard for students since all "non-verbal information" is absent. Contrary to the radio, video as well as TV are easier and simpler for EFL students to decode due to the help they provide in accessing "non-verbal information," in which they can see body language, pictures, colors, and actions (Berardo, 2006). According to Gebhard (1996), TV is the most utilized medium for gaining genuine listening materials for language teaching. Nevertheless, the internet is considered the most significant source because it is easier and more practical for EFL instructors to obtain many podcasts, videos, audio clips, articles, etc. (Byrne, 1998).

## 2.4. Advantages and Disadvantages of Authentic Materials

The majority of teachers and scholars around the world believe that the integration of these materials into EFL classes leads to many positive impacts. This is because they are adaptable, easy to implement in English language classes, successful at coping with learning objectives, and unrestricted like textbooks (McNeill, 1994). Hence, if properly utilized, students will benefit from some significant advantages (Amel, 2019).

According to Underwood (1989), exposing students to AMs enables them to hear more authentic communication that includes all of the "interactional features" created materials lack. It provides them with a genuine "spontaneous speech" with its true hesitation, mistakes, as well as false starts, that aid them in better dealing with "real life speech" when they face it outside the classroom environment. Similarly, Kilickaya (2004) states that AMs give students a chance to engage in "genuine interactions" and give them the impression that they are learning the "real language" as spoken by natives. Brinton (2001) says that "the proper use of AMs acts as a bridge that bridges the gap between the classroom language and the real world language"(p.89).

Moreover, these materials are great resource for language input and enhance learners' total language proficiency, particularly communicative competence (Byrne, 1998). Likewise, Harmer (1990) asserted that such materials positively influence students because they improve their language production. Second, they allow them to learn a language more quickly. Third, they give them more self-confidence in dealing with real-world situations. While, Gilmore (2007) asserted that

using AMs generates more interest, tasks, activities, and simulations in the classroom and motivates teachers to use a “creative teaching approach”.

Another significant element of these materials is that they strongly influence learners' motivation and increase their cultural awareness. Klicickya (2004) argued that AMs aid in increasing students' motivation to learn the TL since they feel like they will practice a real language that is used outside the classroom. Sherman (2003) also regarded such materials as significant since “it is a window into culture” (p.66). According to Lingzhu and Zhang's (2010) study, introducing students to AMs in EFL classes increases their cultural awareness of the target language.

Despite the numerous advantages of using AMs in learning and teaching FL, arguments have arisen against their use by various researchers and scholars. Richards (2001) stated AMs contain unnecessary vocabulary and complicated language structures. Thus, they add a heavy burden to instructors, because they have to make a considerable effort to clarify and simplify in order to be suitable for their students. According to Martinez (2002), employing AMs is “time-consuming” for instructors as it requires early preparation to choose and prepare the material. Martinez maintains that AMs might be “culturally biased”, and it is hard for the students to comprehend in the class. Furthermore, Kilickya (2004) pointed out that presenting such materials to learners who have a lower level makes them discouraged, confused, and increases their anxiety level since they lack the necessary skills and vocabulary of the TL. In addition, utilizing aural AMs like songs and videos may cause learners to struggle with listening comprehension due to the native speakers' speed, various accents, and dialects (Peacock, 1997).

In sum, we can argue that the advantages of incorporating AMs into classrooms surpass their disadvantages. Hence, lecturers must regard them as vital tools for teaching the FL to create a more natural setting in their classes (Halima & Karima 2016).

### **2.5. Selection of Authentic Materials**

Some factors must be considered by teachers before choosing AMs in EFL classrooms. If they choose them randomly, students get discouraged and bored. Berardo (2006) proposed three major criteria for the choice of AMs. Firstly, the suitability of content is seen as the most

significant one; it relates to the idea that materials must be related and appropriate to learners' needs, levels, and interests. Secondly, exploitability deals with the texts' suitability for enhancing learners' competencies and instructional purposes. Thirdly, readability focuses on the lexical difficulty and complexity levels of authentic texts' language. It is utilized to explain a combination of a text's lexical and structural difficulties and any new vocabulary and grammar forms presented.

Cultural appropriateness is regarded as another significant criterion to be addressed before the selection of these materials. According to McGrath (2002), teachers have to assess the suitability of the materials' culture and be cautious of the elements of culture and content that may decrease comprehensibility or result in cultural offense.

However, according to Mishan (2006), students' needs and interests are the key factors in choosing AMs. Moreover, Lingzhu and Zhang (2010) pointed out that students' level is vital factors that must be considered by the instructors when selecting AMs because the materials must be chosen in line with their students' proficiency level. McGrath (2002) also presented eight additional criteria to examine when adopting these materials, including linguistic complexity, delivery speed, amount of content, length, quality, topic interest, variety of English accents, and relevance to the course goals.

### **2.6. The Use of Authentic Materials in the class**

Although many academics and researchers believe that such materials are appropriate for FL learning and teaching, the question that needs to be addressed is whether they are suitable for all levels of students.

Guariento and Morely (2001) and Kilickya (2004) argued that AMs must only be utilized with advanced or post-intermediate-level students. They believed that these materials could not be used with lower-level students because they would also be confused and discouraged. Thus, it should be suitable for their levels. However, other researchers have different views. According to McNeil (1994) and Miller (2005), adopting these materials is not only confined to advanced or intermediate students but all of them should be introduced to AMs from the beginning stages.

### **2.7. Previous Studies**

Various studies have been conducted on improving EFL students' speaking skills through

using AMs in speaking EFL classes and were from different contexts and years. In the Indonesian context, Muh.Syafei et al.(2015) explored the perceptions of 27 learners from Muria Kudus University's English Department on utilizing AMs in teaching oral classes. A questionnaire and an interview were utilized to collect the study data. According to the findings, learners positively perceived AMs in speaking classes. Students believed these materials were suitable for teaching and benefited from using them since they motivated them to speak English more and provided genuine examples of utilizing English in real life.

Halima and Karima (2016) carried out a study in Algeria to find out the effect of employing AMs on EFL students' speaking skills". In order to achieve the study's goal, a questionnaire was given to nine speaking instructors and twenty-four first-year learners. Moreover, a test was conducted to assess the effectiveness of utilizing AMs on the development of students' speaking abilities. According to the questionnaire and test results, instructors and students held a positive attitude towards AMs and considered them an effective pedagogical resource for improving speaking skills. Furthermore, the outcomes confirmed that employing these materials effectively developed students' speaking skills.

A case study was conducted by Mahi (2017) to determine teachers' attitudes towards using authentic in speaking classes. Two research tools were used to collect data: a questionnaire and an observation. The findings demonstrated that speaking skills instructors had a positive view of AMs because they believed that integrating those materials into speaking classes positively influenced the speaking abilities of EFL students. Regarding the appropriate level to expose AMs, 50% of the teachers indicated that AMs were adequate for all EFL students' levels to be introduced. However, the remaining informants (50%) stated that AMs were not suitable for all learners as they are challenging for beginners and the words and structures may be too sophisticated for them.

Another action research in Indonesia was done by Garajayev et al. (2018) to determine whether utilizing AMs could improve students' speaking competence. In the study, 28 high school students participated. The results demonstrated an improvement in the speaking competence of participants after implementing AMs. Those materials made the classroom more

enjoyable and motivate the students to learn better. Moreover, those materials also encouraged them to respond positively, for example, by becoming more engaged in class, getting high grades, and showing enthusiasm for learning to speak.

Few studies have examined the attitudes of EFL teachers and students towards the use of AMs in EFL classes in Kurdistan. In their research, Omar and Mikael (2020) focused on instructors' attitudes toward using AMs in language teaching. The research method employed to gather data was a questionnaire, and 40 EFL teachers took part in it. According to the results, Kurdish EFL instructors tended to utilize AMs in their classrooms and argued that these materials would expose students to real-world language use. Furthermore, they improved students' mastery of vocabulary and listening skills. Such materials also have an impact on students' anxiety levels and self-confidence.

Ameen and Kamal (2021) carried out a study to explore 17 teachers' attitudes toward using AMs in language classrooms at Charmo university through a questionnaire as the research tool. They found that most of the Kurdish EFL teachers had a positive perception of utilizing AMs in their lessons. They preferred to employ them because they argued that using those materials would aid learners in acquiring the genuine language. Moreover, they provided such materials for all levels of students and for reading and listening classes. They depended on the internet as the most reliable source for gaining materials.

Barzani et al. (2022) investigated 150 Kurdish EFL college learners' attitudes toward employing AMs in learning English through a questionnaire. They found that most of the participants had a favorable attitude toward these materials. They could motivate and help them acquire the TL quickly, particularly the communicative elements of language.

It is clear from the review of the related literature that authentic materials could have a great role in improving students' speaking skills. Hence, both teachers and students' held a positive view of them. However, none of the studies in our Kurdish context have considered students and teachers' attitudes together towards using authentic materials and have not dealt with the most important language skill, namely speaking. Thus, the current study could fill a crucial gap in the literature and is distinct from other papers examining the attitudes of both

students and teachers' towards using authentic materials in speaking classes at three public universities in the Kurdistan Region of Iraq: Soran, Salahaddin, and Raprain.

### 3.METHODOLOGY

#### 3.1. Research design

The study employed a mixed-methods approach that combines both quantitative and qualitative approaches. Quantitative studies develop “statistical models” for data analysis . Meanwhile, qualitative studies deal with detailed and comprehensive descriptions of data. As a result, using mixed methods enables the researcher to comprehend the phenomenon under investigation fully (Mahi,2017). The type of mixed method used was convergent design, in which the researcher gathered both quantitative and qualitative data together and independently analyzed both data sets (Dawadi et al., 2021).

#### 3.2. Participants

The respondents of this study consisted of 184 Kurdish EFL students from the English Department who were in their second year and took part in the study. They were from three distinct public universities, namely Soran, Salahaddin, and Raparin. The significance of selecting the three universities was in order to engage the respondents from the distinct provinces. Moreover, the three universities all had speaking skill modules in their first and second years of academic study. Therefore, the setting was appropriate for the current research investigation.The participants were purposefully selected because they had taken the speaking skill module both during their first and second years . Consequently, they had some language background, making it easier to understand the language used in the materials. As a result, the researcher employed “probability simple random” sampling according to the nature of the quantitative study since everybody had an equal opportunity to take part (Bhardwaj, 2019). Moreover, 12 EFL instructors also took part in the study. They were teaching the speaking skill module, and they were from three public colleges in Kurdistan for the academic year 2021–2022. The choice of this sample was mainly determined by the nature of the speaking skill module, which calls for the usage of AMs. Therefore, the most experienced instructors in these types of materials are usually the speaking skill instructors( Halima & Karima, 2016).

#### 3.3. Data collection tools

The data were gathered using two methods tools: a questionnaire and an interview. For the qualitative data, interviews with the teachers were conducted in a semi-structured format to explore their attitudes towards using AMs in speaking classes and to what extent they prefer them for improving their learners' speaking abilities(see Appendix ‘A’). Non-probable sampling was applied since the method of data gathering was qualitative (Bhardwaj, 2019). Consequently, according to the objective of the study, purposeful sampling was utilized because some specific EFL instructors were deliberately chosen to understand the phenomenon fully. Furthermore, the questionnaire was adapted from Halima and Karima (2016) and Allag (2017) for the quantitative data collection. However, the researcher modified it and then administered it online to 300 second-year students. In total, 184 students responded to it. The questionnaire includes 16 closed-ended items.The questionnaire contains three parts. Part one is about the demographic information of the study participants and includes items 1–5. Part two consists of questions 6–8 that focus on students' attitudes towards speaking skills. However, part three consists of items 9–16 which are about the students' attitudes towards using authentic materials in speaking classrooms and whether they believe these materials help them enhance their speaking abilities.

In order to obtain the reliability and validity of the questionnaire, it was sent to a jury committee, which consisted of eight university instructors. As a result, they accepted the suitability of the items, and necessary changes were made according to their comments.

#### 3.4. Data Analysis

In terms of analyzing the collected data, the quantitative data were delivered via a Google form that was automatically entered into a Microsoft Excel sheet. Then the data were analyzed in terms of frequency and percentage using SPSS program (version 26).

However, for analyzing the qualitative data.At the beginning, the recordings of the interviews with the teachers were manually transcribed. Then, they were analyzed through open coding and axial coding cycles. In the initial phase (open coding), the text was dissected, examined, and coded sentence by sentence to create initial linkage and develop themes (Corbin & Strauss, 1990). After that, the

codes that belong to the same category were grouped together. An axial coding phase followed open coding, which offered a coding scheme to combine and arrange data into more logical, hierarchically organized categories and subcategories. Later, it created links between these categories and subcategories. So at this stage, the data was classified, and the codes took on a hierarchical structure (Noble & Mitchell, 2016). This helped the researcher organize the concepts as well as the themes that came up repeatedly during the interview analysis process. Finally, I interpreted the themes, read the quotes carefully, and wrote the quotes for each theme. However, pseudonyms were employed to protect the teachers' participants' names in order to maintain confidentiality of the research respondents.

#### **4. DATA ANALYSIS AND FINDINGS**

##### **4.1. Interview Analysis**

###### **4.1.1. Teachers' preferences about the authentic materials used in oral classes**

Based on the interview findings, most participants preferred using authentic materials in teaching speaking classes, and they provided different reasons for their preference. Seven participants out of twelve indicated that they recommend using AMs because they want to introduce their learners to a real-life language and prepare them to communicate outside of the classroom, as these materials provide them with the necessary language skills they need. As Zirak said:

I prefer the use of AMs in speaking classes because they bring the outside world's language into the classroom, making students feel like they are in a real EFL class. Therefore, they will be able to know more about how native people talk and what kind of language do they use. What idioms, slang or expressions do they use? and will they be prepared to communicate in the language that real natives use?

Nabi added:

Of course, I prefer these materials since I have noticed from using them in oral classrooms that it makes students familiar with the real-life language, not non-authentic language. Hence, they can practice real-life expressions, sentence structure, accent, pronunciation, and vocabulary. So, they can easily speak and deal with the outside world.

Moreover, many informants prefer implementing these materials to familiarize

students with the target culture and develop their cultural awareness. As Aram explained:

AMs are an absolute reflection of the culture of the language being taught or learned. Of course, their use in the classroom increases the comprehension and knowledge of students about native speakers' culture, family lives, and community lifestyles.

In addition to the instructors' preferences for AMs, which include exposing learners to a real-life language situation and familiarizing them with the target culture. They also advocated for AMs because they believed that these materials are enjoyable and motivational, which motivates the students to participate more in class. In this regard, Bushra argued that "AMs make the students enjoy the lesson more which increases their motivation to learn the target language more and participate actively in the class". Following Bushra, Lavan said, "These materials are motivational tool that create a nice environment for students, engage them more and more in the class, and lead them to enjoy the lessons".

However, only two speaking skill instructors out of 12 did not prefer integrating AMs in speaking classes because they thought that the language of authentic materials was difficult and could not meet the student's needs all the time.

###### **4.1.2. The Major sources for obtaining authentic materials**

In investigating teachers' views of the sources they utilize to obtain AMs in speaking classes for their students, out of 12, 8 of them regarded the internet as the major source to gain these materials. They stated that nowadays, everything is on the internet. Hence, we can easily access it, since it is convenient. As Sameer declared:

I mostly use the internet to gain AMs for my class; it is easy, practical, and accessible. We can search according to distinct topics and find the ones that we want. It also allows us to discover plenty of materials and sources on a single topic.

Similarly Zirak noted, "Since we are not in a native country, we may not find everything. But fortunately, everything is available on the internet nowadays, and it is very easy and simple to find many AMs".

Additionally, audio-visual materials such as videos are another important source to attain AMs by the teachers. According to instructors, learners are interested in such sources because they allow them to see and hear simultaneously. As a result, this increases their engagement in

the classes, and makes comprehension easier. Kaiwan claimed:

I prefer audio-visual materials, including videos, because two senses are involved: hearing and seeing. As a result, it is much easier for students to follow the pictures and sounds, and they can also easily understand and remember the content for a long time.

Brwa also agreed with Kaiwan's statement: "Audio-visual materials engage the students in the learning process with all their senses, which they see and hear, therefore, they will interact and enjoy the class more".

However, only three teachers preferred audio materials because they agreed that they allow students to listen without being distracted by other things. Hence, their listening will be greatly improved.

#### **4.1.3. Suitable levels for presenting authentic materials in speaking classes**

The results of the current study pointed out that half of the interviewees argued that they use AMs with all levels of students. According to them, these materials are not specifically marked for a certain level; all levels need them. However, they asserted that with beginner-level learners, they modify such materials in order to suit their levels. Brwa explained, "I guess these materials are appropriate for all levels of students. Nevertheless, if a material does not suit their level, specifically lower levels, I try to modify it to their level". Shwan clarified more:

I believe students at all levels, including beginners, require AMs. Thus, I use with all of them. However, we should know how to apply them and in what ways. For example, if we use the difficult ones with the beginners, it will be useless, but if we use the simple and easy ones with them, we will create a greater chance and an environment for them to see a real language and improve their Speaking skills.

However, the other half of the respondents indicated that AMs are inappropriate for all students, particularly beginners because they contain difficult language that they may not understand and may demotivate them. Therefore, they do not introduce them to all levels. However, they asserted that they utilize them at intermediate and above intermediate levels since they learned the language at this level. In this regard, Sangar stated:

I do not use AMs for all the levels, because their language is difficult for lower levels to understand and they may not comprehend. Nonetheless, I use it with intermediate or higher

levels because they have mastered some English that helps decode them.

#### **4.1.4. Criteria for selecting authentic materials**

When participants were asked about the basic criteria they use when choosing AMs for speaking classes, they stated four criteria: "the appropriateness of the material in terms of language level, culture, students' needs, and course objectives". Eight out of 12 respondents discussed the suitability of the materials' language level with the students while adapting AMs. For example, Shadya discussed the reasons why she considered her learners' language level important when she chose AMs:

If we just expose our students to authentic material that is not appropriate for their level of proficiency, it will cause them to feel nervous, bored, and discouraged especially lower level students. This is because they contain difficult vocabulary and structures. On the contrary, they understand and enjoy it more, when their language level is considered.

Cultural appropriateness was another significant criterion that teachers emphasized. They argued that not showing everything is appropriate to our Kurdish culture and Muslim community. Thus, we should examine whether the material is culturally suitable in terms of content, topics, or any aspects of culture that may negatively affect our students or offend any cultures. As Nabi said:

I will consider the material's culture before selecting AMs because sometimes the content of that material is not appropriate to our culture. Thus, it is not acceptable to the students. For example, let's talk about topics such as tattoos, drinking alcohol, or some aspect of sexuality in our community. They will not like it or be less likely to be interested in those topics.

Moreover, four other teachers mentioned other criteria to be considered before selecting these materials, such as student's needs and course objectives. In this concern, Shwan explained the importance of student's needs:

I rely on the learners' needs when I choose these resources, and I think they are even more important than the classroom design, the curriculum, and even teaching objectives. When we think about their needs, it means we think about their gaps in learning; for example, what language do they need? Do they need to improve their vocabulary? Do they need to improve pronunciation, sentence structure, etc.?



However, concerning the course objectives, Sameer illustrated, “The AMs should be related to the course's objectives since we have limited time in the class, and for a lesson to be successful, the selected teaching material should systematically reinforce the lectures' aims”.

#### 4.1.5. Teachers' difficulties with authentic materials

When instructors of this study were questioned about the difficulties they encounter when utilizing AMs in the speaking classroom, all of them clearly indicated that they faced some difficulties, such as time consumption, and poor technical conditions. As Banaz explained the difficulty that she faced with using AMs and declared:

AMs are time-consuming because first we have to think about them to find appropriate material. Second, we have to prepare a plan to design some questions, tasks, and activities for the students. Third, we have to organize the classroom and distribute the things properly to ensure we meet the requirements.

Technical problems were another difficulty that was addressed by many teachers when they

employed these materials in addition to being time-consuming. They clearly argued that the technology does not always work properly, including the speaker, the data show, the internet, and even the electricity cut, especially in the last class. Kaiwan ironically explained, “Technical problems are usually our friends, and sometimes the projectors, the speakers, and the cables are not working. Thus, we are not able to present the AMs properly in class”.

#### Analysis of Students' Answers to the Questionnaire

This section provides a quantitative analysis of the data produced by one research tool, the questionnaire. It tries to show university students' views toward using authentic materials in speaking classes and whether they believe these materials help them enhance their speaking abilities. For this purpose, 16 closed-ended items were administered to second-year students from three universities, and a detailed analysis of each item is provided. These inquiries are analyzed in terms of frequency and percentage through the SPSS program. The obtained results are illustrated in the below tables.

**Table (1): Demographic Information of the Study Participants**

Questions	Answers	Count	%
1. What is your gender?	Female	108	58.7%
	Male	76	41.3%
2. What is your university name?	Raparin University	50	27.2%
	Salahadin Univeristy	53	28.8%
	Soran University	81	44.0%
3. How long have you been studying English? (From the school till now)	14	119	64.7%
	15-16	42	22.8%
	17-20	23	12.5%
4. Is it your option to study English at college?	No	23	12.5%
	Yes	161	87.5%
5. Which of these skills are you good at?	Listening skill	30	16.3%
	Reading skill	59	32.1%
	Speaking skill	45	24.5%
	Writing skill	50	27.2%

Items 1 to 5 show the demographic information of the respondents, which includes their gender, the name of the university where

they participated in the study, their English learning experience, options to study English, and attitude towards their language skills.

**Table (2):** Students' Attitudes toward Speaking Skills

6. To what extent are you interested in speaking class?	<b>A little</b>	<b>72</b>	<b>39.1%</b>
	Not interested	8	4.3%
	Very much	104	56.5%
7. How do you assess your speaking skills' level?	Good	91	49.5%
	Medium	58	31.5%
	Poor	11	6.0%
	Very good	24	13.0%
8. What problems do you face in speaking English mostly?	Mother tongue interference	2	1.1%
	Fear of making mistakes	68	37.0%
	Lack of vocabulary	51	27.7%
	Lack of self-confidence	29	15.8%
	Pronunciation difficulties	31	16.8%
	Lack of correct grammatical structures	3	1.6%

The data from question six show that 104 students out of 184 were very interested in speaking classes, where students can freely share their thoughts and ideas while developing their speaking skills. Nevertheless, only 8 of them (4.3%) were not interested in it. This might be the result of some psychological problems, such as not having enough confidence, being shy, or a lack of encouragement. In contrast, 72 informants (39.1%) were a little interested in speaking in class.

Regarding item seven, it is clear that 91 learners (49.5%) have good proficiency in speaking. Fifty-eight of them (31.5%) believed they had a medium level of speaking ability. 24 participants (13.0%) thought their speaking level was very good. But only 11 of them (6.0%) had a poor speaking level.

As seen from inquiry eight, most of the participants had difficulties and problems with their speaking skills, as they stated various problems. Sixty-eight participants thought that fear of making mistakes was a problem they encountered in speaking, and it was the highest proportion they provided. The second problem was represented by the lack of vocabulary, which was chosen by 51 respondents (27.7%). Thirty-one students (14.6%) indicated that they confronted difficulties in pronunciation in their speaking. For the other 29 learners (15.8%), it was assumed they lacked the self-confidence to speak in front of the audience while facing them. Furthermore, three of them faced problems with grammatical structures. However, two of them experienced mother-tongue interference.

**Table (3):** Students' Attitudes Toward using Authentic Materials in Speaking Class

9. Are you familiar with authentic materials?	<b>Yes</b>	<b>157</b>	<b>85.3%</b>
	No	27	14.7%
10. Do your teachers use authentic materials in speaking classes?	Yes	115	62.5%
	No	69	37.5%
11. Which of these kinds of authentic materials do you prefer most in the classroom?	Audio-visual materials (video, songs, movies...)	149	81.0%
	Printed materials (newspaper articles, sports reports....)	20	10.8%
	Visual materials (pictures, post cards, articles...)	15	8.2%
12. To what extent do you enjoy the speaking class while using authentic materials?	A little	68	37.0%
	A lot	109	59.2%

	Not at all	7	3.8%
13. Do you support the use of authentic materials in speaking classes?	Yes	131	71.2%
	No	18	9.8%
	Sometimes	35	19.0%
14. What do you think of their advantages (authentic materials)?	They get me familiar with the target culture	18	9.8%
	They meet my needs and interests	22	12.0%
	They motivate me	81	44.1%
	They get me closer to the real world	63	34.2%
15. How much can exposure to authentic materials improve your speaking abilities?	High	108	58.7%
	Low	10	5.4%
	Medium	66	35.9%
16. What are some difficulties you face when the teacher uses authentic materials?	They contain difficult vocabulary	66	35.9%
	Too many structures are used	47	25.5%
	They have a variety of accents and dialects when listening	50	27.2%
	They could be too culturally biased	21	11.4%
		184	100.0%

Question nine explained that the highest proportion of students, 157 (85.3%), were familiar with the notion and meaning of AMs. Meanwhile, twenty-seven of them were not familiar with this concept.

According to the analysis of item ten, the majority of learners, 115 (62.5%), revealed that their instructors utilize authentic materials in speaking classes. Nevertheless, 69 students showed that their teachers did not use these materials.

The outcomes of question 11 found that the majority of the respondents, 149 chose audio-visual materials. Printed materials were preferred by 20 (10.8%), respondents. However, only 15 (8.2%) of them liked visual materials.

Item 12 aimed to find out if students liked the present method of teaching with AMs or not. The findings indicated that 59.2% as the highest percentage argued that they enjoyed the speaking class a lot with the use of AMs. In comparison, 68 (37.0%) of them enjoyed the speaking class a little with these materials. However, only 7 (3.8%) of them did not enjoy such materials at all.

In analyzing EFL learners' responses to the next question, which was about whether learners support the use of AMs in speaking classes or

not. Most respondents, 131 of them with a percentage of 71.2%, supported using AMs in oral classes as a teaching resource. While 35 of them sometimes supported the use of AMs. Nonetheless, only 18 respondents opposed using them.

Item 14 aimed to find out learners' thoughts about the advantages of AMs. The highest percentage of participants, 81 (44.1%), agreed that such materials are motivational strategies and will motivate them in the class, while 63 of them claimed that they will get them closer to the real world. Another 22 students, with a percentage of 12.0%, indicated that these materials meet their needs and interests. Using AMs, according to 18 of them, can familiarize them with the target culture.

It is evident from inquiry 15 that most second-year students, 108 agreed that exposure to AMs would highly improve their speaking level. The proportion of participants who claimed AMs improve their speaking ability to a medium extent was 35.9%. Moreover, only 5.4% of them thought these materials did not improve their speaking ability.

The outcomes of the final item 16 revealed that 66 students, with a percentage of 35.9% answered that one of the difficulties they face

when their instructors use these materials is that they contain difficult vocabulary. Another difficulty mentioned by 50 of the students was that these materials have a variety of accents and dialects when they are being listened to. Forty-seven students claimed that too many structures were used in them. A small number of them (21) admitted that AMs are culturally biased.

## 5.DISCUSSION

### *Discussion of research question 1. What are Kurdish EFL teachers' attitudes towards using authentic materials in speaking classes?*

The results of the teachers' interview indicated that most of them preferred the use of authentic materials in their speaking classes. This implies that most of the EFL instructors at Kurdistan's three public universities are aware of the importance of these materials in facilitating the acquisition of the TL. The findings are consistent with Amel's (2019) study in Algeria, which found that most EFL instructors greatly preferred using AMs in speaking classrooms.

The current study's findings revealed that seven of EFL students. The findings of Ganga Amel and Halima and Karima (2018), Halima and Karima (2016) and Amel (2019) showed that using AMs had a very positive impact on improving the students' speaking skills since they performed much better after being exposed to them during some sessions in speaking classes. Moreover, they obtained more correct language usage in real-world situations. Those materials also increased students' motivation to utilize the TL in the class effectively and developed their cultural awareness.

Moreover, many participants preferred AMs for introducing them to the TL, as they believed in line with the outcomes of Lingzhu and Zhang's (2010) study in a Chinese context, which found that introducing students to AMs increases their cultural awareness of the TL, their lives, and its speakers.

Additionally, the outcomes indicated that the respondents preferred AMs due to they regarded them being effective motivational tool that increases learners' interest in learning a target language and creates a comfortable environment for them in the class. This allows them to engage more in the class, which facilitates their speaking skills. Similarly, Klicickya (2004) argues that AMs aid in increasing students' motivation to learn the TL since they feel like they are going to practice a real language that is used outside of the classroom. Therefore, it can

be concluded that such inputs are one of the greatest motivational resources for teaching speaking ability, and they positively influence students' motivation to use authentic language in a motivational, creative environment in the class.

The findings mentioned above indicated that the majority of teachers at the three public universities in Kurdistan had a positive attitude towards using AMs in speaking classes. They regarded them as an effective teaching method to improve their learners' speaking abilities because they expose them to the real language, create an enjoyable learning environment, boost their motivation and interest, and develop their cultural awareness. In other words, incorporating AMs in EFL classrooms generally facilitates students' "English language learning" and specifically their speaking skills. The outcomes are similar to the studies conducted by Mahi (2017) , Halima and Karima (2016), who revealed that EFL instructors had a positive view of AMs because they believed that integrating them into speaking classes had a positive influence on improving the speaking abilities of EFL students. The findings of Ganga Amel and Halima and Karima (2018), Halima and Karima (2016) and Amel (2019) showed that using AMs had a very positive impact on improving the students' speaking skills since they performed much better after being exposed to them during some sessions in speaking classes. Moreover, they obtained more correct language usage in real-world situations. Those materials also increased students' motivation to utilize the TL in the class effectively and developed their cultural awareness.

Another goal of this current investigation was increasing their students' cultural awareness, as they believed materials. Based on the analysis, the internet was the major source for gaining AMs, according to most EFL Kurdish teachers. They admitted that the internet is interactive, practical, easily accessible, and constantly up-to-date. Therefore, it helps them search and access endless materials, sources, websites, and topics. The outcomes are in line with the expansion of nowadays' technology.

It should be noted that today, everyone with internet access has more written and spoken genuine information in their hands, making the internet a primary source for AMs. Consequently, using the internet has allowed instructors to obtain plenty of genuine "written, audio, and visual texts" on practically any topic that develops learners' learning process (Larsen-

Freeman & Anderson, 2011). Similar results by Ameen and Kamal (2021) indicated that the teachers depended on the internet as the most reliable source for gaining AMs.

In addition to the internet, the second-most popular sources for obtaining AMs were audio-visual materials, including videos for the Kurdish EFL instructors. They revealed that such sources are really interesting for their students because they enable them to see and hear things at the same time, which increases their engagement in the learning process in class. Moreover, through these sources, their learners could see a genuine language, understand the materials' content easier, and remember things for a long time. It is clear that similar to the internet, videos are the foundations of today's technological growth, in which mostly everything is "recorded and accessible" to everybody. They vary from TV programs and documentaries to amusing and private videos; even literary works are adapted into films. It is stated that using audio-visual materials is significant and useful because it will prevent students, specifically lower-level ones, from becoming frustrated by AMs. Materials like songs, TV shows, and films will create a comfortable environment, not a threatening one, and promote students' communicative competence (Larsen-Freeman & Anderson, 2011).

The present study also examined Kurdish EFL instructors' viewpoints on the appropriate level of using AMs with EFL students in speaking classes. On the one hand, half of them demonstrated that they employed these materials with every level, even beginners, but they modified them according to their levels. Consistent findings were found in the Algerian context by Mahi (2017), who discovered that 50% of the teachers indicated that AMs were adequate for all EFL students' levels. Furthermore, Vandergrift (1997) agreed with the use of AMs at low levels, with the condition that "they must reflect the students' life experiences and include appropriate features that may improve comprehension at this beginning level" (p.48). According to McNeil (1994) and Miller (2005), employing these materials were not only confined to advanced or intermediate students, but all of them should be introduced to AMs from the beginning stages.

On the other hand, the other half of the interviewees illustrated that they only prefer using these materials at upper intermediate and

advanced levels since they have mastered English at this stage. Although they thought that these language inputs could not be used with beginner levels since they have a difficult language, and they may not comprehend them easily. This result is in accord with Guariento and Morely (2001) and Kilickya (2004), who argued that AMs must only be utilized with advanced or post-intermediate-level students because the majority of them learned a lot of vocabulary as well as structure at this stage. Yet, they cannot be used with students at low levels because it is a challenge for them to master the structure and vocabulary that are utilized in the TL.

Regarding the important criteria that the participants would use before selecting AMs, most of them stated more than one criterion. Eight of the twelve participants considered the appropriateness of the material's language level as well as culture as the most significant factor before choosing these materials. While four of them considered the learners' needs and the course's objectives. This means that speaking skill instructors do not adopt AMs haphazardly because learners may feel bored and discouraged if they cannot decode their content.

In terms of the appropriateness of the language level of the material, which describes "the combination of structural and lexical level of the materials, their difficulties as well as referring to the amount of new vocabulary and grammatical forms present in the materials" (Berardo, 2006, p.11). The participants agreed that these materials should be suitable for the language level of their students due to if it is beyond their level, they will become demotivated and bored. This finding matches those of Kilickya's (2004) and Lingzhu's and Zhang's (2010) views that the materials that EFL instructors select must be in line with students' abilities and proficiency level. Furthermore, the instructors focused on the cultural suitability of the materials before selecting them because they believed that such materials may include sensitive topics or contents that may not be appropriate to our students' culture, values, and religion. Hence, they may not prefer to expose them to their learners since they may have a negative impact on them. Thus, these findings reflect Bacon & Finneman's (1990), and McGrath's (2002) views.

Another outcome of this study is that nearly all the teachers' encountered difficulties when using AMs in oral classes. This finding

contradicts the results obtained by Islam (2015), who found that the majority of Bangladeshi EFL teachers did not encounter difficulties with implementing AMs. AMs were time-consuming, according to 11 out of 12 participants. They noted that such materials call for extensive prior preparation before and in the class as well, since they require them to spend hours trying to identify appropriate material and have a well-organized plan for teaching the class by incorporating these materials. Correspondingly, Martinez (2002) pointed out that the use of AMs in EFL classes is “time-consuming” for instructors as it requires early preparation to choose and prepare the material.

In addition, technical problems were another problem that teachers encountered. However, it can be said that the majority of the problems that teachers had were technical and not human-related ones.

***Discussion of research question 2. What are Kurdish EFL Students' attitudes towards using authentic materials in speaking classes?***

The questionnaire results revealed that most second-year Kurdish EFL learners were familiar with the concept of AMs. As a result, most students had positive views towards these materials in the process of learning and teaching. This is in accordance with Muh.Syafei et al.'s (2015) research findings in an Indonesian context, which discovered that all the EFL students had prior knowledge of the notion of AMs. Among the 187 participants, 115 asserted that their speaking skill teachers used such materials in speaking classes.

Audio-visual materials were chosen by the majority of respondents (81.0%) as the most appealing types of AMs, including videos, songs, movies, the internet, and etc. Whereas the least preferred ones were the visual ones. Obviously, audio-visual materials expose learners to a real-life language and allow them to see and hear things simultaneously, increasing their motivation and enthusiasm for learning. According to the results of Halima and Karima's (2016) study, most of the participants preferred audio-visual materials in speaking classes.

The analysis of this piece of paper demonstrated that the majority of the participants enjoyed learning a lot with the exposure to AMs. Given this, AMs make the process of learning more interesting and memorable for students and engage them in distinct tasks and activities (Martinez, 2002).

This point also supports Amel's (2019) research outcomes.

When the participants were asked whether they supported the use of authentic materials in speaking classes, it was found that 131 of 184 participants, representing the majority of them, supported them. This shows that students at three public universities in Kurdistan had a positive attitude towards using AMs in oral classrooms. Certainly, this outcome is not unexpected as the learners shifted from a constrained learning environment “just using textbooks” to another one where they are exposed to the language spoken by native English speakers in the actual world. Likewise, in Algeria, the results obtained by Muh.Syafei et al. (2015) and Amel (2019) revealed that most EFL learners had positive views on utilizing AMs in teaching speaking classes. Nonetheless, only eighteen respondents did not support employing AMs. This might be due to the fact that these materials have difficult language and are difficult for them to comprehend.

The positive viewpoints of learners were based on the advantages of these materials that they have foreign language teaching. The majority of them agreed that AMs are motivational tools that increase their motivation to acquire the TL in the class. While 63 students (34.2%) believed it would bring them closer to the real world. According to 22 students, such materials meet their needs and interests, and only 18 stated that AMs get them familiar with the target culture. These results are in line with the existing literature, which demonstrates that numerous researchers have given evidence demonstrating the benefits of using AMs in enhancing FL learning (Guariento & Morley, 2001; Berardo, 2006; Ur, 1996; Nunan & Carter, 2001; Miller, 2005).

The questionnaire analysis also highlighted that a large proportion of second-year students, with a percentage of 58.7%, stated that exposure to AMs would, to a high extent, develop their speaking level. This would clearly facilitate their TL learning process and improve their speaking ability, enabling them to deliver their oral production fluently and accurately. This outcome signifies that Kurdish EFL learners are aware of the correlation between “exposure to authentic materials” and their “speaking skills”. Clearly, these materials greatly impact the development of students' vocabulary and pronunciation and help them acquire distinct grammatical structures. They also enable them to

develop their fluency and comprehension skills. This result is in agreement with the belief of Gilmore (2007) that including these language inputs in speaking skill lessons fosters the development of oral language and a noticeable improvement in communicative competency. These findings also reflect the results of previous studies (Garajayev et al., 2018; Halima & Karima, 2016; Amel, 2019).

Al-Musallam (2009), in the context of Saudi Arabia, found that most of the students did not think that AMs were hard to comprehend, frustrated them, or would lead to a cultural clash and impede comprehension. However, this contradicts our current study, in which nearly all the learners illustrated that they encountered difficulties when their teachers used AMs. As a result, it can be noted that the majority of Kurdish EFL students considered AMs difficult. In this regard, 66 participants out of 184 believed that AMs contained difficult vocabulary, and 47 of them believed that too many structures are used in them. This is congruent with the views of scholars such as Richard (2001), Martinez (2002), Guariento and Morley (2001) that such materials contained unnecessary vocabulary and had complicated language structures that were difficult for students to comprehend and manage. Nearly 50 respondents inferred that these materials had a variety of accents and dialects when listening.

## CONCLUSION

The current study explored teachers and students' attitudes towards using AMs in speaking classes. The results indicated that most Kurdish EFL teachers and students considered using authentic materials as an effective tool in teaching and learning. More specifically, the teachers' interview showed they had a positive attitude towards using AMs in oral classes. The instructors preferred using such materials in their classes and considered them important for the development of their students' speaking skills. This is because they believed AMs expose EFL learners to real-life language, create an enjoyable learning environment, boost their motivation and interest, and develop their cultural awareness. The results also found that the internet was the primary source for gaining AMs. At the same time, videos were the second one. Moreover, half of the participants indicated that they used these materials at all levels of learners, and the other half showed that they implemented these

materials at upper intermediate and advanced levels. Additionally, the teachers agreed that the most significant criteria in choosing AMs were language level as well as cultural content. Another important finding was that the majority of EFL teachers faced difficulties when using these materials to teach speaking skills. However, they still regarded them as effective teaching tools in their classes.

The findings also revealed that students demonstrated a positive attitude towards utilizing authentic materials in speaking classes at three public universities in the Kurdistan Region. The positive viewpoints of learners were based on the advantages of these materials that they bring to FL instruction. They agreed that AMs (a) increased their motivation to acquire the TL, (b) brought them closer to the real world, (c) met their needs and interests, and (d) got them familiar with the target culture. More significantly, they believed that being exposed to AMs would, to a great extent, develop their level of speaking. Furthermore, they agreed with EFL instructors that videos, songs, movies, and the internet were the most appealing types of AMs. However, students' positive attitude was not affected by the linguistic difficulties (difficult structures, vocabulary, pronunciation, and rate of speed) they faced when their teachers used these materials.

## RECOMMENDATIONS

The study recommends further research into speaking skills with the use of authentic materials. Through this research, it is hoped that Kurdish EFL instructors will be more motivated to use more AMs in speaking classes to increase their learners' English language proficiency and make their classes more engaging. Moreover, it is suggested that EFL teachers widen their horizons when it comes to using AMs in the classroom, as this will improve both students and teachers' abilities in terms of cultural awareness and utilizing English outside of the classroom. Lastly, this research recommends that syllabus designers and curriculum reformers in the Ministry of Higher Education and Scientific Research, as well as the presidency of the universities and colleges, include AMs in the curriculum that is taught at the English Departments.

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## پوخته

كه رسته فيركارييه كان رۆليكي گرنكي ههيه له پۆله كاني (EFL). به كارهيناني كه رسته رسته نه كان (وه كوو): گوڤار، رۆژنامه، فيلم، گوڤاني و... هتد كه له بنه رته دا به مه به ستي كاري رۆژانه نه نجام دراو، نه ك فيركاري (له لايه ن زۆريك له زانا يان و پسپوراني بواري فيركاري پشتگيري ده كريت. نه م تويزينه وهيه هه ول ده دات بيروبو چووني ماموستايان و خويندكاران له به رانه ر به كارهيناني كه رسته رسته نه كان له فيركردني وانهي كارامه ييي ناخوتن له ناستي زانكوڢا بكۆليته وه. بو گه يشتن به م ئامانجه؛ تويزينه وه كه ريبازي شيوازي تيكه لاوي به كار هينا وه كه هه ردوو ريبازي چه ندايه تبي و چو نيه تبي له خو ده كريت. به شدار بوواني تويزينه وه كه بريتي بوون له (184) قوتايي قوئانغي دووهم و (12) ماموستاي وانهي ناخوتن له به شي ئينگليزي له سئ زانكوڢي حكوممي له هه ري مي كوردستان. داتا كه له ريگه ي دوو شيواز كو كرايه وه، له وان؛ راپرسی و چاوپي كه وتن. نه نجامه كان نه وه يان ده رخت؛ ماموستايان و قوتاييان هه لويسي ئه ري نييان هه بوو له به رانه ر به كارهيناني كه رسته رسته نه كان له پۆله كاني ناخوتندا. نه وان به كارهيناني نه م كه رستانه له پۆله كه دا په سه نديان كرد و به ئامرازي فيركردني كاريگه ر بو به رز كرده وه ي كارامه يي قسه كردني قوتاييان ده زانن. هه روه ها نه نجامه كان ده ريانخت كه كه رسته رسته نه كان فيرخوازان ئاشنا ده كن به زماني ژياني راسته قينه و ژينگه يه كي فيربووني به جو ش دروست ده كن و، هاندان و به رزه وه ندييه كان يان به رز ده كه نه وه و هوشيار ي كولو تووريان به ره يي ده دن. به شدار بووان ها ورا بوون له سه ر نه وه ي كه فيديو، گوڤاني، فيلم و ئينته رني ت با شترين جو ري كه رسته رسته نه كان بوون.

وشه كلييه كان: كه رسته رسته نه كان، فيركردني ناخوتن، ماموستايان و قوتاييان.

## الخلاصة

المواد التعليمية لها دور حاسم في فصول اللغة الإنجليزية كلفة أجنبية. يتم دعم استخدام المواد الاصلية مثل المجلات و الافلامو الاغاني الخ التي من الاساس تستعمل للاعمال اليومية وليس التدريسية ( من قبل العديد من المحترفين والعلماء في مجال علم أصول التدريس. تحاول هذه الدراسة استبيان مواقف تدريسي وطلاب اللغة الإنجليزية كلفة أجنبية من الكرد تجاه استخدام المواد الاصلية في تدريس فصول التحدث على المستوى الجامعي. لتحقيق هذا الهدف ، استخدمت الدراسة أسلوبًا مختلطًا يتضمن كلاً من المقاربات الكمية والنوعية. شمل المشاركون في الدراسة الحالية 184 طالبًا في السنة الثانية و 12 تدريسيًا لمهارات التحدث في قسم اللغة الإنجليزية من ثلاث جامعات عامة في إقليم كردستان العراق. تم جمع البيانات من خلال أداتين ، بما في ذلك الاستبيانات والمقابلات. أشارت النتائج إلى أن لدى التدريسين والطلاب موقف إيجابي تجاه استخدام مواد أصلية في فصول التحدث. لقد فضلوا هذه المواد في الفصل واعتبروها أدوات تعليمية فعالة لتعزيز مهارات التحدث لدى الطلاب. علاوة على ذلك ، أظهرت النتائج أن المواد الأصلية تعزز متعلمي اللغة الإنجليزية كلفة أجنبية على لغة الحياة الواقعية ، وتخلق بيئة تعليمية ممتعة ، وتعزز دوافعهم واهتمامهم ، وتنمي وعيهم الثقافي. اتفق المشاركون على أن مقاطع الفيديو والأغاني والأفلام والإنترنت كانت أكثر أنواع المواد الموثوقة جاذبية.

الكلمات الأساسية: تدريس فصول المحادثة ، المواد الاصلية ، تدريسي اللغة الإنجليزية كلفة أجنبية ، طلاب اللغة الإنجليزية كلفة أجنبية

### **Appendix (A): Teachers' Interview Questions**

1. What qualifications do you hold?
2. How long have you been teaching speaking skills module?
3. How do you evaluate your students' level in speaking classes?
4. What materials do you use in oral expression class and how often?
5. Do you enjoy working with authentic materials? Why?
6. For what purpose do you use authentic materials? Explain?
7. Do you believe authentic materials help your students improve their speaking skills? Justify?
8. Do you believe authentic materials are appropriate for all levels of students? Why or why not?
9. What criteria do you use to choose authentic materials for your speaking classes?
10. What are the sources would you use to obtain authentic materials? Why?
11. What type of authentic materials do you think your students are most engaged with? Explain?
12. Do you face any difficulties when using authentic in the classroom? If yes, what are they?
13. Do you think the integration of authentic materials is time consuming in teaching process? Why?