تاثير المواد الحقيقية في تدريس اللغة الانكليزية كلغة اجنبية لطالبات التربية البدنية وعلوم الرياضية للبنات

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الخلاصة

ان المواد الحقيقية عي من اهم الادوات التي يستخدمها المدرس لجعل عملية التعلم اكثر سهولة وفعالية لنقل المعلومات الضرورية لكل الطلاب.

هدف البحث بالبحث تجريبيا في فعالية استخدام الادوات الحقيقية في تدريس اللغة الانكليزية كلغة اجنبية , بسبب ان الطلاب اشارو الى اهمية المواد الحقيقية كدافع لعملية التعلم للطلاب, تحفيز اهتمامهم وتعريضهم للغة الحقيقية التي يواجهونه في العالم الحقيقي.

وافترض البحث انه لايوجد فروق احصائية بين المجموعة الضابطة التي تدرس اللغة الانكليزية بالطريقة التقليدية والمجموعة التجريبية التي تدرس بالمواد الحقيقية.

ضمت العينة 64 طالبة في كلية التربية البدنية وعلوم الرياضة للبنات. كلا المجموعتين اخضعن للاختبار القبلي وبعد ثلاثة اشهروانتهاء التجربة اخضعوا للاختبار البعدي. وبعد تحليل النتائج احصائيا وجد ان هناك فرق ذو دلالة احصائية ولصالح المجموعة التجريبية .

The Effect of Using Authentic Materials on ESP Students' Achievement at College of Physical Education and Sciences Sport for Women

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Abstract

Authentic materials are the most important tools that the teacher could use in class in order to make teaching go smoothly and effectively in transmitting the necessary knowledge to all students. This research has investigated experimentally the effect of using authentic materials in teaching English as a foreign Language, because a number of studies point out that the use of authentic materials is regarded a useful means to motivate learners, arouse their interest and expose them to the real language they will face in real life situations.

It is hypothesis that there is no statistical significance difference between the experimental group who taught English as a foreign language by using the authentic materials with those the control group has taught by using the textbook only. The sample of the research is 64 students at College of Physical Education and Science Sport for Women.

The groups have exposed to pre and post tests. The experiment has lasted three months. After analyzing the results statistically, they have revealed that there is a significant difference between the two groups in a favour of the experimental one. That is indicated using authentic materials in English foreign teaching is effective.

Chapter 1- Introduction
1.1 The Problem and Its Significance

Authentic materials are among the most important tools a teacher can and must use in class in order to make the teaching go easily and be effective in transmitting the necessary knowledge to all students. This research has investigated the effect of using authentic materials in teaching, because a number of studies point out that the use of authentic materials is regarded

a useful means to motivate learners, arouse their interest and expose them to the real life situations.

Nowadays, preparing students for real life situations is of almost concern for English language teachers, especially in EFL classes. Therefore, like other teachers around the world, teachers need to adopt effective teaching materials, in order to help their students learn English better, as well as prepare them to communicate with the outside world(Martinez, 2002: 1).

1.2 Aimof the Research

The research aims at investigating experimentally "The Effect of Using Authentic Materials on ESP Students' achievement at College of Physical Education and Sciences Sport for Women".

1.3 Hypothesis of the Research

There are no statistically significant differences between the experimental group who taught English by authentic materials and the control group who taught English by the textbook only.

1.4 Limits of the Research

The research is limited for the following:

1- Using the authentic materials in English foreign language teaching.
2- Students at College of Physical Education and Sciences Sport for Women.
3- The academic year 2015-2016.

1.6 Definition of Basic Terms

1.6.1 Authentic Materials (AM)

Richards &Schmidt (2002:42) define authentic materials (AM) as "the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks other specially developed teaching materials"

According to Herod (2002:66)states that AM are materials and activities designed to imitate the real world situations.

Jacobson et al (2003: 1) see authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.

1.6.2 ESP

Wilkins (1976:73) holds that learners' needs in special purpose language courses are met with a restricted kind of language in which the vocabulary has a rather specialized character and the grammar is either limited in its range or has an unusual distribution. This definition represents the old view in teaching English which is focused on 'grammar and vocabulary'. But the modern definition emphasizes the way of teaching English which is 'an approach'. Hutchison & Waters (1987:17) state that ESP "is an approach to language teaching in which all decisions as to content and methods are based on the learners' reason for learning".

1.7 The Procedures of the Research

To achieve the aim of the research the following procedures are adopted:

1- Reviewing the literature in using authentic materials in foreign English teaching.
2- Preparing authentic materials for teaching students.
3- Constructing pre and post tests.
4- Selecting the two groups.
5- Exposing the two groups to the pre test.
6- Teaching the experimental group by using the AM and the control one by using the textbook.
7- Exposing the two groups to the post test.
8- Collecting the data from the results of the research.
9- Analyzing the results statistically.

10-Concluding the conclusions and recommendations.
Chapter 2 - Theoretical Background
2.1 Introduction
The use of authentic materials in EFL classes is not new, because teachers started to use them in the 1970s as a result of the spread of the communicative language teaching approach. Bacon and Finnemann (1990: 459) state that teachers need to "find ways and means of exploiting authentic materials in classroom instructions." Many researchers state that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. Nuttall (1996: 62) argues that "authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people." Nunan (1999) mentioned in Widdowson (1990:23), believes that exposing learners to authentic materials is indispensable, because of the rich language input they provide. Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom. Researchers claim that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating (Lee, 1995: 325). Furthermore, students are very keen on the originality of things, particularly when the matter is connected with their learning. So, authentic texts will bring them closer to the target language culture, and therefore this will result in them making the learning process overall an even more enjoyable (Martinez: 4-7).

Now days, English language teachers have a lot of choices in terms of teaching materials. When English teachers are choosing the suitable materials,they should focus students' attention not only on vocabulary and grammar structures but prepare them for real communication .Thus the use of authentic materials can help solve this problem. Authentic materials are defined as materials which are designed for native speakers; they are real texts, designed not for language students, but for the speakers of the language. Basically, authentic materials provide the following benefits:1-motivation to learning;2-authentic cultural information; 3-real language presentation; 4-creative approach to teaching(Mckay, 2000: 7-11).

During the past decades, teaching English as a foreign language has gained much more attention in most countries around the world. As a result, searching for appropriate and effective teaching materials occupies a great space of teachers' thinking. The purpose of learning a foreign language is to be able to benefit from using it in the real world, in real situations. Therefore, most of the language teachers think whether it is enough to teach the language using the textbook, or if they should adopt using authentic materials to facilitate learners' learning process. Therefore, when teachers are concerned with helping their students to develop their skills, they should think about the methods of teaching being used and materials being taught to students (Al Azri& Al-Rashdi, 2014:1). Larsen-Freeman (2000, 129) states that one of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach changes the view of syllabus designers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom. Hence, the syllabus designers are advised to take into account the learners' needs and provide them with the chance, to be able to communicate the learned language in real situations outside the school walls.

2.2 What are Authentic Materials(AM)?
There exist a lot of authentic materials like reading, newspapers, literature, video, TV, surveys, guest speakers, cultural quizzes, tests, role plays, dramatizations, songs, anecdotes,

travel brochures, menus, catalogues, real estate pamphlets, phone books, CDs, the Internet, illustrations and so on. The most commonly used materials at EFL classes: reading (texts);video;computer programs (Thomas, 2014:1-10).

Using video materials in classroom environment can favour students' motivation to learn a foreign language as they present real language, provide students with an aesthetic look at the culture. Undoubtedly, video is very effective in teaching because it:

1.Represents authentic environment;

2.Gives examples of particular language functions in operation;

3.Presents authentic language interaction;

4.Shows the nonverbal components of the language:(eye movements and facial expression; body language (besides eyes and face, there are multifarious body postures, certain gestures of the neck, hands, limbs);space language (In general, the distance while talking, many times depends on personal relationship. The distance of space indicates interpersonal relation and closeness of rapport.

5.Demonstrates situations that learners are likely to encounter through their day-to-day socio-cultural interaction with native speakers of English (Berardo, 2006:66).

Working with video, a teacher should include the following activities:

*pre-viewing (to acquaint students with the material they are going to watch, further better comprehension);

*while-viewing (answer teacher's questions);

*post-viewing (discussions, role-playings, writing) (Ibid)

With access to the Internet language learners can communicate with native speakers (or other language learners) all over the world, search through millions of files around the world and access authentic material that answer their personal interests. The examples of authentic materials can be a newspaper or a magazine article, a rock song, a novel, a radio interview, a movie's review, a traditional fairy story and so on (Ting-fai, 2014:12-14).

The thought of using computer programs in teaching is not new. Its basic purpose is to make teaching and learning more efficient and productive. With the help of computer programs students can check their knowledge, do different exercises and communicate in a written form. Besides computer-mediated communication gives students additional opportunities to plan their discourse, notice and reflect on language use in the messages they compose and read (Guariento,2001:347).In addition the work with a computer provides the following opportunities, it can:

1. Motivate the studying of different structures, grammar rules and vocabulary by showing how they are needed in communication;

2. Give a student the ability to work in an individual way;

3. Give a chance to return to any task which was left or omitted and correct the answer to any question;

4. Give several exercises in which a certain structure is trained;

5. Provide a chance to involve every student of the class in a studying process;

6. Show the results of the work as soon as the task is done;

7. Give the possibility to organize a self-dependent work.

2.3 Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard (1996:23) classified authentic materials into three categories as follows:

1. Authentic listening materials, such as radio news, cartoons, songs, etc.

2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.

3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

For example, using computer programs a language learner can do grammar and vocabulary exercises, listen and repeat oral speech as well as read short articles, texts and express his opinion in a written form. So if we want to teach students to communicate in a written form and write their own utterances (Mckay, 2000:7-11).

2.4 Criteria of Choosing Authentic Materials

There are three main criteria used to choose and access texts to be used in the classroom: (Lee,1995: 326-328).

1- Suitability of the content: Suitability is regarded as the most important one, because it means that authentic materials must arouse the learners' interest, meet their needs and motivate them.

2- Exploitability : Exploitability stands for the way in which the text is used to develop the reading competence of learners

3- Readability: it refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures. It must also suit the learners' level of English. Otherwise, it might de-motivate the learners and have a negative effect.

Berardo (2006:1), states that two more important criteria must also be taken into account by teachers when selecting authentic materials, which are: variety and presentation. Using different types of texts helps to make the reading tasks more interesting. Also, presenting the materials in an authentic context is a key element to attract learners' attention and interest. That means using colored pictures, diagrams, photos, etc. Some teachers might argue that they cannot teach only using authentic materials and ignore the assigned tasks (non-authentic) in the course book.

According to McGrath (2002:103) there are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability.

2.4Advantages of Authentic Materials

Basically, authentic materials provide the following benefits:1-motivation the learning;2-authentic cultural information; 3-real language presentation; 4-creative approach for teaching (Mckay, 2000: 7-11).

The use of authentic texts in classrooms is important as it performs a lot of functions:(Tomlinson, 2008:23).

- widening and reinforcement of language knowledge;
- language material training;
- development of abilities in oral speech;
- development of abilities in written speech

Authentic materials are significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento& Morley (2001:347).

1-They have a positive effect on learner motivation.

2-They provide authentic cultural information.

3-They provide exposure to real language.

4-They relate more closely to learners ' needs.

5-They support a more creative approach to teaching.

Planning a lesson, a teacher should try to use authentic materials because they provide the opportunity to demonstrate language and speech material of a foreign language as well as widen learner's ideas about national peculiarities, mentality of other people; help to know and compare customs and traditions of his own country and the country which language a person

studies; broaden the notion about surrounding world; give the source for a future utterance and the basis for the exchange of opinions(Al-Rashedi,2014:6)

To summarize aforesaid, it should be noted that authentic materials can play multiple roles in language teaching, enable learners to interact with real language and content rather than the textbook. In other words, the proper and systematic use of these materials at classes give students understanding that they are learning a language as it is used outside the classroom, prepare them for real communication.

2.5 Disadvantages of Using Authentic Materials

Some authors believed that AM can increase learners   motivation. However, some other authors (e.g., Morrison, 1989; Widdowson, 2003; Williams, 1983) had an opposite view and claimed that the lexical difficulty of AM may demotivate students. AM are potentially difficult because of the "high lexical density, idiomatic language, low frequency vocabulary used for satirical effect, and opaque cultural references all combine to make it pragmatically inert for most learners (Gilmore, 2007:108). So, it is likely that using RM may frighten students. The same problem applies to authentic listening texts in which learners have to deal with the complexity of natural spoken discourse.

Krashen,1987 as cited in (Ting-fai, 2014:11) suggested that by exposing students to comprehensible input which is just a little above their level would automatically lead to language acquisition. As discussed in the previous paragraph, AM sometimes contain different kinds of challenges which may be too daunting to young learners. So, it may be undesirable to use AM with learners of beginning and intermediate levels. Richard (2001:2) states that using AM could "actually hurt or impede foreign language reading development". When average students encounter ungraded material too soon, they are usually forced back into deciphering with the aid of a dictionary, and valuable training in the reading skill is wasted" (Rivers, as cited in Richard, 2001:2). Worse still, using AM may make learners adopt verbatim translation rather than enabling them to develop the language.

It suggested that the problem of AM demotivating learners can be solved by more careful text selection and task design. However, this process can be extremely time-consuming because choosing suitable texts requires different considerations which are listed in the previous section "Important factors in choosing RM ". After selecting the text, teachers need to devise ways of exploiting the text via different activities. The whole preparation process takes a great deal of time (Berardo, 2006:1). In addition, ample knowledge is needed in order to draw out the greatest pedagogic benefit of the text. Gilmore (2007:108) believed there are few teachers who are willing to have the access to the research literature about authenticity and some of them may not have the time to read it.

The complexity of the issue about the use of AM The above literature review displays divergent opinions about the use of AM. On one hand, it is believed that using AM can increase students" learning motivation, develop intercultural communicative competence and let learners realize the language use in the real world. On the other hand, it is claimed that using RM can demotivate students and hamper their language acquisition. It would be interesting to examine how English teachers see the benefit of using AM.Richards (2001,:253) points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. (Ibid).

However, alongside with various advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which cause a burden for the teacher in lower-level classes. In addition, authentic materials may be too culturally biased. To solve these disadvantages, a teacher should choose materials according to the

abilities of his students, provide appropriate exercises which will help to overcome difficulties and help students to comprehend, remember and use new material.

Chapter 3- Procedures and Methodology

3.1 The Experimental Design

To achieve the aim of the research, the experiment design has been adopted to achieve the aim of the research whether the teaching English through authentic materials is effective or not.

The pre- post tests with two group design have been used in this research. The control group has taught according the current textbook, while the experimental group has taught by using the authentic materials as shown in a table (1).

Table (1) Experimental Design

Experimental group	Pre- test	Independent variable Authentic Materials	Post- test
Control group	Pre- test	textbook	Post- test

3. 2 Population and Sample Selection

The sample of the research is randomly chosen from first year stage at College of Physical Education and Sciences Sport for Women at the academic year 2015-2016. The whole population of the research is 121. The total number of the sample is 64 (31 as experimental group, 33 as control group).That mean the sample of the research is representative one as shown in table (2).

Table (2) Number of Subject before and after Excluding the Repeaters

Group	Section	No. of Subject before excluding	No. of Subject After Excluding
Experimental group	C	34	31
Control group	A	35	33
Total		69	64

3.3 Equalization

The two groups are equalized according to the following variables: students' age and the pre test results. The two groups are equal in all variables; see table (3) for statistics of equalization of the two groups in age and Table (4) for t-test statistics of equalization between the two groups in pre test variables.

Table (3)The T-test Statistics of Equalization between the two Groups in Age

Group		No. Students	X Mean	S.D	Degree of Freedom	T Value	
						Calculated Value	t-distribution
Pre-test	E.	31	20.36	1.410	62	0.425	1.98
	C	33	20.19	1.364			

Table (4)The T-test Statistics of Equalization between the Two Groups in Pre Test

Group		No. Students	X Mean	S.D	Degree of Freedom	T Value	
						Calculated Value	t-distribution
Pre-test	E.	31	6.483	1.411	62	1.208	1.98
	C	33	6.969	1.793			

The mean scores of two groups in pre- test are compared; the mean scores of the experimental group is 6.483, while the mean scores of control group is 6.969. the mean scores of posttest. This indicates that there is no significant difference between the two groups in the pretest.

3.4 Instructional Material

The control group has taught English by using the current textbook (Abdul- Razzaq& Al-Mufti, 1987) "A Course in English for Students in the Colleges of Physical Education" (see Appendix 4) , while the experimental group has taught according the authentic materials(which prepared by the researcher herself with the help of students as well) (See Appendix 3).

The important thing in teaching Physical Education is introducing the students with sports and games in English. Therefore, the current textbook introduces games as a list of words and their translation in Arabic. The students suffer from memorizing long lists of words and their spelling. Thus, they forget the spelling and the game itself. So, to solve this problem the students have handed printed pictures materials regarding the games. They have been asked to bring more sport pictures and practice the spelling of these games. At the end of the first month the student have good basic of knowledge about the sports in the world. In the second month, the students have been asked to classify these sports into categories as water games, strength games, target games, animals games, racket games, gymnastics games, cycling games, ect …..). The students has brought more pictures and charts to show these categories. In the third month the students have been asked to prepare equipment for these games. each student has brought many authentic materials to the class e.g (shits, shorts, shoes, balls, rackets, ect ……..). Finally, the students have been asked to describe pictures in the class. The students have used all the information they had learned for describing authentic printed materials. The students have worked individual first, pairs and finally as groups. By this plan, the students have learned the games, equipment and oral discussions.

When the teacher first began using authentic materials, she handed out materials to each student and had them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. Then the teacher gave each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. The teachertold students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.The experiment has last three months from the second course till the end of it (1/3/2016- 1/5/2016).

3.5 The Written Test

The written post test has three questions as it is shown in appendix (2). The researcher has tested the students' abilities in writing, spelling and general information about games and sports. The written test consists of recognizing the sport, complete the missing letters of the games and re-ordering the letters of the games. the test is scored out of twenty five marks.

3.5.1 Validity

Validity means "the truth of the test relation to what it is supposed to evaluate" (Bynom, 2001: 3). The written test is given to the jury members. The jury members agree on the entire test component as valid.

3.5.2 Reliability

Reliability is the degree of accuracy with which a given test or a set of scores measures whatever it is measuring (Verma& Beard, 1981:86). Person formula has been used to find out the correlation coefficient; the results show that the correlation coefficient of reliability is (+ .872) and this is considered a high stable correlation (Valette, 1977: 34).

Chapter 4- Data Analysis, Conclusions, Recommendation and Suggestions
The results of pre and post tests have been analyzed, in order to determine whether there is significant difference among the two scores of pre and post tests in the achievement of sample.(Appendix 1)

4.1 Comparison of the Post Tests
The mean scores of the two groups are compared; the mean of experimental group is 14.774, while the mean score of the control group is 8.393. This indicates that there is a significant difference at the level of 0.05 of significant and degree 62 between the experimental group and control group. Accordingly, the hypothesis is rejected. This statistical analysis of the results indicates that the achievement of the students in the experimental group is significantly higher in a average than the of the students in the control group in post- test. This can be interpreted to mean of using the authentic materials in teaching the experimental group. Thus, the authentic materials are more effective in teaching English than the current textbook as shown in table (5) .

Table (5) T-test of the two groups in post test

Group		No. Students	X Mean	S.D	Degree of Freedom	T Value	
						Calculated Value	t-distribution
Post-test	E	31	14.774	3.461	62	7.601	1.98
	C	33	8.393	3.239			

4.2 Discussion of the Results
    The high scores of experimental group in the posttest might due to the following points:
1- The students find the authentic materials enjoyable because they can choose their materials.
2- The authentic materials are motivated the students more than the current textbook.
3- The authentic materials are more rememberfull for the students than the current textbook.

4.3 Conclusion and Recommendation
   The authentic materials are more effective in teaching English than the current textbook. So, the Colleges of Physical Education and Sciences Sport are recommended to use authentic materials in teaching English.

4.4 Suggestions for Further Studies
For further studies, researchers might study other techniques and materials, also other subjects might be studied.

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