The Localisation of the PARSNIP Model and Authentic Materials for Libyan Third Level EFL Contexts

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Abstract

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The chief aims of this thesis are (a) to investigate EFL learner and teacher attitudes, reactions, familiarity and use of authentic materials in a third level context and, (b) to examine the potentials of repurposing and redesigning the PARSNIP model into Libyan third level EFL contexts. A mixed methodology approach was employed incorporating both quantitative and qualitative research instruments in order to accomplish the study aims and objectives. The research data was elicited during a field study in Libya over a two-month period and also through teacher interviews.

The analysis of the elicited results revealed that both students and teachers have a strong advocacy and positive attitudes towards such materials in English language acquisition. In addition, the two groups recognise the enormous advantages of authentic materials in enhancing student L2 proficiency over traditional edited materials. However, a mismatch appears between teacher and learner results. An inconsistency was identified in perceptions between what students indicated and what their EFL teachers stated as being the actual use of authentic materials in language classes.

Another significant issue in this thesis was the PARSNIP (Politics, Alcohol, Religion, Sex, Narcotics, Isms, Pork) model which was critically evaluated, redesigned and localised for particular third level EFL contexts. This researcher proposes that the PARSNIP model may be recomposited into a two-letter model: the AS (Alcohol, Sex) model. A detailed description of how the PARSNIP model was redesigned and repurposed is presented in the conclusions and recommendations of this thesis.

A significant conclusion in the current study was that both students and EFL teachers possess positive attitudes to authentic materials, and that they both recommend that such materials be used within an extended taught curriculum in Libyan Universities to develop, improve, and increase learners’ L2 acquisition and motivation.
List of Publications and Public Talks

Conference papers and posters

- Using Authentic Materials in the Foreign Language Classrooms: Teachers’ Attitudes and Perceptions in Libyan Universities:  


- A poster presented to Centre for Applied Language Studies (CALS) Conference, University of Limerick, Ireland, 2015, School of Modern Languages and Applied Linguistics, entitled “Localising the PARSNIP Model and Authentic Materials for Libyan Third Level EFL Contexts”


- A poster presented at MATSDA 2015 Conference entitled: “Localising the PARSNIP Model and Authentic Materials for Libyan Third Level EFL Contexts”.
Declaration

I declare that the work presented herein is original and a result of my own work, except as otherwise acknowledged in the text. The material has not been submitted, either in whole or part, for a degree at this or any other university.

-----------------------------------------------
Abdulhakim Mohamed Ali Belaid
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### Abbreviations

- **UNESCO**: United Nations Educational Scientific and Cultural Organization  
- **GTC**: General Teacher Certificate  
- **GPCE**: General Peoples Committee of Education  
- **GCSE**: General Certificate of Secondary Education  
- **EFL**: English as a Foreign Language  
- **ESL**: English as a Second Language  
- **ELF**: English as a *Lingua Franca*  
- **SLA**: Second Language Acquisition  
- **EIL**: English as International Language  
- **L1**: Mother Tongue  
- **L2**: Second language  
- **CLT**: Communicative Language Teaching  
- **TESOL**: Teaching English to Speakers of Other Languages  
- **NNST**: Non-Native Speaker Teacher  
- **NST**: Native Speaker Teacher  
- **NNS**: Non-Native Speaker  
- **NS**: Native Speaker  
- **NT**: Native Teacher  
- **NNT**: Non-Native Teacher  
- **FLL**: Foreign Language Learner  
- **TLTR**: Target Language Teacher and Researcher  
- **WWW**: World Wide Web  
- **TL**: Target Language  
- **TLT**: Target Language Teacher  
- **NCSALL**: National Center for the Study of Adult Learning and Literacy  
- **ATM**: Automatic Teller Machine  
- **ICT**: Information and Communication Technology  
- **QTR**: Quantitative Research  
- **QLR**: Qualitative Research  
- **MMR**: Mixed Methodology Research  
- **SCL**: Student-Centered Learning  
- **PC**: Personal Computer  
- **MALL**: Mobile Assisted Language Learning  
- **ZPD**: The Zone of Proximal Development  
- **The PARSNIP**: An acronym which stands for Politics, Alcohol, Religion, Sex, Narcotics, Ideologies, and Pork
- **PhD**: Doctor of Philosophy
- **DVD**: Disk and Video Display
- **AS**: A redesigned acronym which stands for = Alcohol and Sex
Verses from the Holy Quran

In the Name of Allah, the Most Beneficent, the Most Merciful

And mention, [O Muhammad], in the Book [the story of] Mary, when she withdrew from her family to a place toward the east.

And she took, in seclusion from them, a screen. Then We sent to her Our Angel, and he represented himself to her as a well-proportioned man.

She said, "Indeed, I seek refuge in the Most Merciful from you, [so leave me], if you should be fearing of Allah ."

He said, "I am only the messenger of your Lord to give you [news of] a pure boy."

She said, "How can I have a boy while no man has touched me and I have not been unchaste?"

He said, "Thus [it will be]; your Lord says, 'It is easy for Me, and We will make him a sign to the people and a mercy from Us. And it is a matter [already] decreed.' "

Truthful are the words of Allah

Surat Maryam (Mary)
(Verses from 16 into 21)
Famous Quotations

“The only person who is educated is the one who has learned how to adapt and change; the one who has realised that no knowledge is secure; that only the process of seeking knowledge gives a basis for security.”

Carl Rogers, 1969, Freedom to learn, p.104.

“It is an obligation for every Muslim to seek knowledge.”

Prophet Mohamed (PBUH)

“You can never be overdressed or overeducated.”

Oscar Wilde

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

Mahatma Gandhi

“The educated differ from the uneducated as much as the living differ from the dead.”

Aristotle

“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.”

Henry Ford

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

“To acquire knowledge is binding upon all Muslims, whether male or female”

Prophet Mohamed (PBUH)

“One who treads a path in search of knowledge has his path to Paradise made easy by God…”

Prophet Mohamed (PBUH).
CHAPTER 1- HISTORICAL BACKGROUND and CURRENT RESEARCH CONTEXT
1.1. Introduction

The history of Libyan education in the 20th century is as eventful as it is controversial. This thesis researcher presents in the current chapter a brief overview of Libya, describing the historic, demographic, political and economic situations that Libya has passed through. It also briefly discusses the discovery of oil in the late 1950s and the country’s independence on December 24 in 1951 from Britain through United Nations mandate. It is of particular importance presenting such a general overview in order to show how such factors have influenced and still influence the educational system in Libya and EFL teaching in particular. Moreover, it presents the periods during which Libya was under the Islamic Ottoman Empire and Italian colonisation, and then it moves to the period post World War II, to full Independence and the transfer of Libya into a constitutional kingdom under King Idris in 1951.

The military coup d'état, which was led by the Colonel Ghaddafi in the year 1969, left its negative consequences on Libyans for more than 41 years. These negative consequences, which had affected and changed the life of Libyans, can be represented in the following three events, starting with the overthrow of the Libyan constitution. First the killing of the British policewoman Yvonne Fletcher in front of the Libyan embassy London in 1984. Second, the bombing of the night-club in Germany and finally, the Lockerbie aircraft disaster in the late 1980s which resulted in the isolation of Libya from the international community.

We come to the point where Libya re-joins the world again and the renewal of diplomatic relationships with the main super powers, the U.K and the United States of America. All these have left their effects on Libyans in many areas particularly in learning the English language. This research will briefly put emphasis on the educational system, the different stages of that system and the teaching of the English language in the Libyan context. In addition, the educational objectives and the UNESCO mission in Libya will also be summarised in this current chapter. This reveals the many stages the Libyan educational system has passed through, and how that mission left its positive impact on the Life of Libyans and the educational system in that country.
1.2. Historical Milestones in Libya

A beautiful and Arabic Muslim country located in North Africa, Libya lies between four Arabic countries and two African countries. Egypt and Sudan to the East, Tunisia and Algeria to the West, Chad and Niger to the South, Libya is also blessed with a 2000 kilometre coast on the Mediterranean Sea. The latest statistics state that the population of Libya is about 7 million with most of people living in the northern parts of the country. Geographically, Libya comes in fourth place of the largest countries in Africa and seventeenth place in the world with an area of about 1.8 million square kilometres, (Elmabruk (2008).

Libya is a bilingual country with two main languages being spoken, Arabic and Barber. Barber speakers represent the minority living in the Western parts of Libya in cities such as Zuwara and Yefren. Arabic, however, is the official language in Libya and the language of education, despite English being taught and used as the medium of instruction in most colleges, medicine, pharmacy, dentistry and as well as English departments, (Agnaia 2006).

According to the International EFL Cafe (2005) Libya, a large or heavy oil producer with significant resource is one of Europe’s biggest suppliers of oil from North African countries. The country’s revenues from oil exports are estimated to be 95 % of its export earnings. The Gross Domestic Product (GDP) is one of the highest in Africa of about 30 % in the year 2003 was estimated at $6,400 compared with a neighbouring country like Egypt $1,470, (Elmabruk 2008:18-19).

The majority of people in Libya are Muslims and Islam was brought to Libya in the 7th century AD by the Arab conquerors, which influenced all aspects of life in North Africa economically, socially, and politically.

The country passed through many stages of colonisations, first it was under the Islamic Ottoman Empire in the mid-16th century, after that Italy colonised Libya in the year 1911 and Libyan rebels headed by the martyr Omar Mukhtar resisted it courageously. One of negative effects of the Italian colonisation on Libyans was the neglect of teaching the Arabic language to the Libyan people.
After Italy was defeated in Tobruk city in 1945 at the end of World War II, an improvement in the relationship between Libya and Britain began to emerge. In the interim period, which continued for seven years from 1945 to 1952, Libya was under the custody of Britain. New trade and economic links were actually established between the two countries, and as a consequence, English became the language of business in such relationships.

On 24th of December in 1951, Libya gained its full independence and became a kingdom under King Idris. The discovery of oil (black gold) in the year 1955 transformed Libya from a poor country in North Africa to one of the wealthiest in the whole world. However, only a few people possessed such wealth. That possession of wealth appeared clearly particularly after the military coup in the year 1969 or what Colonel Ghaddafì called the “Al-Fateh Revolution”. When he came to power, the journey of suffering opened its first chapter in the life of Libyans (Elmabruk 2008). The constitution of Libya was overthrown and in the year 1973, he started what is called the “Cultural Revolution”, followed by the establishment of a ruling People’s Authority in which power and wealth were handed to all Libyan citizens as claimed by Ghaddafì (ibid).

Concerning the relationship with the West, three main events affected the relationship between Libya and the West while Ghaddafì was in power; first was the killing of the British policewoman named Yvonne Fletcher outside the Libyan embassy in London in 1984. Second, the bombing of the discotheque in West Berlin, killed many American military personnel in 1986. The United States of America as a consequence, retaliated with an air raid in the same year on Tripoli and Benghazi. The Libyan authorities soon after the American air raid seized the opportunity to eliminate all connections with the West and withdrew the English language from the Libyan educational curricula. The withdrawal of English continued from 1986 to 1992, and still had its negative consequences on many Libyans until quite recently. The third and the most catastrophic event was the Lockerbie aircraft disaster in 1988 over Scotland, when Libyan authorities were charged with bombing the ‘Pan Am flight 103’. Soon after, the United Nations imposed sanctions on Libya.

The consequences of those isolated years left their negative impacts clearly on the infrastructure of most Libyan cities, and in the year 1999 Libya agreed to surrender
the two main suspects in the Lockerbie case and compensate families in return for obtaining the full suspension of the UN sanctions. Soon after, compensation was awarded for the killing of Yvonne Fletcher, the British policewoman, not only the British embassy re-opened in Libya but also the British Council opened its office in the capital, Tripoli. Libya has now re-joined the international community and plans have been made to attract foreign investments to help rebuild the country in all areas.

Together, the Al Fateh University and the British Council organised the first academic conference in 2005, which was attended by academics of both countries. The conference helped improve the relationships between the two countries and emphasised academic exchanges and visits, (ibid).

In the year 2004, a group of US congressional representatives headed by the Texas representative visited Libya and particularly Al-Fateh University, where they attended a class with postgraduate candidates who were doing their majors in English language teaching. There were only ten candidates and this thesis researcher was among those ten students. The senators discussed the possibility of exchanging students between American and Libyan universities and the programme name was called the “Fulbright programme”, an exchange educational programme funded by the American foreign secretary, aiming to improve the English language skills of the Libyan students.

In sum, having seen all the political and economic influences on the life of Libyans and the educational systems in Libya, now we come to the different educational stages in the Libyan system.

1.3. The Educational System in Libya

Since the 1950s, the time when the kingdom was ruled by King Idris, the constitution, which was written at that time and overthrown by Gaddafi’s regime, declared that education is free and a right for all Libyans from elementary school to university studies. The only responsibility of the government was to build schools and universities.

According to the system of learning in Libya, there are two main sections, (a) The school system and (b) The university system. Children enrol in schools at the age of 6
and there are nine compulsory years that students are supposed to pass so they can obtain the Basic Education Certificate. After finishing those nine years, students can enrol for the three-year High School. The secondary stage is actually divided into two main specialisations: the science and the literary one. The former prepares students to study applied sciences such as physics, chemistry, mathematics, life sciences and medicine, while the latter one is for humanities studies like geography, sociology, history and languages as well. Students are supposed to finish them successfully so that they can join universities, which is the second section according to Libyan educational regulations.

The universities in Libya are totally financed by the government (Ministry of Higher Education). Three main degree qualifications are offered by those universities, they are (a) An undergraduate degree, Bachelor of Arts or Science. The undergraduate degree usually requires four years of study to be achieved, however, some undergraduate programmes take from five to six years to achieve like medicine, pharmacy, dentistry, and veterinary as well. In addition, (b) Two postgraduate degrees, Masters and Doctorate are offered in Libyan Universities. There are only four out of a total eleven main universities offering graduate programmes in almost all specialisations, these are University of Tripoli, University of Benghazi, Sabha University and the last one is Aljabel Al-Gharbi University. However, there has been a recently opened Academy, which now offers graduate programmes in all fields, which is the Libyan Academy of Graduate Studies in Tripoli. It was established in 2000, the masters’ programmes require at least three to four years of full time study to be accomplished, which is at the same level as a typical Western European programme. There are eleven main universities all over Libya, they are:

- University of Tripoli in the capital of Libya used to be known as Al-Fateh University but since the 2011 Revolution, its name has been officially changed.

- University of Benghazi located in the East, the second largest city in Libya and the catalyst of the February 17th Revolution in 2011.

- Sabha University located in the south of Libya 700 kilometres from Tripoli; located in the third biggest city after Tripoli and Benghazi.
- Omar Al-Mukhtar University located also in the East in Albaida city in the far east of Libya. This University was named after the Martyr Omar Al-Mukhtar.

- Misrata University in the city of Misrata 200-kilometres East of Tripoli, which is locally considered the business capital of Libya.

- Azzaytuna University (the Olive Tree University) is located in Tarhouna city 100 kilometres south of Tripoli. The University named after a blessed tree, namely ‘Olive tree’.

- Azzawia University located in Azzawia city 40-kilometres West of Tripoli, which is another big coastal city in Libya.

- Sirte University located in Sirte city 400 kilometres East of Tripoli. The city is the hometown of Ghaddafi.

- The Open University specialising in distance learning is located in Tripoli, was established in 1987. It has two main branches in Benghazi and Sabha.

- Al-Asmaryia University in Zlitin city, this university specialised in teaching Islamic Sharia (Laws) studies and Arabic language studies.

- Al-Mergib University located in Alkums city, 130 kilometres to the East of Tripoli, which is another big coastal city in Libya.

Before moving to the next point, the following points clearly explain the main differences between the two educational systems, namely the school and the university system. According to Gadour (2006), the first one is curriculum management and design, in which the committee of higher education arranges all curricula for all schools; while at universities content specialists design and arrange the syllabus for each course.

The second point concerns the Teacher Training Programmes. Schoolteachers must have a university degree. Student teachers are provided with a training programme following a strict educational policy from the Ministry of Education. However, university in-service and newly qualified lecturers are left without pedagogical training; cf. later recommendations in chapter seven for in-service and newly
qualified teachers. These may be a result of cultural factors. The third point concerns the student numbers in each class. Students moving from schools to universities spend a long time learning to cope with the large classes 90 to 130 students in each university class instead of the smaller number of students 35 to 45 in each school class. The final point is concerned with teaching methods. Schoolteachers are restricted to using teachers’ books, which show all the steps and methodologies of teaching, and inspectors who observe the teachers’ activities, but university teachers are left to their own understanding and make their own decisions regarding teaching and programme delivery. In the final chapter, recommendations will be offered for newly qualified lecturers in line with best international educational practice. Such recommendations will propose certain steps to be considered by both educational authorities and newly qualified lecturers for better EFL teaching within the Libyan third level context.

1.4. The Open University in Libya

The Open University was established in the capital in the year 1987, and there are, of course, branches in the other big cities such as Derna, Sabha, Ejdhabia, Misrata and Benghazi. Many awards are given by the Open University, undergraduate and graduate degrees in social sciences, Arabic and Islamic studies, law, and business and in education. This type of university offers a kind of distance education and as AbouFarwa (2003), stated that to encourage continuing specialised development, support independent learning abilities and encourage deprived female learners.

In the previous pages, the researcher explained the Educational system in Libya, which consists mainly of two main divisions, the school and the university, and then named the main universities in Libya and the programmes that are offered as well.

In the next, the researcher will talk about English language teaching in Libya and then present the background of his doctoral programme, which would take place in Libya. Moreover, reference to the educational objectives of the previous and the current teaching programmes in the Libyan system will be stated. The UNESCO mission in Libya in the 1960s and its important influences on the educational system will also be
explained. The many changes in EFL teaching in Libya will also be clarified in this chapter.

1.5. The Educational Objectives

One of the most significant issues in the overall policy of the educational system in Libya is having highly qualified Secondary Level teachers, and there is a difference between teacher training programmes in the 1970s and the more recent ones. These differences can be explained in the following points: the first is training programmes. Teachers start their training for employment first up to fifth grade in primary schools as soon as they complete the five-year post-primary or two years after the secondary diploma. These Teacher-Training Programmes usually take four years to be completed. The main course in this programme is generally on the following areas: Arts, Religion, English, Mathematics and Science, Physical Education, Social Studies or Music Education. Graduates from such training programmes receive their General Teacher’s Certificate, (GTC) which qualifies them to teach in primary school. Second, which no longer exists in Libya, since the Ministry of Education issued a resolution in 1989 that all trainees must be university graduates, meaning that receiving their Bachelor of Arts or Science is compulsory for them to be able to teach in either primary or secondary stages. Thus, consequently, teachers have to be more specialised in their subjects, and not as in the previous training programme.

Third, the teaching profession used to be just restricted to males only, and that was due to social as well as cultural factors. In a religious society like Libya particularly in the past, women were supposed to stay home and look after children. They were not allowed to join Teacher-Training Programmes; however, such beliefs are now in the past. The last point is that in the late 1970s, because of the spreading of the educational system in Libya and the encouragement of the government for women to take up their place in the teaching profession, female teachers were increased day by day.

According to the GPCE (2008) statistics revealed in 1978, numbers of female teachers were about 11,303. This figure has increased since then. In the year 1980, figures for Libyan teachers in the primary schools were about 36,591, this number
increased to 85,537 by the year 1990, 47% of whom were females. These figures were in the primary schools only. The same time, there were 24,323 teachers in the secondary schools of whom 20% were females.

1.5.1. The Specific Objectives of the Libyan Educational System

Every educational system worldwide has goals and these goals are supposed to be achieved through applying that system. The Libyan one aims to support and promote general knowledge among all society members and to enable positive interaction among primary and secondary stage students. It also emphasises building the spirit of thinking and innovation as well as the preservation of the Islamic values, language and identity.

A number of specific objectives of the Libyan educational system can be summarised as in the following: first, learning is free for all students through all public schools, in which there are no tuition fees imposed on learners in all educational stages. Second, primary education is compulsory for all students. The first nine years represent the corner stone through which students can move to other educational stages. Third, concerning the intermediate stage, in which secondary education is not obligatory which means students have a choice to move to intermediate vocational institutions; however, it allows students to move to undergraduate and postgraduate studies. Fourth, kindergartens are not included in the educational system, but they are being encouraged and disseminated locally. Fifth, taking into account the highly populated areas; the distribution of the educational institutions comes as a result of that. Six, the relationship between teachers and their educational institutions, in which reinforcement of the relationship between the teacher and universities he/she graduated from is important so that they may continue education in their field of specialisation. The seventh point is very significant which works on regular development of the syllabus.

Updating and developing curricula occurs continuously to review their objectives and methods of teaching to ensure the educational institutions’ output quality. Another important point concerns the training programmes. Periodical training runs regularly for teachers, inspectors, public sector workers and educators and keeps them up to
date. Another vital point is ensuring the regulations of the educational process, for use within the educational institutions, comprehensive policy for all learners. It is the same policy emphasised by institutions. The final one and as highlighted earlier is concerned with the freedom of education for all learners in all different stages. Education in Libya is free and it is the responsibility of the state to finance educational institutions. Further discussion on the last point is in the next section.

### 1.6. Education for All

In the year 2008, a report by the General People’s Committee for Education (*Ministry of Education*) (The GPCE 2008) stating that educational institutions must expand all over Libya, and that expansion goes through an educational resolution back in 1971, which stated that education is compulsory and free until finishing the basic education at age 15 (grade 9). That positive trend has increased the number of students enrolling in schools up to 95% in the year 2003, (p.21). The following table (1) reveals the number of teachers and students at both basic and secondary education as well as the number of schools and classrooms in the academic year 2007-2008, according to the statistics of The GPCE (2008).

<table>
<thead>
<tr>
<th>Educational Stages</th>
<th>Schools</th>
<th>Classrooms</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Basic Education</td>
<td>3397</td>
<td>40743</td>
<td>939799</td>
</tr>
<tr>
<td>Second</td>
<td>Secondary education</td>
<td>1033</td>
<td>10940</td>
<td>226000</td>
</tr>
<tr>
<td>Third</td>
<td>Joint</td>
<td>72</td>
<td>1228</td>
<td>30697</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4502</td>
<td>52911</td>
<td>1196496</td>
</tr>
</tbody>
</table>

*Table: 1. 1 Number of Teachers, Students, and Schools at both Basic and Secondary Education, Academic year 2007/2008*

According to the Libyan educational system, which is highly centralised, meaning that all decisions of funding, distributing schools across the country, teachers’ employment appointment, regulating admission to schools, curricula development, examinations and inspections are always made at the top of the hierarchy (see Embark (2011). The following table (2) shows The GPCE (2008) regulations set for enrolling students to university:
<table>
<thead>
<tr>
<th>No</th>
<th>Division</th>
<th>University faculties students enrol in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>Basic science</td>
<td>Sections of the faculty of science (maths- statistics, physics, earth sciences, computer-technology, teacher training colleges and higher vocational training centres)</td>
</tr>
<tr>
<td>2-</td>
<td>Engineering sciences</td>
<td>Various sections of the faculty of engineering and teacher training colleges, and higher vocational training centres</td>
</tr>
<tr>
<td>3-</td>
<td>Life-sciences</td>
<td>Medicine, dentistry, pharmacy, veterinary, medical technology, teacher training colleges, higher institutes of health, Faculty of science, departments.</td>
</tr>
<tr>
<td>4-</td>
<td>Economic sciences</td>
<td>Economy, accounting, administrative sciences, Colleges of teacher training and higher vocational training centres</td>
</tr>
<tr>
<td>5-</td>
<td>Social sciences</td>
<td>Literature, law, political sciences, physical education, arts and media</td>
</tr>
<tr>
<td>6-</td>
<td>Languages</td>
<td>Languages departments in Faculty of Arts and teacher training</td>
</tr>
</tbody>
</table>

Table 1. 2 Regulations for Enrolling Students to Universities

1.7. The Educational Stages in Libya

The educational system in Libya has been designed to suit all, starting with young children in kindergarten up to adult learners in graduate and postgraduate studies. In the following, details of each learning stage will be presented separately.

1.7.1. Kindergartens

The Libyan authorities have recognised the significance of the kindergarten education. This stage is for children and it usually continues for two years. Learning in this stage is actually done through simple games and colourful pictures in order to motivate children to learn to like school. Moreover, there are some developmental and educational objectives already set by the educational authorities in Libya, they are as follows:

First, is providing suitable conditions for the child’s growth and personality development. Second is guiding the child’s spontaneous activities to become an intentional systematic behaviour. Third is building up desired norms, values and behavioural habits in the child’s personality. Fourth one is stirring up the child’s curiosity and helping him to notice the natural and social aspects around him. The fifth point is enriching the child’s intelligence and developing his educational and his
learning skills. Sixth one is enhancing and improving the child’s linguistic abilities, and making easy his access with the social and material environment. Seventh one is developing the emotional, behavioural and moral dimensions in the child’s personality. The last point is preparing a child to enrol into the basic education level.

1.7.2. Primary Education (Basic Education)

This stage is the longest stage of all, since it starts at the age of six and stretches up to the age of fifteen. After finishing nine years successfully, students achieve their General Basic Certificate, which qualifies them to move to Secondary Education.

1.7.3. Secondary Education (Intermediate) Stage

It is a three-year system and student ages enrolling to this stage are between 16 -19. There are also some intermediate vocational training centres all over Libya students can enrol. These vocational training centres qualify students to be carpenters, mechanics, and electricians. They have to choose between secondary or vocational training centres. The decision was issued in the year 2006, by the GPCE (Ministry of Education) which regulates the specialism in intermediate schools (secondary stage) to include the following: 1-/ Life-science specialises in chemistry and biology. 2-/ Social-science specialises in social sciences and humanities 3-/ Engineering sciences specialise in science of engineering and construction. 4-/ Basic sciences specialise in mathematics and physics 5-/ Languages specialise in Arabic, English, French, Swahili, and Hausa languages. The last two are local African languages. Finally 6-/ Economic sciences specialise in studying administration, accounting, economics and banking sciences. However, after the 2011 Revolution, the Ministry of Education returned to the old system (a three-year system) in secondary stages, in which there are two main sections, and the student has to choose one from the following:

1- The Literary Section, and

2- The Science Section.
In the literary section, students can move to a university system and can study humanities subjects such as languages, sociology, geography and history. While, those in the science section, they can study medicine, pharmacy, chemistry, physics, and mathematics

1.7.4. University Education

After finishing the secondary stage and receiving their GCSE (General Certificate of Secondary Education), students can enrol in university education or in higher technical and vocational centres. This is usually a four-year system and enrolls the age groups of 20 – 24. Students graduate and receive their undergraduate certificate. The following graph (1) shows the higher educational system in Libya, European Commission, higher education in Libya, National Tempus Office, European Commission, Higher Education in Libya National Tempus (2012).
Graph 1.1. Higher Education in Libya. Source: European Commission, higher education in Libya, (National Tempus Office 2012, p. 2)
1- Master’s Degree: usually takes from 3 to four years of study, and it ends with writing the dissertation. Graduates are qualified to teach university undergraduates.

2- The Doctorate Degree: it is the last stage of the advanced study and it takes from four to five years. It may be either through a structured programme, in which candidates study selected modules and then later write their research or may be through a traditional thesis.

1.8. The UNESCO mission in Libya (From 1961 to 1964)

The following is a summary of the UNESCO mission, which had been to Libya at that time and worked on the improvement of the educational system in that country. The importance of the following summary lies in the improvements that the mission has made to the Libyan educational system. The mission team headed by Ali Nashat was aimed at the development of teaching in Libya at that time. The main goal to that mission was to train teachers (male and female) in Tripoli Teachers’ Training Colleges. Since that team arrived in Libya, it had worked on improving teacher-training abilities in teaching Science and Primary, Preparatory, and even Secondary schools. In order to fulfil that aim, the head of the team was assigned to work as:

- Advisor to the Ministry of Education
- To give advice in revising the syllabus
- Supply guidance in science teaching classes at the Teachers’ Training Colleges in the Libyan capital
- Giving the advice on how to prepare schools with facilities and laboratories so that it helps on improving teaching science
- To assist directly the in-service training courses for teachers

Mr Nashat, after arriving in Tripoli met the Minister of Education. Both had visited some schools of all levels, primary, preparatory and secondary schools, where they discussed some of the problems related to teaching, books, laboratory-equipment and
curriculum. In that time, the Libyan Ministry of Education had adopted the Egyptian syllabus, which meant that not only were books Egyptian but also most teachers were too. The accomplishments gained during his assignment as the head of the UNESCO team to Libya were many. Some of those were that he suggested the following solutions of science teaching problems in Libyan schools:

**1.8.1. Syllabus and Study Plan Revision**

There had been revision of school study plans in primary, preparatory and secondary schools extra hours were added especially in teaching science and mathematics. The top Education officials approved that plan and soon after distributed to the educational authorities of the three districts (Libya was divided into three states and had a kind of federal government). Other changes were also made in the vocational training education. Besides, suggestions were made by the UNESCO expertise to help with reviewing and rewriting the new syllabi. Members of those committees were selected from inspectors, schoolteachers and heads of departments of the faculties in the Libyan university.

**1.8.2. Books**

Libya, which in that time used to import books from other Arab countries, made a suggestion producing some books particularly in science. Fortunately, the Minister of Education supported that suggestion. The following list was some of the books: 1- A book on General Science for 5th grade primary school, 2- A book on general Science for 6th grade primary school, 3- A book on hygiene for 5th grade primary school. 4- A book on hygiene for 6th grade primary school, 5- A book on Science and hygiene for 1st grade preparatory school, 6- A book on science and hygiene for 2nd grade preparatory school, 7- A book on Science and hygiene for 3rd grade preparatory school.
1.8.3. Teachers and Inspectors

Due to the shortage of classes at that time, the schools followed the system of shift classes. Secondary school students came in the morning, and those of primary and preparatory classes came in the afternoon. As there was an urgent need for teachers, the Teachers’ Training College, which was established in 1948, provided a general course and those enrolled were graduates of primary schools. They were supposed to pass a four-year course of study in order to be class teachers in primary schools. That four-year programme was shortened to only a three-year one, and it was because the Libyan government insisted on employing as many Libyan teachers as possible. The results were not good; most of teachers graduated from the three-year programme with very limited knowledge and lacked experience in teaching. Therefore, to solve that problem, special courses were suggested and the participants of colleges enrolled after graduating from preparatory schools instead of primary ones. These special courses were divided into the following:

In the first year, students were given general subjects, yet specialisation start from second year and went on to fourth year. Fields of specialisation were 1- Religion and Arabic language studies. 2- Social and English language studies. 3- Mathematics and Science studies, 4- Physical Training Studies and finally 5- Drawing studies.

Teachers graduate qualified and there were some in-service training courses for those who had been recently recruited to teaching. These courses aimed to increase the teachers’ knowledge of teaching and since these in-service training courses cost a lot of money and could not run to cover the spacious area of Libya, a suggestion was made of meeting inspectors of many areas once a month. In those meetings, problems of teaching methods, syllabi, and school facilities like laboratories and their equipment were deeply discussed and solutions were transmitted to teachers through regular visits to schools by inspectors.

On the other hand, the country was in an urgent need of having qualified teachers above the primary level and because there were only a few Libyans graduated from foreign universities or from the Libyan university, a suggestion was made by the UNESCO expert to establish higher Teacher Training College. Soon after, a meeting was set between the Ministry of Education and the UNESCO expert. In that meeting,
they had discussed the objectives and the fund issues and submitted a request to the government. Meanwhile, another suggestion made by the educational expert, (1960) who stated that:

The professional development of other teachers (graduates of the faculties) to take place in post-graduate training school attached to the university. This course should last for at least one academic year and includes both theoretical and practical training. (The UNESCO 1960, p. 7).

1.8.4. Laboratories and Equipment

School facilities were a major setback in successful teaching in that time. One of the expert’s fruitful aspects was equipping the laboratories in the Man’s Teacher Training College in the Libyan capital Tripoli. Money was taken from the supporting funds of the UNESCO mission and there were four laboratories that had been equipped, physics, chemistry, Mathematics and Biology. However, laboratories to primary and secondary schools as well as other Teacher Training Colleges had not yet been done, for it was the government’s responsibility. From that point, lists of laboratory equipment had been prepared by the expert for all the above mentioned educational institutions and submitted to the Ministry of Education.

Regarding the primary schools, it had been stated by the expert that these schools were neither equipped with rooms for teaching science, nor properly furnished with any science equipment; he only found some stored Italian charts in these schools. Later, the expert had stated that:

In consultation with the Ministry of Education, a request had been prepared by the expert for the supply of science equipment to ten schools, to be provided under the UNICEF programme of assistance to Libya. This request had been approved and equipment which had been arriving was being delivered to ten schools (one for each district) by the expert. The number of schools to benefit from that programme had risen to fourteen. The equipment for the other four schools would reach the country soon. (The UNESCO 1960, p. 9)

The forgoing summary on the improvements that had been the development of teaching in general and science in particular in Libya shows the great efforts made by the Ministry of Education and the UNESCO mission team at that time. Those
improvements and efforts affected positively not only science teaching, but also, curriculum developing and teaching other school subjects.

1.9. Positive Statistics about Education in Libya

Development, according to Schumacher (1973), does not start with goods; it starts with people and their education, organisation and discipline. Without these, all resources remain latent, untapped, and potential. Here lies the reason why development cannot be an act of creation, why it cannot be ordered, bought, comprehensively planned: why it requires a process of evolution.

Libya, and according to the UN statistics, enjoys one of the highest literacy rates in Africa. The Libyan government relies heavily on education in developing all aspects of life of Libyans. There are plans already made to reform the infrastructure all over the country, however, it is happening slowly because Libya is one of the largest countries by area in Africa. Other significant facts about Libya is that health care, social security, standard of living, and other facts for development, comes at the top of all countries in Africa. These facts were drawn from the UN development index, Hamdy (2007) ICT in Education in Libya. The following table (3) shows some statistics of social and economic figures for that country. The table reveals that 97% of Libyans are Sunni Muslims, and the other 3% are not Sunni Muslims. The other 3% could be those who were not Libyans working for oil and Gas companies at the time of the study.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Sunni-Muslim 97% , other 3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Arabic, Italian, English, all are widely understood in the major cities.</td>
</tr>
<tr>
<td>Population</td>
<td>5.9 million (includes 166,510 non-nationals 2006 est)</td>
</tr>
<tr>
<td>Population growth</td>
<td>3.2 % (2006 est.)</td>
</tr>
<tr>
<td>Literacy</td>
<td>Male 92.4% --- female 72%</td>
</tr>
<tr>
<td>Total population</td>
<td>82,62 (2003, est)</td>
</tr>
<tr>
<td>GDP US Dollar</td>
<td>$34,83 billion ( 2006, est. )</td>
</tr>
<tr>
<td>GDP per capita US Dollar</td>
<td>$12,700 (2006 est.)</td>
</tr>
<tr>
<td>Labour force</td>
<td>1,787 million (2006, est.)</td>
</tr>
</tbody>
</table>

Table 1.3. Some Statistics of Social and Economic figures of Libya, (p.2)
1.10. Current Educational Policy

In response to the request of the International Bureau of Education on the current educational policies in Libya, (The GPCE, 2008) prepared a report on the improvements and developments made on education in Libya. These policies would be presented to the International Conference on Education at its forty eighth session, which would be held in Geneva, Switzerland 25\textsuperscript{th} to 28\textsuperscript{th} November 2008, Libya corresponded to that request. That conference would deal with inclusive education and its spread among different society groups making no exception. In fact, Libya has a pride in achieving that aim of disseminating education among all society groups, without making any exception and in all religious, rural and urban. According to the constitutional declaration of the 11\textsuperscript{th} of December 1969, which emphasis in article 14, as cited in international conference on education session 48, that:

> Education is a right and duty of all of the Libyans, which is compulsory until the end of basic/ intermediate education stage. This is guaranteed by the state through the establishment of schools, colleges and universities, cultural and educational institution, where education is free. The GPCE (2008)

Such an expansion of education is also accompanied by the massive efforts to improve the educational system, and the output of all fields in order to meet the individual and society needs facing the rapid changes of the current life and knowledge explosion. Developments have touched all aspects of the educational system in Libya, the management and the content to construct a solid sciences and spreading the idea of technical and vocational education to help having a modern society able to compete internationally. The constitutional declaration has also put an emphasis on equality of educational opportunities between men and women.

In all aspects of equality, Libya offers the same opportunities to men and women in education, employment, social care and health, rights and duties. Opportunities are open to both to enrol in universities and higher teacher training colleges in all types both vocational and technical. The following table (4) shows the statistical number of schools, classrooms, and the number of students and teachers at basic and secondary education for the academic year 2007 –2008, (The GPCE 2008).
Table 1.4. Number of schools, classrooms, and the number of students and teachers at the basic and secondary education for the academic year 2007/2008

<table>
<thead>
<tr>
<th>Educational stage</th>
<th>Number of Schools</th>
<th>Number of Classrooms</th>
<th>Number of students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Basic Education</td>
<td>3397</td>
<td>40743</td>
<td>939799</td>
<td>119313</td>
</tr>
<tr>
<td>Second Secondary Education</td>
<td>1033</td>
<td>10940</td>
<td>226000</td>
<td>39847</td>
</tr>
<tr>
<td>Third Joint</td>
<td>72</td>
<td>1228</td>
<td>30697</td>
<td>3764</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4502</strong></td>
<td><strong>52911</strong></td>
<td><strong>1196496</strong></td>
<td><strong>162924</strong></td>
</tr>
</tbody>
</table>

1.10.1. The Current Educational Policies’ Objectives

A number of objectives are being emphasised in the current educational system of Libya; these objectives are copied directly from its original source, which is the Development of Education, National Report of Libya. The eradication of illiteracy in reading and writing, as well as professional literacy for all members of society. First, is to take the necessary action by establishing technical and vocational centres all over the country. Second is an interest in early childhood stage is made until the ages of three and five (kindergarten) where the activities of the children are monitored and healthy habits are formed, and increased curiosity are formed and developed through skills to be prepared for the educational process. Third is providing material and human resources for the development of education in the kindergarten because of the extreme importance of this stage in the subsequent stages of education and in accordance with the objectives of the character of “Education for All”. Fourth, education is spread horizontally so as to cover all villages and remote rural areas by establishing schools for the education of sons and daughters of these areas for transformation and construction.

Moreover, the fight against underdevelopment and oppression, ignorance, diseases is in place and so contribute to the changing of the reality and lifestyle in the rural community to what is the best of the best and makes it more in line with the requirements of comprehensive rural development. In addition, to make it more responsive to the demands of change and transformation desired in the Libyan society.
with a focus on improving the type and level of education output. Fifth, the development of home domestic programmes in which younger children can stay home and learn where the Prime Minister issued decree No. (544) for 2007 by which the General People’s Committee of Education (Ministry of Education) was allowed through its subordinate departments in municipalities (Shaabbiat) to offer opportunities for those capable of educating their children at home at the basic education stage, provided that a family member who actually resides with the students, is educationally qualified. The following table (5) shows the number of pupils enrolled in this type of education, The GPCE (2008); Home Education Department.

<table>
<thead>
<tr>
<th>Grade</th>
<th>First grade</th>
<th>Second grade</th>
<th>Third grade</th>
<th>Fourth grade</th>
<th>Sixth grade</th>
<th>Seventh grade</th>
<th>Eighth grade</th>
<th>Ninth grade</th>
<th>Tenth grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4868</td>
<td>3407</td>
<td>999</td>
<td>165</td>
<td>98</td>
<td>89</td>
<td>28</td>
<td>16</td>
<td>7</td>
<td>9677</td>
</tr>
</tbody>
</table>

*Table 1.5. Number of pupils enrolled in this type of home education department, (2008)*

Sixth, to open tracks of education for everyone within or outside the system of schooling; Seventh, to enable the individual to multiply and freely choose the field of study as a means to develop talents and interest to practise a profession or job in economic, social and cultural sectors in the society. The eighth point is to provide educational institutions with educational media and modern communication means for its importance in the process of teaching and learning, and to address individual differences among students. Ninth, training teachers in important areas of specialisation include many processes and activities such as determining philosophy of preparation and training, and it is practical, psychological, planning its curricula and programmes, identify contents and means of implementing these curricula and programmes. In addition, determining the procedures and processes of preparation and training of various categories of teachers for Basic and Secondary Education is needed to address the low level of scientific and vocational training of many teachers before joining the actual teaching profession. The following table (6) shows the number of teachers, counsellors, and school principals who were trained during the year 2007. These figures represent the most up to date available numbers to the researcher, (The GPCE, 2008).
<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A course for English Language teachers and supervisors</td>
<td>38</td>
</tr>
<tr>
<td>2 A course for managers of administrative affairs and heads of</td>
<td>43</td>
</tr>
<tr>
<td>departments</td>
<td></td>
</tr>
<tr>
<td>3 A course for supervisors of technology subject</td>
<td>194</td>
</tr>
<tr>
<td>4 A course for the financial system operators in municipalities</td>
<td>44</td>
</tr>
<tr>
<td>(Shaabbiat)</td>
<td></td>
</tr>
<tr>
<td>5 A course for social specialists</td>
<td>1836</td>
</tr>
<tr>
<td>6 Educational qualification</td>
<td>6693</td>
</tr>
<tr>
<td>7 Re-routing</td>
<td>770</td>
</tr>
<tr>
<td>8 A course for school labs lecturers</td>
<td>176</td>
</tr>
<tr>
<td>9 A course for school librarians</td>
<td>260</td>
</tr>
<tr>
<td>10 Refresher courses in all school materials</td>
<td>13205</td>
</tr>
<tr>
<td>11 A course for French language teachers in France</td>
<td>48</td>
</tr>
<tr>
<td>12 First course for principles of secondary schools</td>
<td>442</td>
</tr>
<tr>
<td>13 Second course for principles of secondary schools</td>
<td>437</td>
</tr>
<tr>
<td>14 A course for educational supervisors</td>
<td>969</td>
</tr>
<tr>
<td>15 A course in computer principles</td>
<td>10000</td>
</tr>
<tr>
<td>16 International Computer Driving Licence (ICDL)</td>
<td>3900</td>
</tr>
<tr>
<td>17 International Computer Certificate IC3</td>
<td>450</td>
</tr>
<tr>
<td>18 A course for financial affairs managers at cooperative schools</td>
<td>9</td>
</tr>
<tr>
<td>19 A course for users of the electronic examination system</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>39603</td>
</tr>
</tbody>
</table>

*Table 1. 6. Number of teachers, counsellors, and school principals who were trained during the year 2007*

The tenth point is that the Ministry of Education signed a services and technical cooperation agreement with the German Foundation for Technical Cooperation GTZ concerning the improvements of the quality of basic and secondary education, and in-service teacher training, and the harmonisation of education output and the labour market. The last point is that the Ministry of Education (GPCE) with the Secretariat of the Ministry of Higher Education and Teacher Training Colleges affiliated to universities develop criteria and conditions that help to select students who would join the teacher training institutes, among these conditions. 1-/ Adopt selective policy for admission to teacher training colleges to ensure the enrolment of only those who actually desire to work in the field of education. Those who have physical and mental,
emotional and ethical and social skills and qualities that make them a successful teacher are capable of managing the educational position and influence in the school environment and the comprehensive social surroundings. 2/- Identifying the target number for admission to these colleges in accordance with a specific strategy in line with the disciplines desired and needed by the Libyan society in the social and economic plans in the near and long terms. 3/- Accepting students for study in these colleges with high rates and grades to ensure high quality output of teacher training colleges and to focus on good primary training for those accepted students. 4/- Briefing the teaching profession with due respect, appreciation, and interest in reforming the material and moral conditions of teachers, and work on an apprenticeship of education. And finally, 5/- Provide diverse and constantly renewed and in-service training that responds to the evolving and renewable needs of teachers in Libya, to help them renew and develop their knowledge, skills and attitudes, as required by the developments and changes in the educational system and current methods of preparing and qualifying teachers. So, from the general policies to the particular EFL teaching learning in Libya, which is discussed in detail in the following section.

1.11. English Language Teaching in Libya

Libya is one of the developing countries in North Africa and its educational system has seen many changes since the 1970s up to the present time. The idea of compulsory education for the primary and secondary education was activated in the mid-1970s, which was totally funded by the Libyan government.

With regard to the teaching of English language in the Libyan curricula, many previous and ongoing aspects are going to be reviewed and these attitudes have left their great influence on the process of teaching and learning of English language in particular and other languages in general. After Libyan independence in 1954, English language teaching or provision has gained its proper position in the Libyan curricula, being taught from primary school at the age of five and continues until secondary education until 18.
However, since coming to power in Libya in 1969, Ghaddafi had worked hard on encouraging Libyans to view foreign languages, English and French as languages of colonisation and imperialism. In the mid-1970s, he conceived an idea called Cultural Revolution in which he removed teaching English from grade 3 primary school to the 7th grade, (Elmabruk 2008).

In most of his speeches during that time, he used to warn Libyans not to get involved deeply with other cultures and languages, to him these languages and cultures are other means to re-occupy the country again. However, the majority of Libyans were very enthusiastic about learning other languages, especially English and French because both are viewed as necessary elements of scientific research and development, they were being oppressed and kept away from learning foreign languages properly except those who worked for the regime.

Every culture has its own values and traditions and Libya is a Muslim Sunni country, and according to that culture, seeking knowledge is mandatory for every Muslim, male and female. Moreover, the Libyan society is homogenous and shares common values, needs and ideologies. Before moving to other social attitudes affecting the learning of foreign languages and English language in particular, let us see the following definition of culture by Pusch (1979), who states that culture is the total of living; including values, beliefs, beautiful, language expressions, and ways of thinking, behavioural rules, and styles of communication which a collection of individuals has established to ensure its existence in a certain physical and human environment.

The language-culture relationship will be further discussed in detail in the next chapter, the literature review, where the researcher explains the strong relationship between the two terms and its effect on EFL learning in Libya.

In general, many incidents had left their negative influences on teaching and learning English as a foreign language in Libya; those events were totally planned and carried out by the authorities, despite Libyans’ dissatisfaction with them. The first was the decision that had been taken by the General People’s Committee of Education (Ministry of Education) cancelling the teaching English language in Libyan schools and universities in 1986. That act of abolishment was taken as a consequence of the
“EL Dorado Canyon” operation, an American air raid on Tripoli and Benghazi. The situation of English language teaching had been much affected by that political incident, since EFL teaching had been banned of being taught in Libyan schools for six years, from 1986 to 1992. In that time, English language books and references in schools and universities were being burned just to show support to Libyan authorities. The fallen regime of Ghaddafi went on a wide campaign against teaching foreign languages and his ideology had touched only a few Libyans. English language teachers had been forced and pushed to teach other school subjects like history, sociology, and even geography to support their families. Libyan educationalists realised the negative consequences of cancelling English language in the Libyan curricula by saying that the Libyan educationalists recognised after some time the mistake they committed and decided to integrate English language in the curriculum. Not only English language must be integrated and taught at early stages, but also other foreign languages. However, language teachers after such a long period of not teaching English need to be qualified again.

Later in the 1990s, the People’s Committee of Higher Education (Ministry of Education) initiated a huge scholarship programme abroad in an attempt to encourage language teachers to improve their language skills. Two English-speaking countries were chosen by the Libyan Ministry of Education at that time as destination to Libyan teachers, these were the United Kingdom and the United States of America.

With regard to English language curriculum improvements, and according to Orafi and Borg (2009), comments on the English curricula presented in a series of course books known as English for Libya, in that series each unit has sections dedicated to reading, vocabulary and grammar, functional use of languages listening, speaking and writing. Furthermore, in that series the emphasis was chiefly on improving students’ reading, vocabulary, and neglected listening and speaking. Reasons for such negligence were attributed to the shortage of school facilities in teaching listening and speaking and inadequate preparation of language teachers. The English for Libya series was replaced after much criticism. In the year 2007, a new series of course books was introduced into the curriculum and it was designed according to the Singapore way, which emphasised the Communicative Approach of teaching English. Despite the many improvements which recently had been made within the Libyan
educational system, and in particular, in EFL teaching, much is still needed to be done for a more effective EFL acquisition. Such improvements and others as well are optimistically looked at especially after the late Uprising in the year 2011.

Ultimately, one may conclude that the EFL ban, in which Libya is unique in this respect, left both positive and negative impacts on Libyans. The negative ones are that many Libyans still possess politically negative attitudes toward English language as a language of imperialism. On the other side, the positive ones are new recently born hopes toward more EFL teaching/learning within the Libyan society especially after the 2011 Revolution, as will be discussed in the next section. Hopes are made toward teaching not only English language in the Libyan curricula, but also other languages as well such as French, German to the new generations.

1.12. The 2011 Revolution in Libya

There are certain values in each society that may be satisfied and offered to people dwelling in that society, services such as medical, educational, a kind of freedom and good standard of living. These are some of the necessities that every person should enjoy in a modern community, so that prosperity and success are guaranteed. In the following brief, an example of a country located in the North Africa will be given. That country is Libya, which has passed through many stages. Only two main stages will be discussed briefly in here.

In all of the aforementioned sides, the educational one comes first in the importance of them all, and the researcher will cast a light on the educational system in Libya in pre- and post-17 February Revolution.

Libya is a large North African Muslim- Sunni country, rich in oil, gas and other natural resources. All these and others not mentioned offer a great opportunity for Libyans to be one of the most modern countries in the world. After Libya had gained its independence in the 1950s, education received proper attention from King Edris at that time. Freedom of education, which is considered a unique advantage worldwide, was guaranteed from the Libyan constitution, meaning that all Libyans have the right to study and the state guarantees that right. As earlier stated, Gaddafi’s regime came
to power in 1969, and continued the same policies and made new improvements like building new schools all over the country, establishing new universities, and worked on replacing Egyptian teachers, who were teaching in Libyan schools at that time, with Libyans. Primary and secondary schools have been built in many remote areas of the vast geographical country. All these were just complementation to what King Edris had started before the 1969 military coup.

Since he came to power, Ghaddafi initiated his war against Libyans; the first thing was writing his own book *the Green Book* with its three chapters. He had made it as a compulsory school subject, from a primary to a university level. The main policies of his regime regarding education were to glorify and compliment his works. Libyans were depressed and were sure that no improvements will happen unless they drive him out of power. All these events, which Libyans accumulated upon years, were the spark to start revolution to get rid of him and his regime in February 2011.

Since 17 February Revolution against Ghaddafi, many changes have taken place in the new Libya, a new Prime Minister has been named and a parliament is set. Perhaps the most crucial change is cleansing Libya’s national curriculum of Ghaddafi' ideologies and ideas. “We do not want anything that signifies him. Neither his name, his family nor his symbols and signature green colour" says Mohamed Sawi, director of the National Curriculum Reform Office in Tripoli. According to Mohamed Sawi, 160 experts from all over the country rewrote new curricula. No foreign experts were involved in rewriting the new curricula, because this was provisional for one year. Foreign experts will be later invited to an international conference on improving the curricula:

Ghaddafi was afraid that the students or their parents could revolt at any time, so it was important that they feel far from each other" Chawadi said” So in the maps, he created a big separation between east and west Libya- a vast impenetrable desert to disconnect people and make sure they felt divided not united Duncan (2011).

One of the new Ministry of Education’s main objectives is to improve and develop the national curricula and remove Gaddhafi’s ideas from primary and secondary schools.
Historically, in sum, after having presented all historical, economical, and political atmospheres which affected the Libyan educational system, and in a particular way left its impacts on EFL teaching in Libya, in the remaining sections the researcher presents the background of the current study. The main goal of which is to offer suggestions and recommendations to certain difficulties that confront Libyan EFL university students become better language users.

1.13. Background of the Study

We should remember that Libyan society is changing and evolving (in fits and bursts) into this situation, (cf. chapter four, the methodology chapter, field study plans, and the local difficulties).

With regard to the EFL four skills, speaking is considered a significant productive one, upon which this thesis researcher pays more attention. From an experiential point of view, it has been observed that many Libyan EFL third level learners graduate with low spoken L2 proficiency. Speaking according to Florez (1999), is: “an interactive process of constructing meaning that involves producing and receiving and processing information” (p.1). Moreover, according to Bygate (1987)

Speaking in second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances in production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. In addition, some of the processing skills, needed in speaking differ from those involved in reading and writing (p.14).

One of the main goals of studying any foreign language is being a proficient speaker and a learner of a second or foreign language always measures their success in learning against how much their spoken language is being improved. Many reasons stand behind people’s desire to communicate. According to Harmer (1991), there are three main reasons why people communicate: First, “they want to say something” and the word want refers to the intention of the speaker. Second “they have some communicative purpose” which means they want something to be done as a result of their speech, and third “they select from their language store” (pp.46-47).
This research is an attempt to investigate the problems that Libyan university fourth year (senior) students in the English Department at Azzaytuna University (Olive Tree University) encounter in speaking English language fluently. Students’ difficulties appear even after four years of studying English as a foreign language. The researcher believes that using authentic materials in teaching the speaking skill would assist students in overcoming their problems in speaking English fluently. It is both a quantitative and qualitative study and a number of research methodologies will be used in gathering the data from students and EFL teachers as well. The research instruments are: 1-/ a pre-questionnaire with students. 2-/ Questionnaires with both language teachers and students 3-/ follow-up semi-structured interviews with both EFL teachers and students. Furthermore, in this study, there is a six-week longitudinal study on students to see the effect of authentic materials on students' speaking ability, all of which is conducted in order to answer the four main questions of this thesis.

1.14. Purpose and Justification of the Study

Undergraduates’ difficulties in speaking English language fluently are the main issue of the current research despite a lack of official data sources on this subject. Many Libyan university students, fourth-year students in English departments graduate with a low ability of speaking the target language fluently. The paucity of speaking skills has been experientially observed during the author’s short teaching experience in the third level context.

Such an inability of the subjects of the study appears after a four-year intensive programme of studying English language. There is a gap between what is being taught and the outcome of students’ communicative performance in the target language.

1.15. Aims of the Study

The current research is an endeavour:

- To identify the EFL learners’ familiarity with sources of authentic materials
• To investigate students’ and EFL teachers’ reactions and attitudes to certain types of authentic materials at Azzaytuna University
• To observe whether EFL teachers make use of authentic materials in EFL teaching at Libyan universities

1.16. Research Questions

There are four main research questions and one secondary question that this thesis researcher attempts to answer.

1.16.1. The Primary Research Questions

A- To examine the study participants’ attitudes, engagement, responses, and reactions towards using authentic materials in language classes at Azzaytuna University in Libya;

B- To investigate whether Libyan university students recognise the differences between authentic materials and textbook ones, which are already prepared for instructional purposes, and whether they take advantage of the availability of authentic materials online in the current era?

C- To discuss the impact of authentic materials in developing and enhancing students’ communicative competence in the target language, and finally

D- To investigate and propose a redesigned localised version of Tomlinson’s (2014) PARSNIP model to a Libyan context.

1.16.2. The Secondary Research Question

E- To investigate whether English language teachers at Libyan universities currently recognise and use authentic materials in EFL teaching.
1.16.3. Organisation of the Research

This doctoral thesis is divided into seven chapters:

1- The first chapter starts by giving a fact-file of Libya and the educational system in that country with a particular emphasis on the situation of the English language. Moreover, this chapter highlights the situation of English language teaching in the Libyan curriculum, and the many political, economic, and social influences on language teaching in that country. It also introduces the idea of the research and clarifies the rationale for conducting the study in the Libyan universities. Outlining the aims and the research questions are also included in this chapter. This chapter ends with the organisation of the whole study and how many chapters it will include.

2- The second chapter will start with the literature review, in which the researcher explores those factors which influence second language acquisition in order to be able to redesign authentic materials for the Libyan third level context. Factors such as input, motivation, learner autonomy, interest, affect will be carefully examined with particular reference to their influence on EFL learning. Moreover, the language-culture relationship will also be explained with reference to aspects of the Sapir-Whorf Hypothesis and its reference to language-culture relationship. Three main theories will be studied carefully, communicative language teaching, Long’s (1985) interaction theory, and Vygotsky (1978) sociocultural theory with particular emphasis on the idea of the Zone of Proximal Development, (ZPD). In addition to these, the researcher will explain the idea of scaffolding, and how scaffolded ELT happens. Input processing and input intake will also be explained in detail in the present chapter. Furthermore, the idea of native speaker will also be explained in detail revealing the advantages and disadvantages in EFL teaching. Another significant factor, the emerging notion of World Englishes, will also be explained in detail in this chapter in relation to authentic materials adoption for Libyan university context. Finally, the native vs. non-native English teacher is going to be explained with particular reference to the English language teaching in the Libyan context, since the researcher himself is a target language teacher and researcher at the same time.
3- The third chapter is dedicated to authentic materials and authenticity in the field of EFL learning with particular reference to the Libyan EFL university context. First, the researcher views an historical background of using authentic materials in the field of language teaching. Then, he moves to view some of the many definitions of the term authentic materials given by many scholars and researchers. The many advantages and disadvantages of authentic materials will also be explained in detail in the present chapter. After that, the researcher puts an extra emphasis on three types of authenticity: (a)- text authenticity; (b)- learner authenticity, and then (c)- authenticity through interaction inside classrooms.

Another significant issue, perhaps the most significant here, is the many differences between authentic and textbook materials and will also be explained in detail, with references from many scholars and researchers in the field of ESL/EFL learning. Moreover, the relationship between authentic materials and motivation will be described in this chapter, and how using authentic materials work on positively enhancing language learning. The sources of authentic materials and the actual usage of such materials are both explained here. The idea of PARSNIP model and its relationship to using authentic materials is deeply discussed with particular reference to Libyan society and educational context. The principles applied by researchers in selecting authentic materials are also clarified in this chapter, and the rationale for selecting newspapers and films as two main authentic materials for the current field study is explained in detail.

4- The fourth chapter will be the methodology chapter in which the researcher explains in detail the steps followed by him in conducting his field study back in Libya. A detailed description of the main research tools will be given in this chapter, and the clearances from University of Limerick, and the Libyan Embassy, cultural attaché Office will also be added. The researcher role as an action researcher in this field study will also be described and justified in this chapter.

5- Chapter five is the data analysis chapter which is divided into two main sections: dedicated to quantitative and qualitative analyses of the obtained data. Section
one is the quantitative analyses of the elicited data. Section two will be the qualitative analyses of the gathered data, with particular reference to previous studies viewed in the literature review.

6- Chapter six is the data analysis 2 which is divided into two main sections: Section one is on revealing the agreements and disagreements between both study participants. The final section, section two, will be referring back to the main research questions and secondary questions, and exploring potential answers to the previously said questions.

7- Chapter seven ends with the conclusions and recommendations from this research. Such recommendations may help in developing EFL teaching and learning within the evolving Libyan third level context.
1.17. Chapter Summary

In this chapter, the researcher put emphasis on the historical, political, and educational background of Libya, putting more emphasis on the educational system and critically revealing the stages it had passed through since independence in 1954 to the present time. Since the researcher’s specialisation is teaching English as a foreign language and this originated the purpose of the original research questions, the situation of the English language teaching learning process in the Libyan curricula has been presented, and as well as the kinds of difficulties encountered by students learning the English language in Libya.

The educational system and its general and specific objectives have been discussed in detail relying on some facts and figures from official documents and mission statements. The UNESCO mission to Libya and in addition to its positive contributions and improvements of the educational system have been described in this chapter. The latest uprising in Libya i.e. the 2011 Revolution and the hopes of enhancing essential changes to the educational system were also discussed within this chapter. Positive attitudes, after the 2011 Revolution were generated among scholars and researchers in Libya for improving the educational system in general, and in particular, the teaching of other languages and English comes first as the most widely used foreign language in Libyan society. Further discussions of this particular point will appear in the coming chapters, where the researcher reveals how EFL will be improved and enhanced through using authentic materials in the teaching-learning processes. Ending with the most significant part of this chapter upon which work in the following chapters will rely on: background of the study, aims, purposes as well as the research questions and the organisation of the thesis. In the next chapter, the literature review, the researcher discusses *inter alia* certain factors affecting second language acquisition in relation to using authentic materials in language teaching.
CHAPTER 2 - SECOND LANGUAGE ACQUISITION
2.1. Introduction

Almost all scholars and researchers agree that second language acquisition is the process of acquiring or learning another language besides the individual’s mother tongue, regardless of how many languages being learned, (Lier 1996 , Troike 2006, Ortega 2009, and Ellis 1985, 2008). The main question here is about factors that help learners learning another language. This chapter explores factors affecting second language acquisition, which rationalises using authentic materials therein. The main justifications for using authentic materials in teaching languages are that they stimulate language acquisition. These factors may include (1)- Input (real and artificial); (2)- Motivation; (3)- Affect; and (4)- Interest. The researcher will explore how using authentic materials in EFL classrooms has developed and been tested and used in the past with the aim of improving students’ language acquisition, (Krashen 1981, Ellis 1994; 1985, Dornyei and Skehan 2003, Dornyei and Ushioda 2010, Krashen 1989, Little et.al. 1989, and Mishan 2005). During this exploration, it will be shown how these factors relate to this researcher’s current study, and in the final analysis and recommendations concerning the PARSNIP model, (Tomlinson 2014).

2.2. Input

It is not a matter of exaggeration in saying that input among all SLA factors is one of the essentials, and must be seen as the starting point where language acquisition takes place. The vital role of input appears clearly among learners acquiring the target language. We will first examine some definitions given by a number of researchers of input, then arguments for the effectiveness of input as an essential factor in language acquisition. According to Ellis (1985) “It is self-evident that SLA can take place only when the learner has access to L2 input. This input may be in the form of exposure in natural settings or formal instruction. It may be spoken or written. A central issue in SLA is what role the input plays” (p.12).

The essential role of input in language learning is thus a major issue. Input is considered as a prerequisite for foreign language learning. It is taken for granted that learning a foreign language is a complicated process, and it is not necessarily related to teachers or classrooms. The learning process is defined as a conscious process of
receiving new skills obtained in most cases through formal classroom instruction. On the importance of input in second language acquisition, many linguists such as Krashen (1982) referred to input and its significance in acquiring language. Krashen gave the following famous term to input (i+1) which means that input should be a bit higher than the current language competency level of a learner, in order for learning to take place. Krashen describes that term as comprehensible input which is (i+1).

On reviewing literature on the role of input in language acquisition, we find that much work in this area has been interested in the role, processing and significance of input, (Ellis 1994, Gas and Varonis 1994, Bahrani & Nekoneizadeh 2014, Ritchie & William 1999). Viewing all these, it is confirmed that second language acquisition happens only under a certain exposure to language input. Krashen states that learners develop their language generally through receiving a comprehensible input, which he defined as (i+1). His idea of comprehensible input received a lot of criticism on the basis that he mixed up ‘input’ as ‘intake’ (which is the real share of input, which has been acquired by the learner). However, this notion still contains much debate, which will be further explored at later discussion in the next chapter on authenticity. Krashen’s (1982) notion of (i+1) here refers to only language as input to which learners need support to reach the next level, why only a language involved here, but not culture which creates (i+1). It is believed by this researcher that the notion of (i+1) could become (i++1) which involves both language and culture. The idea of using authentic materials as will be heavily discussed in the next chapter is very significant indeed. As EFL input such as either audio-visual or written materials, these materials involve exposing L2 learners to not only language forms and structures but also to cultural values at the same time. These types of exposure and interactions (i++1) may enhance learners’ cultural awareness and may positively reflect on their L2 proficiency. After all, and echoing Eliot (1948), a language is just one symbolic representation of the culture from which it comes; it is this researcher's proposal that i++1 would include culture as well as language.

As defined by Ellis (1997) second language acquisition is the way in which individuals learn a language in addition to their mother tongue, inside or outside of a classroom. Using the term second so to contrast it with its counter term foreign, it is used here to refer to the way people learn a second or additional language. It is
through natural exposure by living in the country where language is used as a medium of instruction, or through formal instruction inside classrooms, language acquisition happens.

Input can come from spoken, audio visual or written materials as in Ellis’s definition in the field of second language acquisition and this happens incidentally or intentionally. In other words, input is distinguished as acquisition and learning. Bialystock (1978) and Ellis (1999) state that input is offered in a natural setting through interaction, and the learners’ main concern here is surely that they intend to communicate getting their messages across. However, when learners are concerned with form, they acquire language either intentionally, via spoken or written input. Ellis (1999) believes that understanding and production occur in a response to language input.

Many factors influence the process of second language acquisition, both internally and externally. Internal factors include aptitude, the ability to handle communication with others, as well as the mental disposition of a learner. External factors refer to conditions in which the learner operates, including time and frequency of exposure to TL, and the quality of sample input to which learners are exposed. On externally simplifying the input, Mishan (2005) states that the basic way in English is through the traditional strategy used in ELT course books. Simplifying input can happen at the level of grammar or vocabulary being modified for language learning. For instance, in speech, foreign language learners obtain adjusted input that is simplified at levels of phonology, grammar, and vocabulary. Gaies (1983) comments on simplified grammar input saying that simplified structures are adjusted in order to make input more comprehensible. At the written and lexical levels, both inputs are mostly modified so that L2 learners acquire language easily. Yano et.al. (1994) refers to another level of input justification, the semantic one. Semantically modified input includes less use of idioms, informal languages and use of concrete over dummy verbs, continuous use of nouns instead of pronouns, as well as use of active rather than passive vocabulary.

Significant research results on input simplification reveal that only the speech rate is improved (Ellis 1994 and Yano et.al. 1994). A number of studies has revealed that input simplification not only fails to develop understanding but also hinders language

> Input (linguistic) modifications are (not) necessarily the very process of removing unknown structures and lexical items from the input in order to achieve an improved level of understanding simultaneously renders the modified samples useless as a source of new acquirable language items. (pp. 143-144)

With the same conclusion, Krashen (1989) found that: “some research bears on the use of simplification as a means of making texts comprehensible, and taken as a whole, it is not encouraging” (p.28). Other researchers such as Long & Ross (1993) agree that input modification might complicate language acquisition more than simplifying it. Little evidence proves that input simplification increases second language acquisition. Pedagogically speaking, Wu (2003) states that to some extent it may assist learners to comprehend words; however, this does not ensure language acquisition. Simplifying input threatens not only significant elements necessary for comprehension, but may also drain learners’ input, (Mishan 2005).

However, using authentic materials could offer a rich input and improve language acquisition. This was evidenced by Swaffar (1985) who claims that: “the essential predications of language proficiency: linguistically authentic comprehensible input presented in a fashion which allow students to practice decoding message systems rather than individual words” (p.17) which is another justification for using authentic materials as an effective input in a language learning.

As a significant SLA factor, input would be highly appreciated through using authentic materials, which contain rich varieties of unmodified elements; we may ensure learners’ language acquisition. Selecting a suitable input, which confirms comprehensibility, interest, and develop learners’ motivation in the target language learning, may come through using authentic materials inside FL classrooms. The main characteristic of authentic materials is their closeness to real world situations. Therefore, the researcher in the present study examines the impact of using authentic materials as input in the Libyan third level context on university students. More clarifications of the significance of authentic materials as input and its applicability in
teaching EFL will be in Chapter three in which justifications for their use will be given, particularly in the Libyan context. We now come to another significant aspect of language learning, which is input and how it becomes intake in the latter stages of language learning.

2.3. Input Processing and Intake

This researcher is hypothesising that using authentic materials in the Libyan context would improve and increase learners' intake in the target language, for reasons mentioned earlier in this current chapter. In the present section, we will see how input processing becomes intake and what factors may cause this transformation.

There is only one part of the input that is available for language processing, and that part is known as 'intake', which was first coined by Corder (1967). The learners themselves manage and control the amount of intake, (Gass & Selinker 1994 and Corder 1967). These are the two main aspects that influence intake, the first is the present condition of target language knowledge within the learner; and the second is related to mechanisms of mental processing of learning, this process by which input becomes intake, which is known as input processing. According to Van Patten (1996) input processing is: “the derivation of intake from input during comprehension” (p.10). This means that after the input processing comes intake, which becomes part of the linguistic system of the learner, and is later used to give output.

In defining intake, Leow (1993) states: “there is part of the input that has been attended to by second language learners while processing the input” (p.334). Corder (1967) moreover, clarifies that: “input is what goes in what is available for going in, and we may reasonably suppose that it is the learner who controls the input, or more properly his intake” (p.165).

We can say that there is a difference between input and intake and that language to which a learner is exposed is supposed to go through the stage of input processing in order to become intake. This researcher hypothesises that using authentic materials would increase and develop EFL learners' input which would become intake in later
stages. Another significant and influencing factor in the process of second language acquisition is motivation, which will be explained in the following section.

2.4. Motivation

This thesis researcher proposes that using authentic materials in EFL classrooms would intensify and develop learners’ intrinsic motivation, as defined by Gardner and Lambert (1972) as the desire to learn the target language in order to be able to interact with members of the L2 community, and this would result in more target language learning. In the following we will see some researchers and linguists’ opinions on the effectiveness of motivation as a fundamental factor in second language acquisition. Perhaps one of the significant factors determining success in second language learning is motivation (Gardner 1985). Dornyei and Cheng (2007) point out that:

In the field of foreign/second language (L2) learning, motivation has long been recognised as one of the key factors that determine L2 achievement and attainment. Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language (p.153).

Almost all researchers share such a view of motivational significance in L2 and linguists share this view, (Ellis 1994; 1985, Lier 1996, Murray et.al. 2011, and Dornyei 1998; 2010). They agree that motivation is a key element of language acquisition. According to Dornyei (1998) motivation is: “provides the primary impetus to initiate learning the second language later the driving force to sustain the long and often tedious learning process” (p.117). Another definition of motivation given by Dornyei (2001) as: “The choice of a particular action, the persistence with it, and the effort expended on it” (p.8). Corder (1967) went further than Dornyei stating that: “given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data” (p.22).

In fact, motivation is one of the major reasons for using authentic materials for language learning (see Bacon and Finnemann 1990, Swaffar 1985, Little et.al. 1984). Traditional definitions of motivation in learning a language are closer and more relevant to the current context. On referring to types of motivation, Gardner and
Lambert (1972) have given two main distinguished definitions of motivation: integrative and instrumental. The former refers to the internal desire to master L2, to be able to communicate with the target language community, while the latter refers to the desire to learn the L2 to achieve some other goals, such as obtaining a job. Motivation is characterised by a positive attitude towards a target language and the community wherein it is used. It refers to language learners who show enthusiasm in foreign language learning for empathy reasons, such as admiration for the L2 culture, keenness for the people speaking the language, and desire to be in control with, and belong to the target language group. In referring to motivation Gardner (2001) used the term ‘integrativeness’, which means that:

Integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group) but more commonly it might well involve integration within both communities (p.5).

On the other hand, instrumental motivation is characterised by a pragmatic performance towards acquiring the target language. Dornyei (2010) states that is: “instrumental motivation is related to the concrete benefits that language proficiency might bring about (e.g. career opportunities, increased salary)” (p.74). Moreover, it refers to learners who are agenda-driven and strategically take on the learning of an L2 in order to gain or have access to something concrete, such as getting good grades, a specific degree, a job or even higher salary, and the ability to read technical documents. Social integration into the target language group is not of significant importance, if ever present, within an instrumental motivation.

Integrative motivation springs from an individual’s desire in accomplishing a specific aim as learning a second language, while instrumental motivation comes from external factors pushing an individual to achieve a goal, mostly from parents, peer group, or even from teachers stimulating their students to read in order to pass examinations. Gardner and Lambert (1972) pointing to the crucial role of motivation, refer to it as an internal force in achieving a desired goal. Such an internal power works as a stimulator for more L2 learning. Dornyei & Skehan (2003) point out that: “Why people decide to do something, how long they are willing to sustain the
activity, and how hard are they going to pursue it” (p.614). This is due to the motivating force within those people, which stimulates and gives them power and determination in accomplishing their goals.

Referring to the integrative motivation as an essential factor in second language learning, this leads us to the real use of language. Authentic materials both as a written or audio-visual input material may suit best, due to the fact that they are taken directly from their original sources, and reflect the culture of a target language. Successful implementation of authentic materials may ensure enhancing learners’ internal desire in L2 learning. In selecting authentic materials, we may ensure creating interest within learners. Mishan (2005) claims that interest as a main element of motivation can be as a starting point for developmental progress to happen. Language teachers can develop such internal interest by giving a variety of activities. This echoes Ellis (1993) who declared that: “Language teachers can’t really do very much to influence learners’ instrumental or integrative motivations, but they can do a tremendous amount to try to develop some kind of intrinsic interest in the performance of different kinds of activities” (pp.8-9).

Carefully selected authentic materials, audio-visual materials, based on learners’ interests may be more enjoyable and interesting for them than traditional contrived inauthentic materials, and may ensure learners’ acquisition of second language. Through using authentic materials, we might postulate that motivation will be more active. Mishan (2005) shows that the effect of motivation can be clearly observed on language acquisition, as well as on developing positive attitudes towards the target language culture. However, Ellis (1985) clarifies that whether motivation is responsible for language acquisition or successful learning, attitudes towards target language play an essential role here. They may enhance language learning or may appear so because of successful learning. Despite that, arguments remain strong for utilising real materials (i.e. authentic materials) simply because they reflect real target culture, and intensify language acquisition.

Due to the importance of motivation as a fundamental factor in increasing SLA, which as pointed out by most researchers and linguists, the researcher in the current study argues that, using authentic materials may improve learners’ integrative motivation. For instance, using authentic audio-visual materials in foreign language
classrooms will give students a sense of achievement in learning TL. Moreover, utilising visual materials in language classrooms could raise learners’ emotions and give them positive attitudes towards target language. When it comes to the context of language classrooms, see chapter five for the results, it is highly probable that well-chosen videos will work on satisfying students’ needs. A short video taken from target language culture may be more worth than a number of textbooks in enhancing learners’ acquisition of a language. Hopkins (2010) points out the significance of using videos in teaching foreign languages saying that: “A prominent feature of the cinema is its ability to arouse emotion, movies are able to provoke strong feelings with, it seems, relative ease” (p.200). Moreover, Chan and Herrero (2010) refer to the significance of using films in language teaching saying that:

The use of film in the classroom or as an outside school activity can uphold the motivation of the learners, because of its playful component. Using films through specific task activities provides an ideal vehicle for active learning, as well as encouraging interaction and participation (p.11)

Further discussion of the efficiency of authentic materials in developing learners’ motivation in SLA will be emphasised later in chapter three on “authenticity” in which arguments will be given towards using videos and written materials in teaching English as a foreign language in the Libyan context. The researcher in the current doctoral research is going to examine the influence of re-purposing chosen authentic materials in improving and developing learners' motivation on the Libyan fourth year English language students. Another related factor to motivation in language learning is autonomy, which will be explained in the following section.

2.5. Learner Autonomy

In the present section, the researcher will examine the role of autonomy as another essential factor in the process of language acquisition. We will first examine some of the definitions of autonomy and its relationship to motivation given by researchers and linguists.

There is a claim for autonomous learning saying that autonomous learners are more motivated in language learning. Numerous evidences claim that people who possess
positive attitudes in learning usually learn more than those who wait for their teachers to teach them. The first are practical and proactive learners while the second are passive. They enter into learning more purposefully and with greater motivation. A number of researchers (Dornyei 1998; 2001, Littlejohn 2001, Ushioda 1996; 2000; 2006; 2007, Dickinson 1995, Benson 2007, and Little 2007) have all revealed that autonomous learning and motivation are closely related to each other. Ellis (1985) for instance, states that it is not totally clear which affects the other: autonomy yields motivation or vice versa. Moreover, Ushioda (2007) comments that: “we can never say which comes first, autonomy or motivation” (p.4) simply because they both come together during the actual learning processes. A number of researchers stated that motivation is considered as a pre-requisite for autonomous learning and that autonomous learners are supposed to be motivated language learners, (Ushioda 1996; 2000; 2006; 2011, and Dickinson 1995).

In defining autonomy in foreign language learning, Holec (1979; 1981) remains as the most frequently quoted definition: “The ability to take charge of one’s learning” (p.3). It could be interpreted as individuals’ capacity in getting actively involved in independent language learning. Autonomous learners have the ability for critical reflection and decision-making, they have the skills to perform a self-learning programme in defining both objectives and contents as well, (Little et.al. 1991 and Holec 1985).

In the context of language learning, some researchers claim that there is a link between autonomous learning and intrinsic motivation, (Deci and Ryan 1985, Dickinson 1995, and Ushioda 2000; 2011).

Deci and Ryan (1985) for instance, distinguished between intrinsic and extrinsic motivation and that learners with the former are more successful and autonomous than extrinsically motivated learners. The former refers to learners’ desire to master the L2 to be able to communicate with the target language community, while the latter refers to the learners’ desire to achieve some other goals behind learning the L2. Intrinsic motivation plays a significant role in developing learning inside classrooms, and in order to develop that role, two conditions must exist:
• The environment should be informative instead of a controlling one. Teaching in classrooms should be structured through guidance rather than through evaluative feedback, (Dickinson 1995). A language teacher guides their students performing tasks, and by not emphasising their correct or false answers.

• Creating an environment that supports learners’ autonomy: this may be achieved through authentic materials. A fundamental advantage of authentic materials is the capability in enhancing creative thinking in the target language. For instance, carefully selected audio-visual materials as films, radio broadcasting episodes may ensure beneficial results in gaining exposure to real target language use, and also increase learners’ cultural awareness. This stimulates learners for extra self-directed search for similar authentic materials.

The researcher will examine learner autonomy through using authentic materials with university learners in the Libyan context. He rationalises by saying that authentic materials have the ability to raise learners’ autonomous learning in the target language, simply because they are obtained from their original sources and are not being contrived for educational purposes. This will create a challenge to learners searching for meanings for new vocabulary and comprehending that material, which may reflect positively on their intrinsic motivations. However, certain points should be taken into consideration related to learners’ language level and materials presented to them, and this is that materials should suit learners’ levels. An autonomous learning: an ongoing process and the undergraduate and postgraduate learners never really arrive there, as they need validation and guidance from tutors/ supervisors until post-doctoral.

Another significant aspect of motivation is related to creating interest within language learners to ensure enhancing autonomy within them. The element of enhancing interest within L2 learners will be explained further in the next section.
2.6. Interest

This thesis researcher tests the hypothesis shared by many researchers (see earlier section) that raising students' interest in the target language is the basic point in motivating them in their journey of language learning. Moreover, he hypothesises that presenting authentic materials as challenging and new materials for the Libyan EFL learners would intensify and develop their interest in the target language. A number of researchers argue that learners' goals and interests could be perceived as the initiating point in developing motivation within language learners, (Ellis 1994, and Little et al. 1989). Despite the fact that interest is an aspect of motivation, it is still in need of more exploration to determine if practitioners are capable of enhancing said interest. Mishan (2005) states that: “authentic texts, selected by the teacher on the basis of their learners’ interests, will inevitably be more interesting for them than inauthentic ones, so we might presume that this element of motivation at least will be activated by their use” (p.27). We have tested such a presumption and the results are given and discussed in chapters 5 and 6.

On raising learners' interest in target language learning, language teachers can select suitable authentic materials according to their students' interests and levels: a beginner, intermediate or advanced. In doing so, teachers may ensure to some degree developing some target language interest within their learners. In addition, the researcher in the present study hypothesises that authentic materials have the ability to provoke his study group participants towards greater language learning outside of the classroom work, and will as a consequence intensify their intrinsic motivation. In his current study, he examines whether authentic materials increase and develop interest among Libyan EFL university learners. However, in selecting authentic materials, certain points should be taken into consideration, particularly for EFL learners in the Libyan context. Further explanation of the advantages and disadvantages attached to the use of authentic materials in language learning will appear in the next chapter on authenticity.

Other factors that are thought to influence the process of second language acquisition, such as affect, attitudes, and empathy are dealt with in the following section. An explanation of how such internal feelings impact on L2 learning appears as follows.
2.7. Affect

Learners' internal feelings and understanding attitudes towards a target language shape the process of acquiring language. There are certain factors that also have their impact in the process of language learning, and filter the amount of input received by learners. Among these is ‘affect’. In the context of language learning, Arnold (1999) defined affect as: “aspects of emotion, feeling, mood, or attitude which condition behaviours” (p.1).

Dulay and Burt (1977) were actually the first who proposed the idea of Affective filter hypothesis, and this was later incorporated as one of Krashen’s five input hypotheses in (1985). An argument raised by Krashen was that in second language acquisition, learners with low affective filters acquire input readily. This means that attitudinal and affective factors change learners’ receptivity acquisition to the target language. That is why learners with integrative motivation are most successful and learn faster that those with an instrumental one. As Gardner and Krashen (1985) point out that, second language learners who are interested in the target language are also willing to take part in socio-cultural context. Whereas, learners with negative attitudes towards target language mostly refuse to take part in any social activity in the target language “society”. Such interests towards L2 learning either positive or negative are directly affected by certain variables related to the learner him-or herself, such as attitudes, personality as well as social and cultural backgrounds. All these variables have their impact on the affective filter towards the target language. Attitudes, for instance, is the emotional reaction towards an object e.g. second language, which could be a positive or negative one, and this influences the learners’ learning ability. Attitude(s) as defined precisely by Collins Dictionary, as: “one’s attitude to something is the way one thinks and feels about it”. On influencing second language acquisition, Du (2009) outlines three points on how attitude affects SLA:

- The acquirers with positive attitudes tend to learn L2 easily and with rapid progress, while those with negative attitudes make slow progress;

- Attitude decides commitment: those who are up halfway are probably passive with lower commitments whose achievements are lower than those positive and persistent learners are;
• Attitude influences class participation: the students with positive learning attitudes perform actively and can have high grades.

Teachers, in order to enhance language acquisition, must keep in mind that the learners’ affective filter reacts to materials used in language classrooms, either positively or negatively. Krashen (1989) refers to using authentic materials to help lower the affective filter, giving learners topics, which would develop their interest and could be easily understood. He says that learners must be given: “comprehensible input on topics of real interest” (p.29). Possibly, the reference here is towards using authentic materials and their benefits in improving language acquisition. Such materials help lower learners’ affective filters because they are taken directly from their original sources and learners can related directly to them.

The researcher in the present doctoral study will investigate the effect of using authentic materials in the Libyan university context, and whether such materials have an influence on improving learners' attitudes and interest towards the target language. Further explanations of authentic materials and their abilities in attracting learners' interest and engagement advantages in enhancing second language acquisition will be explored in chapter three ‘authenticity’, where the researcher will give arguments for using them in teaching English as a foreign language in the Libyan universities.

Another significant point that influences second language learning is the entwined relationship between language and culture. The researcher, in the following section will demonstrate that relationship, and that learning a target language means learning about the target culture.

2.8. Language and Culture

We can say that one cannot learn a language separately from culture, since a language is a symbolic reflection of culture and authentic materials represent a product of language and culture. In the following, we will examine arguments made by researchers and linguists referring to the entwined relationship between language and culture in learning a language. The major argument for the use of authentic materials in language learning is that all linguistic products of culture are depictive of the
culture, within which they were produced, (Mishan 2005). This means that even the simplest amount of material clearly reflects the culture in which it was produced. Moreover, Byram and Risager (1999) comment on the teacher’s role in language teaching, which is not restricted to being linguistically proficient but also working as a channel through which culture values are transmitted into learners. A teacher to them is: “a professional mediator between learners and foreign languages and culture” (p.58). Another reference to the entwined relations between language and culture came from the anthropologist Agar (1994) saying that these two terms are inseparable, and it is preferable to join them as one term ‘languaculture’:

Language fills the spaces between us with sound; culture forges the human connection through them. Culture is in language, and language is loaded with culture. Whenever you hear the word language or the word culture, you might wonder about the missing half. “Languaculture” is a reminder, I hope, of the necessary connection between its two parts. (p.28).

He states that this single word is more appropriate to be used than using language and culture as separate phrases, and that language teachers must cultivate cultural competence within their learners for successful language learning to occur. Referring to the distinct and strong relationship between language and culture, let us view some definitions of culture as given by linguists, Diaz-Rico and Weed (2006) who define culture as:

The implicit and explicit patterns for living, the dynamic system of commonly agreed-upon symbols and meanings, knowledge, belief, art, morals, law, customs, behaviours, traditions, and /or habits that are shared make up the total way of life of people, as negotiated by individuals in the process of constructing a personal identity. (pp.232-233)

Culture is viewed as a process as a set of facts that has to be memorised for encoding behaviour. Another definition is given by Murphy (1989) in which he refers to the anthropological aspects of culture:

Culture means the total body of tradition borne by society and transmitted from generation to generation. It thus refers to the norms, values, and standards by which people act and it includes the ways distinctive in each society of ordering the world and rendering it intelligible (p.14)
Murphy’s (1989) definition refers to two sides, traditional concepts of culture, and sociological or anthropological values. All products of a certain society reflect and affect how people act. An essential element of the anthropological and traditional side of culture is the language and understanding cultural aspects like customs comes through language. This is because language is inseparable from culture.

Being skilled in a language involves more than just mastering the linguistic features of that language such as vocabulary and syntax; moreover, it involves understanding the social context where that language is used, which is known as cultural competence. Moreover, referring to the significance of culture in the process of language learning, Elwood (2004) states that:

> Coming to a foreign country reminds me of starting to watch a movie from the middle, we don’t understand the story and we don’t know the characters. It takes a while to understand what is going on. Sometimes we think we understand, but then we realise that our interpretation was wrong. It can be confusing and even frustrating. If we ask someone who has watched the movie to explain, his or her explanation may be too complicated, or on the other hand, it may be too simple. (p.92)

Elwood’s (2004) explanation of the language-culture relationship despite its simplicity reveals the significance of understanding the target culture norms in order to avoid confusions that may arise. As a consequence, learning a second language requires learning linguistic facets of the target culture. In order to clearly demonstrate the intertwined relationship between language and culture, we have to see that from the Sapir-Whorf Hypothesis, in which they clearly stated the deep relationship between both, saying that learning a second language means learning about but not acquiring second culture as this is impossible, (Pinker 1994).

### 2.9. Sapir-Whorf Hypothesis

We could say that learning a second language comes through a target culture, and our rate of language acquisition relies heavily on understanding its relationship with the target culture. The following is a detailed explanation of such a strong relationship between language and culture, and how that relationship assists in learning another language, and the involvement of culture in authentic materials which will be used in the current study in the Libyan context. Second language acquisition is truly second
culture exposition but not necessarily acquisition, such a strong relationship between language and culture has been continuously mentioned through history. Among those who initiated and recognised such strong intertwined relations are Edward Sapir and Benjamin Whorf, which came be to known as the Sapir-Whorf Hypothesis.

The Sapir-Whorf Hypothesis clarifies that the language people use influences the methods in which people view the world around us. Sapir asserted that it is hard to get to know and appreciate language without knowing culture and vice versa, (Wardhaugh 2002). Moreover, Sapir (1929) asserts that: “it is an illusion to think that we can understand the significant outlines of a culture through sheer observation and without the guide of the linguistic symbolism which makes these outlines significant and intelligible to society” (p.209). Like many other researchers, this researcher supports the weaker version of Sapir Whorf hypothesis of relativism but not with their stronger version of linguistic determinism. The former, the linguistic relativity means the notion or the idea that the language a person speaks affects and influences the way they think. Whereas, the latter, the linguistic determinism means the notion or the idea that a person’s way of thinking is fully determined by the language they speak.

Such an interdependent relationship between language and culture clarifies that neither language nor culture can be fully understood if studied separately. Another reference to a strong relationship between language and culture comes from Byram (1991) pointing out that:

> Language is not simply a reflector of an objective cultural reality. It is an integral part of that reality through which other parts are shaped and interpreted. It is both a symbol of the whole and a part of the whole, which shapes and is in turn shaped by sociocultural actions, beliefs, and values. In engaging in language, speakers are enacting sociocultural phenomena; in acquiring language, children acquire culture […]. Given this theoretical viewpoint, it follows that to teach culture without language is fundamentally flawed and to separate language and culture teaching is to imply that a foreign language can be treated in the early learning stages as if it were self-contained and independent of other sociocultural phenomena (p.18)

Accordingly, in the process of language teaching, we cannot separate culture. Besides, if materials for language learning represent a target language culture, such materials must be of that culture, i.e. authentic materials, (Mishan 2005).
The cultural aspects referred to by Tomlain and Stempleki (1993) clearly state that in authentic materials are not clearly apparent. There is limited amount of pedagogical benefit that comes from using cultural documents in language classrooms. However, learners need to be trained to extract suitable information from materials, which is known as raising cultural awareness. This requires sensitivity to the cultural-oriented act towards language.

An awareness of culture will lead to appreciation, which is a basic starting point in successful language learning, \textit{(ibid)}. Kramsch (1998) gives another argument for the vital role of cultural awareness in language learning, by stating that: “language expresses, embodies and symbolises cultural reality” (p.3). Moreover, she added that: “Language is not a culture-free code, distinct from the way people think and behave, but, rather, it plays a major role in the perpetuation of culture”, \textit{(ibid} p.8). This means that language is but a channel through which cultural values and customs are reflected.

Despite the fact that native culture always works as a source for the foreign, one can actually use that to great advantage in language learning classrooms. Mishan (2005) in making a comparison, for instance, between two cultures, in a native and non-native speaker could extract good training from this act which in itself leads to an in-depth exploration to both cultures. It also works on developing appreciation in understanding learners’ abilities when communicating with native speakers. Moreover, a lack of cultural awareness may sometimes lead to misunderstandings from learners. Authentic texts, from one culture may give an inappropriate knowledge to a student from another unless they are presented in a realistic context that makes it clear exactly what they represent, \textit{(Nostrand} 1989).

Developing cultural awareness is a difficult process but at the same time can be achieved through systemised contact with the target culture. This can be done through learners visiting societies where the culture is practised or can happen indirectly through authentic materials and media products such as literature, music, and films as well, \textit{(Tomlinson and Masuhara} 2004).

Authentic materials, regardless of their type, \textit{i.e.} texts, audio-visual film materials, television programmes reflect the target language culture. Audio-visual materials for
example, as films, TV programmes, or even radio broadcasts display the target
culture in enjoyable and interesting ways, which may ensure language acquisition and
would increase learners’ involvement in the target culture. As pointed out by Maley
(1993) authentic materials work as: “Keys for opening up the target language
society” (p.3). Therefore, we can assume that by using authentic materials that
second language acquisition happens more easily.

The researcher in his present study will examine the influence of using authentic
materials in raising learners' awareness of a target language culture in the field of the
current study. He purposely selected authentic materials because they, unlike
pedagogically prepared materials for educational purposes, are real and reflect the
target every day culture of native speakers. Being real is what makes the researcher
believe in the potential effectiveness of authentic materials in developing
understanding and appreciating the target culture. Such an understanding and
appreciation could positively reflect on improving learners’ language acquisition.
Further explanations of authentic materials and their advantages in language teaching
will come in chapter three, where the researcher offers a rationale on audio-visual
authentic materials such as films, television programmes, and radio broadcasting in
improving learners’ speaking skills in the field of his study.

Having seen the relationship between language and culture and how each affects the
other, we come to explore the communicative approaches in language teaching, and
its relationship with using authentic materials for the current doctoral research.

2.10. Communicative Language Teaching

The researcher believes that there is a relationship between employing a
communicative approach in language teaching and using authentic materials. He tests
this saying that communicative trends put an emphasis on communication in learning
the target language rather than on structures. An explanation of the communicative
approaches in language teaching and their relationship with an authentic use of
language will come in the following section.
Learning languages is more than learning linguistic structures, nevertheless; learning a foreign language as Kohonen (1999) states means being the competent language user, emphasising only the linguistic structure of language. Traditional approaches in language teaching which highlight the teaching of structures changed into more communicative approaches in the 1970s /1980s, in which the real use of language is an important concern particularly in FLL, (Widdowson and George 1990).

According to the communicative approach, learners’ needs and abilities should go on a parallel line with language structures, which result in the learners’ ability to communicate with language, (Kohonen 1999). Being able to communicate means the ability to know what and how to use language correctly in the correct situation. Little et.al. (1989) point out in the communicative approach where the essential aim of teaching language, is the capability to communicate in the target language; this refers to the authentic use of language inside classrooms. A trend which was emphasised by Larsen-Freeman (2000) saying that one of the distinguishing characteristics of communicative language teaching (CLT) is the use of authentic materials, which necessitates giving opportunities to language learners to learn language as used in the real world outside the classroom.

There has been much debate over the effectiveness of authentic materials in language learning, and the usefulness of utilising authentic materials in order to develop learners’ authentic communicative competence in learning a target language in particular. The positive point regarding authentic materials is that they may help learners develop their language acquisition and reach the next level, as highlighted by Krashen’s famous formula, i+1. Through employing the communicative approach in the current study, we offer learners the opportunities to reach the next level through interacting with authentic materials. The researcher will examine learners' engagement with authentic materials, and whether such engagement assists in improving their language acquisition and attitude.

Students' interaction and engagement with authentic materials will also be seen through Long's (1985) Interaction Hypothesis, which will be explained in the next section and which proposes that second language acquisition may happen through interaction.
2.11. Long’s Interaction Hypothesis

The researcher will also be testing Long’s (1985) Interaction Hypothesis through carefully examining his study group's engagement with authentic materials.

Interaction is a natural activity that involves two individuals affecting each other. In defining the term interaction itself, it is formed from the prefix ‘inter’ which means performing a certain task together followed by the noun ‘action’. Ellis (1999) states that interaction is: “the social behaviour that occurs when one person communicates with another” (p.1). Ellis (1999) furthermore, emphasises interaction as an interpersonal and intrapersonal phenomenon.

Long (1985) proposed the Interaction Hypothesis in his doctoral research as progress of the Input Hypothesis given by Krashen (1989). Long (1985) suggested that in order for acquisition to happen, there should be systematic methods of relating features of environmental language and second language acquisition development within learners. He stated that this could be accomplished through the following three steps:

- Linguistic / conversational adjustments promotes (b)- comprehension of input;
- Comprehensible input promotes (c) acquisition ;
- Linguistic / conversational adjustments promote (c) acquisition. (p.378)

In studies conducted at the same time, Long (1985) revealed that premodified input is more comprehensible to adult second language learners than the unmodified one. However, he argued against emphasising the passive role for instance, of learners listening to their teachers or professors. As a consequence, Long (1985) changed his focus of SLA into the interactive aspects of foreigner talk discourses. He conducted a study of 16 native speakers to native speaker and another 16 native speakers to non native speakers, in which he used the same set of oral tasks (giving instructions for games, and informal conversations). Linguistically, he found little difference between native speaker-native speaker and native speaker-non-native speaker groups. However, he traced significant differences between the two groups’ conversations in ways of management. For instance, in native non native conversations, certain strategies are used such as confirmation checks, clarification requests, and repetitions,
which native speakers select in order to gain understanding when talking to non-native speakers of language, (Mitchell and Myles 2004).

The Interaction Hypothesis and collaborative efforts should be workable in developing language learning, since native and non-native speakers work hard to intensify comprehension and language acquisition.

Having explored the notion of a native and non-native speaker interaction, we may view authentic materials as representing a native speaker and that EFL Libyan learners are non-native speakers, in which the latter engage with the former to ensure language acquisition, as Krashen’s (1981) idea of (i+1). Such an engagement between the two takes place with the assistance of a third partner, e.g. a teacher / lecturer in order to guarantee language comprehension and acquisition.

Based on studies conducted before justifying the beneficial use of authentic materials in developing learners’ target language acquisition, this current thesis researcher will examine if Libyan EFL learners’ interactional abilities could be improved through interacting with authentic materials, which reflect the everyday interactional process between native speakers of the target language. Therefore, the current field study is going to test students' engagement with authentic materials. Further explanation of the essential role of authentic materials in developing learners’ learning abilities will be explained in detail in chapter three ‘authenticity’. From the Interaction Hypothesis above, we will explore the Sociocultural Theory and its relationship to authentic materials in the next section, because of its impact on language learning and the notion of scaffolding.

2.12. The Sociocultural Theory of Learning

In this section, we will explore the relationship of using authentic materials to Vygotskian Sociocultural Theory, as applied to the Libyan context. First, the researcher examines how linguists define the theory, and then arguments around its effectiveness in developing a child's learning process, and reasons for including it in this study. As a theorist and researcher in the field of child development, Vygosky
(1978) was the first who portrays the use of language as a tool of mental activity by humans, (Mitchell and Myles 2004 , and Johnson 2004).

In explaining his theory, Vygotsky gave his unique concept in order to show the distance between the current knowledge and potential knowledge, and he called that concept the Zone of Proximal Development or the ZPD. In defining the ZPD, Vygotsky (1978) states it is:

The difference between the child’s development level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (p.85)

In the process of second language learning, a learner may gain knowledge through support and guidance with a more knowledgeable person in the target language, and this happens by navigating through the Zone of Proximal Development. Moreover, for Vygotsky, the capacity to perform something under the facilitation and support of a more capable individual happens in the ZPD. When the facilitation or mediation happens appropriately, learning takes place and the person accomplishes autonomy under expert guidance, (Compernolle and Lawerance 2011). In order to understand the ZPD, Ellis (2008) clarifies that it is helpful to differentiate three levels of development:

The actual development level, that is the level of development of the child’s mental functions that has been established as a result of certain already completed developmental cycles and a level of potential development as evidenced in problem solving undertaken with the assistance of an adult (an expert) or through collaboration with peers (novices). Another way of distinguishing these two levels is in terms of ‘development’ and ‘learning’. The third level, not commonly mentioned by Sociocultural theorists, is the level that lies beyond the learner, that is, the learner is unable to perform the task even if assistance is provided. (p.532)

The ZPD, as Ellis (2008) explains has the same meaning with the expert-novice interaction process. Where it has been used to justify the Interaction-Response-Feedback (IRF) interaction happens and it needs positive approval in order to be acquired. Vygotsky has proposed the term scaffolding in order to refer and comprehend the features of regulation within the Zone of Proximal Development, which is helpful for learning new concepts.
In the current doctoral research, the three levels of the ZPD given by Ellis will be further explored and tested as a significant factor in the Libyan context, to see the effectiveness of authentic materials in developing and assisting university students with the appropriate assistance provided by teachers, and by their peers. In the next section, we will explore the idea of supporting and scaffolding techniques that will be used with learners in the current study.

2.13. Scaffolded L2 Learning

Despite this emphasis on the interplay between a learner’s capabilities and the learning environment, the researcher will further explore the scaffolding techniques as crucial steps in using authentic materials in the Libyan context, and will examine carefully how such support may assist university students in making progress in learning English as a foreign language.

In consideration of Vygotsky’s idea of the ZPD, in which a child learns language through assistance from a more capable person, this process is known as scaffolding, a term first coined by Bruner et.al. (1976). Scaffolding means providing support to learners engaged in activities, which are beyond their current level, (Mitchel and Myles 2004 and Pinter 2006). Scaffolding is provided from teachers or anyone who is more capable than the learners, in order to assist them in accomplishing the task. Learners through the ZPD, are able to increase and build upon their previous knowledge. According to Wood et.al. (1976) scaffolding can simplify tasks for learners and help pursue their goals, moreover, the importance of scaffolding appears clearly in building confidence in learners and such confidence helps in achieving second language acquisition.

Vygotskian learning theory offers socially scaffolded activities, and shows the role it plays in learning, (Cook 2000). If, for instance, a child is learning a second language, he or she obtains gradual knowledge through assistance by a more knowledgeable person, until he or she understands what has been practised, (ibid). This learning occurs in the ZPD, where the learner receives enough scaffolding and support.
Therefore, it is of paramount significance when using authentic materials obtained from target language sources to scaffold learners at least for the first time. Such scaffolding will build confidence and enhance foreign language learners for more learning in the L2. Further explanations of the scaffolding techniques, which will be used in the current study, appears in chapter four, the research methodology. Having explored the Sociocultural Theory and the notions of the ZPD and Scaffolding in language learning in the previous section,

The effectiveness of authentic materials as input will be examined in the Libyan context in the study group of university students, and exploring whether a rich input becomes intake. In the next chapter, research methodology, the researcher will explain in detail how this will be examined. Technology and its impact and influence on the language learning is another significant issue which will be discussed in the next section.

2.14. Technology and Language Learning

Attitudes toward the use of technology in the field of language learning are growing day by day, and the benefits of such usage have been proven through many studies conducted in that field, (Hubbard and Levy 2006, Hong 2010,  2009, Hubbard 2008, Levy and Stockwell 2013). In the following, the researcher explores some of the advantages and disadvantages of technology use in the process of language learning. Reasons for including this section in chapter two are that most of this researcher’s respondents reported being heavy users of technologies with authentic materials therein, as will be further discussed and seen in chapter five.

In the current time, there has been an increasing use of technology, especially smart phones’ applications in communicating and keeping in touch with people and friends worldwide. Such technology is employed not only for communication purposes but also for language acquisition. Such strong attitudes towards technology employment in language teaching-learning processes have doubled in the last ten years as has been reported in many studies conducted before, (Sharples et.al. 2009, and Kukulska-Hulme et.al. 2007). On reporting the enormous advantages of using technology, Lapkin (1998) for instance, found that using technology has enhanced independent
learning among high school students learning the French language, which at the same time reflected positively on enhancing their cultural awareness. Moreover, Warschauer (1996) has stated that learners’ motivations are heightened through using technology, and that learners’ levels of communication are enhanced through their preferences for being engaged with others as in real world contexts rather than in traditional classroom contexts.

Furthermore, concerning improving other language skills, Beauvois (1998) found that learners’ writing abilities improved through using technology, in which learners created writing structures that are more complex. She attributed the learners’ developments in writing to the lessening of the teacher’s dominant role upon learners. Similar results are reported later in chapter five. Moreover, in another recent study which was conducted over a period of two years in one of the UK Universities,(Sole et.al. (2010) found that using technology, (e.g. smart phones) enabled learners to express themselves in different situations. The study required learners to report their work through mobile devices outside of their classrooms. Results revealed that using mobile phones contributed better learning engagement among learners, and it increased their interactions. For more details of technology use and learners engagement, (see Riordan 2013, Murray 1998, and Riordan and Murray 2012).

However, some arguments rose against the use of technology in the field of language learning. Salaberry (2001) for instance, argued against the Technology-driven-pedagogy stating that utilising technology for pedagogical purposes is not so effective. He stated that despite the fact of the benefits of using technology, nothing has been proven of technology benefits in language learning. However, the effectiveness of technology use in language learning is proven to be so effective and beneficial. It could be stated that technology use is commonplace nowadays and increases on daily basis because it enables both teachers and students go beyond the boundaries of face-to-face interactions. As stated by Riordan and Murray (2012): “what we can therefore confirm that CMC breaks boundaries of locations and time and allows students and teachers to work in ways that were previously just not as feasible.” (pp.9-10).

The most significant advantage of technology use within the field of L2 learning is through their enhancement of communication skills among language learners.
Through using technology such as apps in smart phones, L2 learners can exchange, discuss, and narrate many language related issues, which would positively reflect on their language proficiency, as has been proven in many aforementioned studies, (Riordan and Murray 2012). During the recent field study, this thesis researcher examined the target groups’ reactions, engagement and attitudes to using smart phones for their language learning, particularly post the 2011 Revolution in Libya.

From technology and English language learning, the next major issue is being a native or non-native speaker in target language learning. We will examine how that may affect implementing authentic materials in EFL classrooms in our Libyan university context in the next section.

2.15. What is a Native Speaker?

It is of particular importance to raise the issue of a native speaker (NS) and a non native speaker (NNS) in particular in the present doctoral research. The importance stems from the fact that this thesis researcher himself is a NNS of English. Another importance stems from the idea of NNS of target language and he will re-purpose authentic materials for foreign language learners in the Libyan context. In the following, we will review how researchers and linguists view a NS, and the idea of inner and outer circles in English language. According to Davis (1995) maybe the model of a NS known to the majority of language learners is the one who comes from English speaking communities, such as America or England. In fact, a native speaker has a long history in all sub disciplines of linguistic theories of language learning. A basic point in such discussions clarifies that a NS is the one who is from the inner circle community as defined by Kachru (1985). In order to fully demonstrate what is meant by notion of the inner circle, the following figure No: (1) explains that:
2. Kachru’s (1985) three circles of English

The figure or model comprises three circles, the inner circle, the outer circle and the expanding circle, which all include English speakers worldwide. The inner circle includes native speakers of English from countries such as USA and UK. The outer circle refers to countries where English has the status of being an official language during the colonialist period. In this outer circle, English has an important role in Education, Kachru and Nelson (2001). The related varieties of English in such countries as India and Nigeria are frequently as referred to as “the New Englishes” (Melchers and Shaw 2003, p.7). The final one is the expanding circle, which encompasses countries where English language is spoken as a foreign language, and there is no history of colonisation by the inner circle speakers in such nations. This circle comprises countries such as China and Libya.
The notion of the inner circle has in fact received criticisms by many researchers. Graddol (1997) for instance criticises the inner circle idea saying that it: “locates the native speakers and native speaking countries at the centre of the global use of English, and, by application, the sources of models of correctness”. (p.10)

The idea of a native speaker is continuously challenged through the increasing number of countries using English as a second language in expressing their values and identities. (ibid)

With regard to using authentic material, Kachru’s (1985) indication of the inner circle is worthless and loses its value, simply because of the growing number of countries using English as their own language. As a consequence, the notion of a NS needs to be redefined. The concept of the inner/ outer circles is questionable and controversial in the context of the debate surrounding World Englishes as will be seen in the next section.

One may hypothesise that the idea of authenticity is not totally related to the myth of being a NS, but rather to how learners interpret and make the inauthentic materials authentic in given tasks. However, in the present study, the researcher as a NNS will re-purpose authentic materials such as film clips and typical newspaper articles and localise them for Libyan third level learners learning English as a foreign language. Localising authentic materials in this study means adapting them from Tomlinson’s (2014) PARSNIP model; this will further be explained in detail in the next chapter on ‘authenticity’. The main goal is to examine the impact, influence, and reaction towards such materials among students in the Libyan context.

With regard to the debate of native and non-native speakers of English, and the inner-outer circles, this forces us to tackle the issue of World Englishes. The following section is a discussion of English as an international language.

2.16. English as an International Language (World Englishes)

The researcher in the following section presents researchers’ points of view regarding the idea of World Englishes, and how it affects the increasing number of English language learners and teachers in the world day-by-day. Such numerous language
learners on a global scale need to discuss materials that reflect real and authentic use of English through materials which would facilitate language learning. This raises the important question of what constitutes authenticity which is dealt with in chapter three.

English is the most spoken and used language worldwide in the current era, and the numbers of people who use or communicate English in performing their daily tasks is increasing daily. English, taking such a prestigious position globally as a basic method of communication is accompanied with increasing difficulties in the process of language learning, and the concept of authenticity, Gilmore (2007). Such global and wide use of language has created new varieties of forms such as vocabulary, spelling, intonations, and this implies new conventions of using English suitable for new environments. According to Strevens (1980): “it becomes ever more difficult to characterise in ways that support the fiction of a simple, single language” (p.79). It has been estimated that with regard to the increasing numbers of people learning English as a foreign language that 1 billion people and that 50% of that number are Foreign Language Learners, (FLL) (Crystal 1997, 1999a and 2003). Such an increasing number leads us to think of the native speaker and the idea of Standard English. Since, it is estimated in the present time that 80% of English spoken globally is not completely related to native speakers, (Crystal 1997, Prodromou 1996a , and Kachru and Smith 2009). This high percentage of using English as a foreign language creates a sense of uncertainty amongst professionals and people in general about a native speaker and standard English, as they become more difficult to define precisely, Crystal (2003).

Bearing in mind the role of NNSs in influencing the future of English language is important for English as International Language (EIL) speakers. The global spread of English has altered not only forms and purposes of the language but also the demographics of English language users. English nowadays is used not only among NSs or between NSs and NNSs, but also among NNSs, (Graddol 1997, Widdowson 1994).

Crystal (1999a) stated that the number of non-native speakers of English are greater than the native speakers, and are rewriting English to suit their purposes:
Nobody owns English now. That is the message we have to take on board as we begin the new millennium, once a language comes to be so widespread, it ceases to have a single centre of influence. The changes taking place in the way English is used in such areas as South Africa, India, Ghana, and Singapore are outside of anyone’s control. Not even a World English Academy could affect them. (p.6).

Consequently, we could say in the very near future, 80% of language speakers would have their influence regarding the definition and validity of Standard English (SE). I hypothesise that the idea of authenticity depends not so much on being a native speaker, but on being a qualified language teacher able to design and reach appropriate pedagogic goals of language learning. As mentioned previously in this section, the researcher as NNS and a target language teacher will re-purpose and use authentic materials for his study participants. In the next chapter, he will give detailed explanations of authentic materials and the advantages and disadvantages in the process of EFL learning. Moreover, the researcher will give rationalisations and justifications for the potential materials, and how he localises them for his field study.

Having explored what a native speaker of language is, and the situation of English as an international language, we now come to a native and non-native teacher of English, with arguments from linguists and researchers particularly in implementing authentic materials. It is of particular significance in the present study since the researcher himself is a non native teacher (NNT) of the target language.

2.17. Native vs. Non-Native Language Teachers

It may be argued that even non-native teachers may implement and teach authentic materials in their language classrooms the same as native speakers of a language. In the following, we will explore this question, taking into consideration what linguists such as (Cook 1999, Alptekin 2002, Medgyes 1994, and Rivers 1987) have observed on this issue.

On referring to the differences between native teachers (NTs) and non native teachers (NNTs) in language teaching, Cook (1999) points out that: “it is often taken for granted that the only rightful speakers of a language are their native speakers” (p.1). It is clear that Cook (1999) criticises the notion of being a native teacher as the only qualified person to teach that language. In addition, in this respect, Nayar (1994)
points out those non-native language teachers are mostly viewed as unreliable
speakers in terms of language competence, they are linguistically deprived and
susceptible to committing errors more than their counter native speakers or teachers,
who may possess the correct linguistic, phonological, and communicative
competence. There are however, certain aspects and figures that reveal that the
number of people who speak English as a mother tongue or as second language has
increased by more than 40% since the 1950s. In addition, English had become the
official or semi-official language in more than 60 countries worldwide, (Crystal
1989). Such an increase requires qualified language teachers to be able to teach
language learners correct English and meet their needs, which they will use for their
future success. Moreover, this makes us become more critical to the notion of a native
language teacher as the only type qualified to teach English, and on the other side,
NNTs lack the necessary qualifications to teach English. A number of linguists and
researchers argue that NNTs of a language are qualified enough for teaching

According to Alptekin (2002) non-native teachers are endowed with the advantage of
bilingualism, as their experience of switching back and forth from their own language
to the target one enhances their understanding of the demands of the learning
situation, and makes them able to profile, recognise, define, and meet their students’
needs.

With regard to using authentic materials designed by either NTs or NNTs in language
teaching, this mostly counts on being able to meet and satisfy learners’ needs, and
being able to select activities that would enhance their intrinsic motivation in
language learning. Offering students suitable activities that involve using the four
skills, with assistance from their teachers would lead to authentic use of language and
result in more language learning. In this regard, Rivers (1987) states that: “Students
achieve facility in using a language when their attention is focused on conveying and
receiving authentic messages, that is, messages that contain information of interest to
speaker and listener in a situation of importance for both” (p.4).

In spite of what Nault (2006) states that selecting suitable authentic materials is not
an easy matter and that teachers need more lessons on world cultures than usual to
guarantee their learners’ receiving high quality education, it remains the case that the
teacher’s responsibility to make their students understand and comprehend the target
language through using authentic materials regardless of being a native or non-native teacher.

In short, it must be stated that being a qualified teacher irrespective of their identity is the key point in EFL teaching and especially in designing authentic materials. Moreover, it highly depends on the teachers’ ability for selecting suitable authentic materials and designing them with the aim and intention to meet the previously identified pedagogical objectives of the target EFL student learners in the Libyan university context.
2.18. Chapter Summary

In this chapter, those issues related to this researcher’s hypotheses and main research questions were explored by first presenting pertinent and important previous research in the same areas. We first explored second language acquisition, and the significant factors which directly influence the process of language learning. The researcher started from the impact of input, and differentiated between real and artificial input, then, the role of motivation has been discussed in the process of language acquisition, and how that affects language learning either positively or negatively. Moreover, types of motivation have been explained and have showed the differences between integrative and instrumental motivations. Other factors were discussed, which relate and directly influence learners’ integrative motivation, such as interest and engagement. The intertwined relationship between language and culture and how each impacts on the other was also explored in the present chapter, with particular emphasis on the Sapir-Whorf (1912) Hypothesis where language is only a symbol of the culture from where it is produced. Such an explanation of the language-culture relationship was given with particular emphasis on using authentic materials in EFL teaching in the Libyan context.

Moreover, the role of communicative language teaching and its relation to authentic materials was also explained, showing how this may lead to improving learners' communicative competence in L2. Long's (1985) Interaction Theory was explained highlighting the role of interaction and engagement in facilitating language learning among learners using authentic materials. Vygotsky's (1978) Sociocultural Theory and his unique ideas from ZPD and scaffolding were also explained in the present chapter, showing how EFL learners could move from a current learning stage to the next through supporting and scaffolding. A reference has been made by the researcher towards using authentic materials here at a higher level, and that the target study group may reach that higher level through scaffolding and support from the teacher and their peers. After that, input processing and intake were defined and showed how input becomes intake in later stages, with the differences between both being shown. Moreover, we discussed how using authentic materials as input in teaching English in the Libyan context will be tested. The influence of technology on EFL learning was
also discussed in here, revealing how technology may assist in access online authentic materials.

Being a NNS of English, the researcher clarified the idea of a NS of English, and how that influences or not in testing and implementing authentic materials in the Libyan context in the present study. Moreover, the debate surrounding World Englishes has also been discussed referring to the increasing number of English language learners and daily practitioners in the world, which in turn have created new varieties of the target language. Such new varieties may make it pedagogically challenging in selecting suitable authentic materials, which will also be tested in the current study. Finally, another significant area has been briefly discussed, which concerns the debate surrounding the native and non-native teacher of the target language, implementing authentic materials in FL classrooms. The researcher would like to propose the notion of being a Target Language Teacher and Researcher (TLTR) in the light of the debates concerning NS/NNS and World Englishes.

In the next chapter, ‘authenticity’, the researcher will discuss the term authenticity in the field of language teaching, and from which he will argue for designing and applying suitable authentic materials for the research group in question. This involves his role here as a target language teacher and a researcher at the same time in redesigning and repurposing authentic materials for his field study.
CHAPTER 3- AUTHENTICITY IN LANGUAGE LEARNING
3.1. Introduction

It will be argued by this thesis researcher in the present chapter that using authentic materials in the process of foreign language teaching at Azzaytuna University in Libya is more effective than traditional textbook materials. He firmly hypothesises that such materials have the ability to increase language learning because they are taken directly from their original sources and have not been pedagogically prepared for educational purposes. The researcher’s belief in authentic materials springs from the many empirical studies conducted in this field that demonstrated the usefulness of such materials in language teaching. However, up to the present time, there has been no empirical evidence from this researcher’s proposed field of study in Libya, except for Soliman’s (2013) study in which he tested language teachers’ attitudes towards using authentic materials within their reading lessons at the university level, but not students. In addition, Elmojahed’s (2007) doctoral thesis on the impact of authentic texts on teaching reading at Libyan third level context. This gap in the research needs to be filled, and for more details please see the next chapter, research methodology. Authentic materials in EFL classrooms are attracting more attention among SLA researchers and language teachers in the current time. There have been claims for using authentic materials that reflect real use of language in teaching rather than artificial textbook materials. This means materials that are obtained directly from their original sources, which may mirror native speaker everyday communications, or are obtained from resources where formal English language is used.

There exist many resources from which authentic materials can be taken, such as the World Wide Web, printed or online newspapers, films, talk shows, radio broadcasts and others. There is a general agreement worldwide amongst researchers and scholars that using authentic materials is a key point in teaching languages, despite their disadvantages as will be discussed later in this chapter, (Gilmore, 2007, Mishan 2005, Tomlinson 2012). A controversial point is at what level should authentic materials be introduced? Lurdes et.al. (2012) point out that it is proven that the use of authentic materials is positive because learners are challenged with materials that are different from what commonly appears in textbooks. In textbook materials, the practice of language is confirmed through structures and a selected list of vocabulary being contextualised from their speakers, values, and cultural norms. In the present chapter,
the researcher will give some background to the term authenticity and attempt to clarify a strict meaning for that term. In the next section, it is shown how linguists and researchers define authenticity in language learning, and in authentic materials.

3.2. Historical Background

It is interesting to note the relatively long history of authentic material use. In addition to providing such an historical background this thesis researcher contributes the opportunity for later designing suitable and sound authentic materials for the study group in the Libyan context.

The idea of using authentic materials in teaching languages has also been gaining credence among SLA practitioners for the past 20 years or so. It may surprise many others to learn that Sweet (1899) as a writer and teacher was one of the earlier linguists who used authentic materials in his writings at the end of the nineteenth century:

The great advantage of natural, idiomatic texts over artificial methods or series is that they do justice to every feature of the language. [...] The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential (p.177)

The term authenticity in language learning has attracted considerable debate for the last 40 years. Traces of such a debate could be dated back to the beginnings of Communicative Language Teaching (CLT) in the 1970s, in which priority was given to communication over form in language learning. Such a solid move to communication over form paved the way to the wider acceptance of authenticity, which means that all materials for language teaching are taken directly from original sources without being pre-modified for pedagogical purposes. Guareinto and Morley (2001) believe that using authentic materials relates to the very beginnings of the communicative movement, which endeavoured to simulate the real world inside classrooms. The discussion of the meaning of ‘authenticity’ and what authentic materials mean has developed over the years and now in our present time has stretched to include a wide variety of fields. Such fields include discourse and
conversational analysis, pragmatics, cross-cultural studies, sociolinguistics, ethnology, second language acquisition, cognitive and social psychology, learner autonomy, information and communication technology (ICT) motivation research and materials development, (see for example Gilmore 2007).

With such an effective role in all fields, it is of utmost significance to investigate the role that authenticity plays in foreign language learning. Having seen the historical background of authenticity, and from where it originates in the field of language teaching, we now come to see how researchers and linguists define the term authenticity in the field of language teaching in the next section.

3.3. Defining Authenticity

In this present section, we will see how linguists and researchers view and define authenticity towards drawing a possible and workable definition for the current study. The term authenticity is still creating misunderstanding because of its basic nature. However, some linguists and researchers have offered definitions of authenticity. Widdowson (1984) for instance, says that it can be defined as natural language behaviour and that nothing is modified in such behaviour for certain purposes. Other linguists have given various definitions of the term ‘authenticity’. It can be seen as a direction towards a specific goal, (Carter 1987) which means that learners are studying authentic materials because they have a true or similar real world purpose in using particular authentic materials. The real world purpose here is authentic. It is suggested that the basic way through which learners can deal with authentic materials is by exposure to those materials. Moreover, such exposure should be as extensive and early as possible at the beginning stages of language learning. Widdowson and George (1990) argue against Carter’s (1987) idea saying that despite the fact that authenticity is desirable, it is significant to consider that learners need help and support in order to deal with that material. Widdowson (1984) in his definitions of authenticity as “normal behaviour”, states that it is hard to give a clear-cut definition of authenticity. Despite confirmations of the difficulty in defining authenticity, a number of definitions can be clarified from research literature. Eight intertwined definitions of authenticity given by Gilmore (2007) will be discussed as they
represent and cover many aspects of a general consensus of opinion that tries to define authenticity. They stand as:

- The language produced by native speakers for native speakers in a particular language community.
- The language produced by a real speaker/ writer for a real audience, conveying a real message.
- The qualities bestowed on a text by the receiver, in that it is not seen as something already in a text itself, but is how the reader / listener perceives it.
- The interaction between students and teachers and is a personal process of engagement.
- The types of task chosen.
- The social situation of the classroom.
- The relevance something has to assessment.
- Culture and the ability to behave or think like a target language group, in order to be validated by them. (p.98)

Pinner (2013) echoes parts of a definition of authenticity including being native, real, self-interpretation, the classroom social situation, task, assessment and culture, and offers a simple explanation to all these definitions as well. Gilmore (2007) in defining authenticity, refers to a kind of difficulty he faced when attempting to give a theoretical basis for the concept itself. Such difficulty can be clearly seen when saying that authenticity is: “too elusive to be useful” (p.98) and in order to avoid such difficulty. Gilmore (2007) based his enquiry on Morrow’s (1977) definition of authenticity as: “real language produced by a real speaker or writer for a real audience and designed to convey a real message” (p.13)

On interpreting Gilmore’s eight definitions of authenticity they can be seen as an example of a simple communication message between two native speakers of the target language, this communication is definitely real. On the other hand, it could be seen in how individuals interpret and comprehend a certain message given by a speaker or writer. Authenticity could also be seen in interactions between students and their teachers, in which both are engaged with a specific material, or it could also be viewed in the types of tasks being selected. Some linguists such as Widdowson
and George (1990) Tomlinson and Masuhara (2010) refer to the authenticity in a social point of view and not transmitting declarative knowledge, in that any natural social interaction is authentic in itself, because the main purpose of language is social and being able to communicate with people around you. In this respect, Tomlinson and Masuhara (2010) define authentic materials as: “designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use” (p.400).

Authenticity is also seen as a straightforward reflection of culture. Materials taken from a target language (TL) reflect glimpses of that culture as explained in chapter two on the entwined relationship between both. This gives opportunities for learners to think and act as native speakers do in their professional and effective usage of the TL.

The main attempt here is to draw a possible definition of the term authenticity. Although it is hard to draw possible conclusions on such a topic, we can say that authenticity depends on certain points or factors, the most important being the learners’ own interpretations and perceptions of materials presented to them, and their engagement of the activities presented inside classrooms. Another one is the originality of the material itself as produced by a real native speaker or writer, and the element of challenge that learners encounter in understanding that material. The appropriate use of authentic materials needs not be seen as a point of confusion in teaching languages, but on the other hand, as facilitating an exposure or experience through which language learners move to the next level. Therefore, authentic materials were tested in the current doctoral research because of the many reported advantages in teaching, (see for instance Peacock 1997, Mishan 2005, Kelly et.al. 2002, and Chaves 1994). Though some disadvantages do exist, the advantages outnumber the disadvantages, both of which will be explained in detail in the following section.

3.4. Advantages vs. Disadvantages of Authentic Materials

The researcher acknowledges that there are some difficulties in using authentic materials inside language classrooms, there are however, more useful advantages in
the process of language learning. We will see arguments for and against utilising such materials in the field of language teaching, with particular emphasis on foreign language classrooms in the Libyan context, where conducted in the current doctoral research. The importance of using such a step is that it provided the researcher with a clearer idea of how to avoid any possible disadvantages with authentic materials when designing his own materials for his study group.

Plenty of justifications have been given for the selection of authentic materials as materials for language teaching, which came as basic arguments against traditional textbook materials. Deliberate justifications of materials structures and vocabulary are applied so to suit the current levels of a language learner, which shifts the essential nature of learning, (Tomlinson 2012). Mostly, textbook materials lack real coherence and connection, which result in learners’ inability in noticing the formation and structure of the text (ibid).

On focusing on the advantages of authentic materials in language teaching, Lerimer and Leigh (1999) point out:

> Learning is enhanced by the use of texts of particular interest to a class. There will be an increase in variety and spontaneity in classes that introduce authentic materials. Exposure to a variety of vocabulary and structures will occur. Students will capitalise on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture (Introduction section)

Authentic materials offer learners opportunities to experience target-like language use, and this assists them to be able to use language in the real world. Hyland (2003) points out that language learners become acquainted with target language each time authentic materials are used in foreign language classrooms, since they are obtained directly from their original sources with no prior modifications. In addition, as mentioned in chapter two, due to the entwined relationship between language and culture, using authentic materials will enable learners to increase their knowledge of the target culture and raise their awareness of certain aspects of the target language culture.

A significant rationale on the effectiveness of using authentic materials given by Mishan (2005) claiming central pedagogical rationale for using such materials in FL
teaching is for ‘the 3 c’s’ that is to say culture, currency, and challenge. Mishan clarifies that:

culture, in that authentic texts incorporate and represent the culture/s of speakers of the target language; currency, in that authentic texts offer topics and language in the current use, as well as those relevant to the learners; challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels (p.44)

Another vital advantage of authentic materials is related to emotional factors. As mentioned earlier in the previous chapter, and proven by numerous studies conducted in this field, (see for example Ellis 1994, Dornyei 1998, Dornyei and Cheng 2007, and Gardner 1985) many factors enhance second language acquisition with motivation being an influencing factor in determining the quality of language acquisition, (Ellis 1994, and Dornyei 1998). Using authentic materials will intensify and develop learners’ integrative motivations because they are unlike course book materials, meet students’ needs in L2 learning, and this would increase language acquisition, (Hyland 2003).

Increasing language learners' comprehension is another advantage of using authentic materials in language classrooms. Such materials help enliven classes through exposing learners to real instances of target language, which would help in lowering the degree of anxiety within learners, (Kelly et.al. 2002, and Chaves 1994).

Having discussed some advantages, there are also certain disadvantages to using authentic materials that should be taken into consideration by every material designer. According to Guariento and Morley (2001) authentic materials can be frustrating, confusing, and de-motivating and this is because they are very difficult particularly for lower level learners to understand. Inappropriate authentic materials mostly contain difficult vocabulary and grammatical structures, which might be less motivating for language learners, (Martinez 2002, Peacock 1997, and Eales and Byrd 1997). Another disadvantage is related to the preparation time of the material. According to Peacock (1997) and Martinez (2002), authentic materials need and consume much of teachers' time searching for suitable materials for their students. Being culturally biased is another difficulty in using authentic materials in foreign language classrooms. This may lead to culture shock, as was happening with some
immigrant students in TL countries who were there for their education or work purposes, (Martinez 2002).

Despite arguments against using authentic materials in EFL classrooms, there are more advantages. Such disadvantages could be avoided by carefully selecting suitable materials, which ensure learners' exposure to a real use of target language use. In the present study, the researcher explored and examined how authentic materials influenced and improved English language learning in a Libyan context with third level students. Further explanation of how materials were chosen for the target study group appears later in this chapter, where the researcher gives the rationale for using newspaper articles and films as two main authentic materials in the current study. Another important aspect that is related to authentic materials is text authenticity, and what makes a text authentic, which will be explained in detail in the following section.

3.5. Text Authenticity

When exploring the idea of text authenticity, it is clear that it refers to the corresponding pedagogical relationship between language or materials and the real world. According to McDonough and Shaw (1993) when referring to the term authenticity as: “A term which loosely implies as close as an approximation as possible to the real world outside the classroom, in the selection of both language materials and of the activities and methods used for practice in the classroom” (p.40).

We are approaching a clear and succinct definition of text authenticity and authentic materials. Another definition given by Tomlinson (2011) states that an authentic text:

Is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic texts. A story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and a linguistically simplified version of a novel would not be authentic texts (p.viii).

The idea of text authenticity invokes the question of which text should be considered appropriate and effective for a particular location and how learners may respond to
texts. MacDonald et.al. (2006) point out that if we accept the idea of location in determining authenticity, this means a text is coming from inner-circle countries as USA, UK, Canada, Ireland and Australia. Even in the inner circle countries, there are different varieties of regional languages, which differentiate one dialect from another neighbouring one within the same country. Graddol (1997) states that the idea of the inner-circle will change towards non-native language speakers in the 21st century: “Those who speak English alongside other languages will outnumber first language speakers and, increasingly will decide the global future of the language” (p.10). I would say, as explored in chapter two that despite Kachru’s (1985) notion of the three circles of English language speakers, these circles will no longer be effective in determining whose a text should be used and considered authentic. This is because of the increasing number of countries which use English language as their official language. The increasing varieties of English language in the current era make the idea of selecting authentic materials more difficult than, for example, four decades ago. Which text for instance, should be considered authentic rom the following two: a text written by a Nigerian professor or a text written by an Irish professor? In order to answer the given question, we should have look at the learner authenticity in the following section.

We can say that text authenticity is not a feature included within the text itself, but it depends on how learners see the text in making it authentic. According to (Widdowson 1978) it is a characteristic of the relationship between the reader and the passage, which in turn has to do with a reader’s appropriate response. Such views of the text leads one to consider and evaluate another term, which is ‘learner authenticity’ which will be dealt with in the following section.

3.6. Learner Authenticity

In moving our attention from the text authenticity debate onto authenticity of learners, and how learners respond to materials presented to them, one must first explain how linguists and researchers define learner authenticity in language learning.

Learner authenticity, as clarified by Lee (1995), originated as a reply to the concept of text authenticity, which was gaining popularity in the area of language teaching.
As explained by Widdowson (1978) the term ‘authenticity’ itself is not residing in the examples of language, it is rather, applied to a text through a reader / listener response. In other words, the concept of authenticity as Widdowson (1978) states depends on the significance of the interaction between the text and the audience. A non-native language learner through responding appropriately to a certain text accomplishes learner authenticity, and such a response is considered appropriate if it realises and comprehends references and conventions made by the writer / speaker. Lier (1996) states that the term authenticity in itself is not a quality of the material obtained from the real world, but it is a feature or attribute of learners’ self-determination and dedication to understanding. Kramsch (1993) in her book on context and culture in language learning agrees with Widdowson’s (1978) idea of authenticity, stating that:

It is probably better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them created by the response of the receiver. Authenticity in this view is a function of the interaction between the reader / learner and the text, which incorporates the intentions of the writer / speaker. Authenticity has to do with appropriate response (p.178).

This implicitly states that authenticity in these conventions is shared with native speakers or writers, (MacDonald et.al. 2006).

Following upon this argument, it becomes essential that language teachers should gradually engraft an awareness of target language conventions onto their learners, which may ensure learners responding effectively to the text or authentic materials. As a consequence, we can say that learner authenticity is based on authenticity of correspondence and engagement between an authentic text and a learner, (Grossman and MacDonald 2008). Learner authenticity is gained through the learner himself/herself responding appropriately to materials presented to him/her, and on the types of activities, which lead to a learner’s engagement in learning L2. According to Morrow (1977) learner authenticity is a personal engagement process during which learners become involved in authentic responses. This led us to be selective in the types of activities given to language learners, which would ensure interaction inside language classrooms. Authenticity through classroom interaction is discussed in the following section.
3.7. Authenticity through Interaction inside Classrooms

The researcher hypothesises that instead of entirely focusing on bringing real materials into language classrooms, we should turn our focus to activities that may ensure better interactions and learning. Such a hypothesis is based on certain statements made by linguists. Breen (1985) for instance, argues for using particular activities inside language classrooms, which would ensure communication: “Perhaps one of the main authentic activities within a language classroom is communication about how best to communicate” (p.67). Moreover, he argues that the everyday tasks learners are performing may be selected and used in classrooms that would provide authentic communication. Breen (1985) refers to the importance of the negotiation process in performing tasks, which is authentic in itself. Moreover, he referred to one example through which negotiation could be accomplished: learners working in pairs or in groups in discussing, and evaluating tasks given by teachers.

We could say that certain activities, such as pair groups, role-plays, and others could be done inside classrooms, these activities would ensure negotiating and exchanging information as well as interaction among language learners. Unlike most ELT textbook materials which highlight fact memorisation, authentic activities would increase and enhance language learning through interaction. The following section is a detailed explanation of the main differences between authentic and textbook materials, and how the former go beyond the latter in improving learners' L2 learning.

3.8. Textbooks vs. Authentic Materials

Considering the valuable and useful results of using authentic over textbook materials in language teaching, the researcher argues for the former in the present section. An explanation of how linguists and researchers view these two distinct materials will be given in the following section.

There has been a long debate about whether or not textbooks are the best means for language learning. A number of scholars argue against methods that textbooks follow in presenting materials, (Littlejohn 1992, Mishan 2005, Hutchinson and Torres 1994, Prabhu 1989, Ur 1996, Simpson-Vlach and Ellis 2010, Eisencllas 2011, and Gilmore
Despite criticising textbooks’ usage by researchers and experts, the majority of language teachers continue relying on them as source teaching material in their classrooms, (Tomlinson 2012).

Advocates of textbooks argue that through using textbooks, they ensure supplying learners with fixed progress and at the same time, save teachers’ time searching for materials to teach, (ibid). According to Hutchinson and Torres (1994)

- The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook (p.315).

However, opponents of textbook usage state that they fail to enhance creativity and meet learners’ real needs. Mukundan (2009a) for instance, says that course books only enforce a certain order to be followed and that teachers are expected to follow that order literally: “Ok, class, turn to page 46 of your course books” (p.99). Another argument against textbook usage arose from Tomlinson (2001) asserting that: “A coursebook is inevitably superficial and reductionist in its coverage of language points and in its provision of language experience. It imposes uniformity of syllabus and approach, and it removes initiative and power from teachers” (p.67).

Another argument against coursebook usage is that they are prepared mainly to meet administrators and instructors’ needs, which at the same time neglects students’ needs. Such negligence yields negative results in the language learning, (see for instance Mishan 2005 and Tomlinson 2010b).

Swan (1992) moreover, argues against textbook use saying that they relieve teachers from their responsibilities and that they represent ready-made materials to be followed:

- The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case (p.33).
Moreover, Basturkmen (2001) reveals how language learners are repeatedly misinformed by descriptions of questioning found in ELT materials and argues for authentic texts to be used with higher-level learners to give more realistic models. In a comparison made between the languages used for meeting in authentic business interaction with that taught for meetings in a number of 30 business English textbooks, Williams (1988) found that there is almost no correspondence between the two materials. Only 5.2% of the 135 exponents of the materials given inside classrooms occur in real meetings. Williams criticised material writers for relying on introspection rather than experimental research as a basis for selecting materials to be presented inside classrooms.

Another argument against textbook materials came from Eisenchlas (2011) when he found that the range of language used in Spanish textbooks regarding giving advice was quite limited in comparison to what Spanish speakers actually use. Another argument against textbook materials came from Simpson-Vlach and Ellis (2010). They worked on compiling an academic phrase lists from academic lectures in English. They found that one of the phrases on the list was ‘blah, blah, blah’, which was an example of a phrase that international students are unlikely to have learned if they have studied English from textbooks using scripted academic lectures.

Moreover, Hadley (2001) states that benefits of using authentic materials outnumber those from textbook materials saying that:

The use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone (p.97).

Furthermore, Gilmore (2011) states that as soon as the language learners are offered the choice of learning a second language either through textbooks or from authentic materials such as songs, novels, or Web-based sources; they mostly prefer not texts as one of his students informed him in no uncertain terms.

Another argument against the textbook materials comes from Morgan and Reynolds (1991) who both did a survey on a number of conversational closings in 20 ESL textbooks and found that the models presented were mostly partly complete, in spite
of the claims of their naturalness and authenticity. They both criticise the absence of practical information in those textbooks for learners.

It is definite that through using textbooks we can obtain a certain amount of learning and organisation in course programme running, such as (a) specific order to follow in teaching, and (b) save teachers’ time in searching for suitable materials for their classrooms, and (c) meeting administrators’ needs. However, the essential negative point in coursebook materials is that of neglecting learners’ needs and wants. A preferable solution to this may lie in designing course books, with flexibility, in both localised and globalised textbooks, which offer choice, personalisation, modification, as well as replacement. This could be done frequently on materials to ensure refinement, (Tomlinson 2012 and Amrani 2011).

On the other hand, there have been many arguments from second language acquisition researchers that textbook materials do not enable learners for real world language use outside classrooms, (Gilmore 2007, Bacon & Finnemann 1990, Mishan 2005, and Nuttall 1996).

They argue that authentic materials offer learners the opportunity of exposure to real language use as used outside classrooms, and this will help motivate and enhance learners’ attitudes towards target language learning. Justifications have been given for using authentic over contrived textbook materials, Adams (1995) argues for the implementation of authentic materials at all levels over already prepared materials in language proficiency saying that: “Authentic materials are increasingly viewed as uniformly far superior to any materials that have been written expressly for the learner. A corollary of this view is that no bad or weak sources of authentic input are possible and that they are equally good.” (p.4).

Moreover, Trabelsi (2010) argues for using authentic materials in teaching university students, saying: “authentic materials are tailored to the learners’ profile and are suitable to the stakeholders’ expectations and demands” (p.116). Gilmore (2004) in a comparison between authentic and textbooks materials has criticised the latter for lacking authenticity in those materials, and stresses that such materials do not help improve learners’ communicative competence. Moreover, Eisenchlas (2011) found that there is a difference between authentic language and textbooks materials. She
found that the type of language used in offering advice in Spanish textbooks is quite limited in comparison to what Spanish speakers really use.

However, some researchers such as Widdowson (2000) Yano et.al. (1994) Ellis (1999) and Day (2003) argue against authenticity stating that authentic materials could be difficult for language learners, and that course books are better since they simplify learning. Day (2003) points out that no empirical evidence is given that authenticity facilitates language acquisition. Widdowson (1984) thinks that the: “pedagogic presentation of language necessarily involves methodological contrivance which isolates features from their natural surroundings” (p.218).

However, it may be said that authenticity could be viewed not as a feature bestowed within the text itself; but on learners’ interpretations of situation and engagement, Lier (1996) says that authenticity: “is basically a personal process of engagement” (p.128). Breen (1985) shares the same viewpoint with Lier (1996) in that authenticity is: “the learners’ own interpretations and the actual social situation of the classroom” (p.61).

We may hypothesise that employing authentic materials fulfils communicative purposes, and that an authentic text is the one used to get a result and not merely practising language. Moreover, the idea of authenticity is not connected by what native speakers produce, yet, it is preferable to simulate their style in order to facilitate communication. If one follows Tomlinson’s (2012) arguments for language materials, then it must be concluded that: “Every text that learners encounter should be authentic and that most tasks should be authentic too, otherwise, the learners are not being prepared for the reality of language use” (p.162).

Moreover, authentic materials are designed not to transfer declarative information about the L2 but rather to offer an experience of the language in use, (Tomlinson and Masuhara 2010).

We may also conclude that authentic materials are much better than textbooks in teaching English as a foreign language with the most significant advantage residing in authentic materials exposing learners to the real use of language as practised by native speakers. Another one is meeting learners’ needs in the target language, which would reflect positively on their motivation. The researcher in the current study
investigated the impact of authentic materials in increasing language achievement within Libyan EFL third level learners and whether there is a difference in proficiency in using English language. SLA researchers point out that there is a direct relationship between using authentic materials and improving and developing learners' motivation and this will be described in the next section.

3.9. Authenticity and Motivation

As noted in chapter two, this thesis researcher hypothesises that there is a strong relationship between using authentic materials and improving learners’ integrative motivation. This claim comes from empirical studies conducted in this field, and from the innate ability of authentic materials to meet learners’ needs.

There have been large claims in the literature that there is a relationship between authentic materials and motivation, and that authentic materials are more motivating in learning a language than contrived materials, (Gilmore 2007, Bacon & Finnemann 1990, Tamo 2009, Little et.al. 1989, Swaffar 1985, Little and Singleton 1991, Kienbaum et.al. 1986, Hill 1984, and Peacock 1997).

Indeed, numerous justifications have been stated in support of such claims. The most popular arose from Swaffar (1985) Pinsonneault (2008) and Freeman & Holden (1986) in that authentic materials are more interesting and enjoyable than artificial materials, and this is due to authentic materials’ ability in communicating a message instead of focusing on target language forms. Tamo (2009) indicates that:

Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student’s learning experience. Authentic materials are significant since they increase students’ motivation for learning, makes the learner be exposed to the “real” language (p.75).

Moreover, Pinsonneault (2008) in her master’s thesis comments on the relationship between authentic materials and raising learners’ motivation saying that:

It is quite apparent that the children appreciate listening to a story or singing a song in the target language because they do not act bored, rather they appear enthusiastic. This enthusiasm leads me to believe that authentic materials are a good way to introduce the target language to a group of young L2 learners (pp.35-36).
Another justification asserts that authentic materials grant learners a feeling of achievement in learning L2. When learners leave their language classrooms, they are faced with real-world demands and using authentic materials as used outside classrooms will enhance their motivation. Authentic materials assist in bringing the real world into classrooms and give deeper understanding of raised topics, (Berardo 2006, Guariento and Morley 2001, and Kelly et.al. 2002).

Some researchers, however, argue that the difficulties associated with using authentic materials, such as cultural differences and difficult vocabulary may demotivate language learners, (Widdowson 2000, Prodromou 1996, Cross 1984, and Freeman & Holden 1986).

Cross (1984) believes that enhancing learners to be able to comprehend and understand authentic materials means developing their intrinsic motivation, and such an intrinsic motivation here comes as a consequence, and not as a cause for successful comprehension, (Ellis 1985 and Skehan 1989).

A number of researchers return the motivating ability of authentic materials to the idea that they can be chosen to satisfy and meet learners’ specific needs, which textbook materials fail to reach, (Mishan 2005, McCarthy and Carter 1995). Learners recognise authentic materials as a real reflector of everyday life, and this is what develops their motivation, (Peacock 1997 and Hill 1984).

In showing the relationship between authenticity and motivation, a number of difficulties emerged in defining authenticity within the literature, (Gilmore 2007). A number of researchers usually use the term authenticity to refer to cultural products such as radio and TV broadcasting, books, newspapers and magazines, websites, and music as well; however, this discourse, which is mostly considered significant, has different features from that one in normal dialogues between native speakers. We can listen to near-endless conversation between native speakers in talk show programmes or commenting on a football match between two opponent teams. This however, would not greatly improve our competence in the target language. What improves our abilities significantly is taking part in that conversation and interacting with the other
speaker. Chiefly, it is the need to understand and to be understood at the same time, (ibid).

The success of authentic materials in enhancing learners’ motivation heavily depends on how appropriate those materials are for the intended learners, how they are employed inside language classrooms, and most important is the ability of language teachers to facilitate and mediate or scaffold between selected materials and learners, (Rogers & Medley 1988, Gonzalez 1990, and Kienbaum 1986).

Such variables should be taken into consideration in viewing the effectiveness of authentic materials on learners’ motivation. Other variables such as location of learners and their aims affect their attitudes to authentic materials, which reflect learners’ integrative motivation. Learners, who are intrinsically motivated, are more likely to possess and respond positively towards using authentic materials than those who are extrinsically motivated. The former group desires to master the target language for the sake of being proficient users, whereas the latter are learning a language to gain other benefits such as high salaries or job incentives, (Gardner & Lambert 1959, Mishan 2005, Dornyei 1990, and Oxford & Shearin 1994).

It may be said that using authentic materials in foreign language classrooms would be more motivating for learners, simply because they help in bridging the intrinsic gap between real world and language classrooms, and allow learners to experience the real use of language. This would reflect on intensifying the integrative motivation and increases language learning. Moreover, authentic materials offer learners a feeling that something is achieved. The researcher in the present study examined the effect of authentic materials in possibly improving and developing Libyan EFL university students. In addition, he tested the capability of such a real material in inspiring students for further searching of similar materials outside their classrooms.

Talking about authentic materials as interesting and stimulating materials for language learning, makes us question from where such materials can be obtained. In the following section, this thesis researcher outlines some of the most popular sources of authentic materials, upon which language teachers can depend.
3.10. Sources of Authentic Materials

The researcher here explores some of the most used, significant and useful sources of authentic materials. The researcher founded his claim on a personal point of view, and from his experience of teaching English language for more than ten years, in both secondary and tertiary levels of the Libyan education system. As previously explained in this chapter, there are advantages and disadvantages to each type of material, however, carefully selected materials may ensure meeting learners’ needs in the Libyan context.

There are abounding examples of authentic materials in such a globalised world as we witness nowadays, and technology advances shift our universe into a very small village. However, there are some sources used which are more popular than others. The most commonly used materials are the following: the internet occupies the first place of popular materials sources, and this is because through the internet, other materials can be obtained since online materials are updated continuously. Berardo (2006) comments on the valuable usage of internet materials by stating that:

> The Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From an even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/ magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good (p.62).

Newspapers and magazines either online or up-to-date printed ones are also a very popular source of authentic materials. Television programmes such as talk shows, films and entertainment programmes and short stories, poems and novels also represent valuable sources of authentic materials. Menus, advertisements, songs, brochures are also appreciated as sources of authentic materials, (Miller 2003, Baird and Redmond 2004, Berardo 2006, Ianiro 2007, Tamo 2009, Jordan 1997, Kilickaya 2004, and Hedge 2001).

Later in this chapter, the researcher argues for two main sources of authentic materials that were used in his study group in the Libyan context. Such prospective materials were re-purposed to be used in EFL university classrooms, and it will be shown how learners responded to them. Detailed explanation of implementing authentic materials inside EFL Libyan classrooms appears next in the current chapter.
3.11. Implementing Authentic Materials in EFL Classrooms

The researcher here outlines how authentic materials were applied in the present study. First, we will see how and what SLA researchers say about the application process itself, which led to conclusions for implementing selected materials in the Libyan context.

The essential aim of the foreign language classroom must be to supply learners with authentic materials, (Ciccone 1995). The necessity of using authentic materials in FL classrooms has also been verified by a number of empirical studies conducted in that field. Linguists such as Gilman and Moody (1984) proposed that language teachers should exploit authentic materials in implementing listening training at all levels. Herron and Seay (1991) believe that language teachers should use authentic texts in all levels in language teaching and engage learners in activities that reflect real-life materials. Even beginner students need to be exposed to authentic materials because they reflect the real use of TL in daily communication, (Oxford et.al. 1989 and Porter & Roberts 1981).

The essential consideration in selecting suitable materials for foreign language learners is authenticity. For instance, conversation classrooms are deemed to help qualify students for real-life speaking, however it turns out to be the opposite. Many Libyan language learners are unable to manage even minor dialogues in real world settings, as was observed by this researcher and the results elicited.

As authentic materials will expose learners to real language, (Bacon 1992) to make sure that real-life language is used inside classrooms, language instructors must provide materials as produced by target language speakers, featured with native speaker accents, and a normal speed of utterance. As has been defined by Morrow (1977) real language is given by a native speaker or writer and is intended or addressed to real listeners transferring a real communicative message. By doing so, the researcher hypothesises that students will obtain beneficial practice in that skill, leading to more efficient language users. In addition, it has been found that authentic materials leave a positive impact on students’ emotional and integrative motivation that is an essential element for L2 learning, (Bacon & Finnemann 1990 and Chaves 1998).
Using authentic materials offers students the opportunity in understanding native speaker speeches without the need to comprehend all the vocabulary therein. In addition, in allowing learners to experience authentic materials at early stages of language learning, teachers may ensure positive results from such early exposure later in students’ performance in the real world.

The basic challenge here for foreign language teachers is to be careful in selecting authentic materials that could be of potential interest to target students. One important point in selecting authentic materials concerns the content. Successful language learning requires language users to know parts of the culture underlying language in order to get the meaning across. According to Stuart and Nocon (1996) who state that:

> Learning about the lived culture of actual target language speakers as well as about one’s own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts in which linguistic codes are used (p.432).

Moreover, as mentioned in chapter two regarding the language culture relationship, Shanahan (1997) stresses that cultural content offers exposure to living language which foreign language learners lack. As a result, culture is a helpful tool to enable learners to feel the need to speak and use the target language.

The researcher wanted to explore how such authentic and carefully selected materials affect the chosen Libyan study group in learning the English language. Moreover, he wanted to observe the influence on developing learners’ motivation. However, some controversial issues must be kept in for the material designer selecting and implementing materials in the EFL context. Such issues will be explained in the current chapter on the PARSNIP model, (Gray 2000 ; 2002, Akbari 2008) for example, sex, religion, and pork should be avoided in designing authentic materials for EFL Libyan third level learners, simply, because these are very offensive in the target Muslim society, and may yield undesirable results in any intended study. Further discussion of such controversial issues appears in the next section.
In designing materials and ELT books for language learners, it is of course essential to understand and know what is acceptable and not acceptable for target language learners. This can be obtained through familiarity with the target culture where target learners live. In the following section, the researcher as a material designer for his EFL study group will explain what the PARSNIP model means as well as some general taboo terms in language learning. These controversial issues had to be taken into the researcher’s consideration in the attempt to design suitable materials for the Libyan EFL third level students.

Cook (1812) first defined taboo language as representing something forbidden. Despite that, the term still carries an ambiguity and difficulty to be precisely defined. According to Farberow (1963) the term taboo:

> Is primarily backward-oriented, for, by being essentially forbidden and prohibiting, they tend to pressure the past and to control the impingement of the future on the present. Of course, not all taboos are old. New ones constantly appear, taking various shapes and forms as the substance of the culture evolves but they all serve the same goal—preservation of the status quo (p.2).

Taboos arise from differences between global cultures because each one has its own forbidden materials. These differences between cultures must be taken into consideration in the process of designing and selecting materials particularly for EFL learners. Such differences between cultures can be represented as a set of guidelines that could be summarised as PARSNIP. The acronym itself refers to avoiding topics related to Politics, Alcohol, Religion, Sex or pornography, Narcotics, Ideologies, and finally Pork, (Gray 2000, Akbari 2008, Hudson 1993, Crystal 1992, and Mercury 1995).

The target study group are EFL Libyan university learners living in a Muslim conservative society. Therefore, in designing authentic materials for the present study, the researcher had to keep in mind these seven guidelines to avoid any negative learning outcomes. It is very offensive, for instance, to raise topics related to sex or alcohol for discussion inside classrooms.
The researcher wanted to examine the impact of using authentic materials in improving learners' language learning. To ensure learners' exposure to real instances of the target language and simultaneously to avoid offensive materials, the material designer has to be knowledgeable of the target learners' culture. The advantage in the current doctoral research is that the researcher himself comes from the target study group culture, which assisted greatly in the process of selecting appropriate authentic materials for his study group. Further details on the selected materials will be emphasised in the next section, where the materials designer gives justification for including newspapers and film clips as authentic materials in the present research.

3.13. Rationale for Selecting Newspapers and Films

For the purposes of the present doctoral study, authentic materials are deemed to be the best choice to introduce the target language to a group of Libyan university L2 learners. The researcher argues for using typical newspaper articles and *YouTube* videos as materials for his study group. An establishment of the selection of these two materials comes from them being the most popular and most frequently used for language teaching purposes. Reasoning also comes from researchers and linguists’ opinions for using such materials, which was built on empirical studies conducted before, (Grundy 1993, Mishan 2005, Sherman 2003, Jewitt 2008, Koolstra and Johannes 1999, Jeng *et.al*. 2009, and Stempleski 1987). Another chief argument is that authentic materials may work as excellent input for EFL learners, which is to a certain extent the same received by native speakers of a language. We will first see arguments for using newspapers and then arguments for using film clips as authentic materials in teaching English as a foreign language for Libyan university students majoring in the English language.

Despite that newspapers, as pointed out by Mishan (2005) lack the advantage of moving images, they offer learners the opportunity to deal with real situations in the world we share. Another argument for newspaper materials as referred to in chapter two, emphasises the importance of creating a short-cut to acculturation and becoming familiar with the target language culture, and knowing native speaker habits, and their living styles, which would stimulate target language learning, (Grundy 1993).
Another pedagogical advantage for using newspapers is news headlines, which motivate and rouse learners to think and guess the article content before reading. Such an element in newspapers may raise excitement, pleasure, curiosity. The varieties of subjects which newspapers offer, are definitely a very good source of learning materials. For instance, columns such as, cultural, sports, historical and geographical, as well as daily language use with all idiomatic phrases represent exciting learning materials for students, which textbooks often fail to offer (Devi and Tamilnadu 2013).

On the other hand, the researcher hypothesis for using short film clips in language learning. The hypotheses were based on the elements of excitement and enjoyment in viewing the moving images, which may intensify and improve language learning for Libyan EFL learners. The researcher consciously selected short film clips as authentic materials for his study group, due to timetable constraints and common pedagogical practice, which does not give enough room for screening an entire film, (see Murray 2000). According to Chan and Herrero (2010) short films are particularly effective to be exploited in classrooms, because they give a full narrative in a short time. Moreover, they allow for repeating the viewing, which is significant to enable learners to critically engage with that material.

Kramsch (1993) Kramsch and Roger (1999) point out the suitability of using authentic video materials in FL teaching saying that they bring: “a slice-of-real-life” into classrooms that contributes to more language comprehension. The importance of film clips comes from other numerous points as outlined by linguists such as (Perk 2009 Sherman 2003 and Altman 1989). The following are some of the most important points in using film clips in teaching language as Perk (2009) outlined:

1. Grab students’ attention (2) Focus students’ concentration (3) Generate interest in class (4) Create a sense of anticipation (5) Energise or relax students for learning exercise; (6) Draw on students’ imagination. (7) Improve attitudes toward content and learning (8) Build a connection with other students and instructor (9) Increase memory of content (10) Increase understanding. (11) Foster creativity (12) Stimulate the flow of ideas (13) Foster deeper learning (14) Provide an opportunity for freedom of expression (15) Serve as a vehicle for collaboration. (16) Inspire and motivate students (17) Make learning fun (18) Set an appropriate mood or tone. (19) Decrease anxiety and tension on scary topics and (20) Create memorable visual images. (p.2)
Moreover, other researchers emphasise that exposure to audio-visual materials would promote learners’ speaking proficiency in the target language (Bahrani and Tam 2011; 2012).

Weyers (1999) found that students’ listening comprehension increased when given exposure to an authentic video Spanish-language programme, *telenovela*. Learners watching that programme revealed a statistically significant increase over their counterparts in a control group. Such a significant increase happened not only in listening comprehension but also in the number of words they used in their speech.

The role of the target language teacher is moreover, an essential one in making TL learning an enjoyable experience, through priming and raising his/her students' attention to visual materials before being viewed.

There are however, some disadvantages of using film clips in target language teaching, and to which a target language teacher must pay close attention. The quality, for instance, of both sound and vision of the selected films, as well as the high cost of using technology in language teaching are some of the disadvantages. The ability of a target language teacher (TLT) in exploiting such materials inside classrooms is also another disadvantage of film use. These disadvantages and others may be avoided by carefully selecting high quality film clips for purposeful and effective language learning tasks, moreover, TLTs well-trained in using technology would ensure such an effective purpose, (Çakir 2006).

The researcher using these two authentic materials aimed to examine closely the reactions and responses of his study group towards the presented materials. Moreover, he wanted to test whether such materials help intensify and develop learners’ motivation as they reflect the real use of L2. In the following, the researcher presents criteria for selecting and using authentic materials for the purpose of current study.

A number of researchers and linguists claim that there are certain principles that should be taken into consideration in selecting authentic materials for language learning, (Berardo 2006, Bacon and Finnemann 1990, Lee 1995, Mishan 2005, Rivers 1987, McGrath 2002, and Little *et.al.* 1989). This thesis researcher will in the following present criteria in selecting authentic materials for EFL Libyan third level learners.

Certain points must be taken into a researcher’s account in selecting authentic materials for their language learners; Berardo (2006) for instance, says that there are three basic points: readability, suitability of the content, and exploitability. Readability here refers to the language of the text in that structure, and the amount of new vocabulary presented in the text. Suitability of the content indicates the ability of the text in raising learners’ interests and meeting their needs. Lee (1995) points out that: “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” (p.325). The final principle from Berardo (2006) is exploitability, which means how such materials could be used in improving and developing learners’ competence in the target language.

Other researchers such as Brown and Eskenzai (2004) claim that the essential criteria in selecting authentic materials should be based on the current knowledge of the reader vocabulary. Whereas, Mishan (2005) and Rivas (1999) claim that learners’ interest is of paramount importance in the process of selecting authentic materials. In addition, in this regard to interest being a greater factor, Little *et.al.* (1989) point out that: “the more texts are related to learners’ personal concerns and interests the deeper and more rapid the processing will be” (p.71).

Other researchers such as McGrath (2002) have given eight criteria to be considered when selecting authentic materials for language teaching: (1) Cultural appropriateness, (2) Relevance to the learner, (3) Logistical considerations, which refers to the learners’ time and whether they have time to read the authentic text or not. (4) Cognitive demands, which refer to understanding the topic being presented, (5)Quality, which refers to for instance the quality of recording materials presented to learners. (6) Linguistic demands, which refers to understanding the structure of the
presented materials, (7) Topic interest, and finally (8) Exploitability refers to whether learners can make use of the given materials or not.

In short, there are of course numerous principles involved in selecting authentic materials, such as suitability of the content, readability and raising learners’ interest and intrinsic motivation in the target language learning inside and outside classrooms. A text length as well is a very important factor particularly with *ab initio* language learners. For instance, long newspaper articles or long stories may lead to learners getting bored and tired. However, we must make sure that the selected materials are linguistically higher than the learners’ current level, which may ensure moving to the next level in language learning. This thesis researcher applied these three main criteria in the process of selecting authentic materials for his study group in the Libyan third level context.
3.15. Chapter Summary

In this chapter, those issues that related to this researcher’s hypotheses and main study questions on authentic materials were carefully examined. The historical background and the usage of authentic materials in language teaching have been explained in detail, with reference to the beginnings of authenticity in the field of SLA up to the current time. Next, the many definitions of the term authenticity given by researchers and linguists have been examined carefully, in an attempt to reach a possible and workable definition for the present study. Another significant aspect related to the advantages and disadvantages of authenticity has been explored heavily in here. Text, learner and authenticity through a classroom interaction were discussed in detail, with special emphasis on how this thesis researcher views each one.

Another major aspect that is related to the differences between the textbook and authentic materials was examined carefully, showing the advantages of authentic materials over textbook materials in the field of language learning. The relationship between authentic materials and motivation has also been explored in the current chapter, in which the researcher discussed the many studies conducted in this field. Due to such a relationship, this thesis researcher argued that using authentic materials would be more motivating in his field study in the Libyan context. Discussing authentic materials and their usage in language teaching, led us to explore their original sources and from where such materials are obtained.

After that, we came to another significant area in the current study in which the researcher had discussed and outlined methods and approaches that were followed in applying the selected authentic materials in the Libyan university context. Moreover, an emphasis was laid on the potential challenges and how to overcome them in this field study. The content of the selected authentic materials is another area that had been carefully discussed within the PARSNIP model. Due to the entwined relationship between language and culture, as heavily discussed in the chapter two, certain topics are considered inappropriate in the target study group culture. Such differences had triggered the researcher’s attention to be very selective in designing his materials for the Libyan context. The next point that had been discussed in this chapter was giving the rationale for selecting newspapers and film clips as two authentic materials for the current field study. Here, linguists’ and researchers’
opinions were examined regarding the effective use of newspapers and film clips in language teaching. Finally, the actual outline of the selected authentic materials was discussed in detail; in addition, the sources for such materials were discussed.

Having discussed some of the aspects of authentic materials in the process of language teaching, we now come to the next chapter, the research methodology. The researcher will discuss methods, participants’ background, settings, and how such materials were applied in the current field study. Moreover, the researcher role as an action participatory one will also be discussed in detail.
CHAPTER 4- THE RESEARCH METHODOLOGY
4.1. Introduction

In the current chapter, this thesis researcher describes in detail, the research design and the methodological procedures that were used in conducting the current study. First, a general introduction to the research methodology, the quantitative, the qualitative, and the mixed methods used in gathering data will be given and described. Finally, a profile of the target study participants is given covering gender, previous experiences in language learning, and also the setting where the study took place. The ethical considerations and consent forms which were used before conducting the study are also explained in detail in this current chapter. After that, the researcher describes the research instruments: questionnaires and semi-structured interviews, which were used in the data elicitation from the target study group. The researcher then explains the instructional materials and the procedures that were followed by him in that study. At the end, the local difficulties encountered by the researcher during the data elicitation stage are also explained.

4.2. The Research Methodology

This section describes the three main research methods this thesis researcher chose in conducting his study: (1) the quantitative, \((QTR)\); (2) the qualitative \((QLR)\); and (3) the mixed methods \((MMR)\) used in the data elicitation, which would inform this study. Each method has its own positive and negative points. Distinct research methods were coming from two epistemological positions; however, this did not mean that these different research methodologies could not be used together in mixed research methods. In the following, the quantitative, qualitative, and mixed methods will be explained according to their positive and negative points.

4.2.1. The Quantitative Research (QTR)

Quantitative researches are usually based on measuring the amount or quantity of research data. According to Silverman (2000) and Crabtree & Miller (1999) quantitative methodology provides answers to questions like what, who, when, and where questions. Other researchers also add questions like, how much, and how often
which quantitative methodologies usually search to find answers. Chalmers (1976) defines a quantitative methodology as an extreme of empiricism according to which theories are not to be justified by the extent to which they can be verified, but also by an application to the facts acquired. It is a branch of thought, which tries to find out the origins, justifications and progress of knowledge through observation, but is considered to have meanings only as far as they can be derived. The purpose of quantitative methodology is measuring, counting and quantifying issues and generalise study findings on a large population. A small-scale study results could be applied to a broader population, (Hennink et.al. 2011). A number of characteristics of quantitative methodology as outlined by Rajaseker et.al.(2006) can be summarised in the following points:

1- It is numerical, non-descriptive, applies statistics or mathematics and uses numbers.
2- It is an iterative process whereby evidence is evaluated.
3- The results are often presented in tables or graphs
4- It is conclusive
5- It investigates the what, where, and when of decision-making (p.9)

However, there are a number of weaknesses of the quantitative methodology as was given by Ramona (2011) can be summarised in the following points:

- The elicited data needs to be calculated through using excel or any other software programmes such as the SPSS.
- Quantitative data are usually time consuming from the researcher.
- The quantitative data usually excludes the significance of human element in interpreting the elicited data.
- It takes more time in data elicitation stage especially with large samples.

Having discussed many issues related to the quantitative methodology, we now come to its counter; ‘the qualitative methodology’ will be discussed in the next section.
4.2.2. The Qualitative Research (QLR)

On the other paradigm of research methods, stands the qualitative methodology, which is described as ‘soft’ research because it deals with interpreting/ and or investigating social realities, (Bauer et.al. 2000). In defining the qualitative methodology, Creswell (1998) points out that:

The qualitative methodology is an enquiry process of understanding based on distinct and methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of information and conducts the study in a natural setting (p.15)

Another definition of qualitative methods that is more comprehensible than Creswell’s (1998) given by Denzin & Lincoln (2005) state that qualitative research places the researcher in the world, and it usually consists of a number of explanatory materials and practices which make that world noticeable. Such practices transfer that world into a number of interviews, field notes, and recordings. The qualitative research employs an interpretive approach to the world, which means the researchers study things in their natural settings, in an attempt to recognise and interpret the phenomenon under investigation.

The data in qualitative research methodology is gathered by the study researcher himself/herself and analysed by using one of the data analysis methods. Patton (2002) states that qualitative data inquires in depth analysis, the people, observed behaviours, events, attitudes thoughts and beliefs, and quotes directly from subjects who are experienced or are experiencing the phenomenon, which means that qualitative methods can be used to answer questions. According to Rajaseker et.al. (2006) certain points that characterise the qualitative methodology, may be summarised as follows:

1- It is non-numerical, descriptive, applies reasoning and uses words.
2- Its aim is to get meaning, feelings and describe the situations.
3- Qualitative data cannot be graphed.
4- It is exploratory.
5- It investigates the why, and how of decision making (p.9).

To clearly show the main differences between the qualitative and quantitative methods, the following table summarises the key differences:
Table 4.1. key differences between qualitative and quantitative research, Hennink et.al. (2011: 16)

<table>
<thead>
<tr>
<th></th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To gain a detailed understanding of underlying reasons, beliefs, motivations</td>
<td>To quantify data and extrapolate results to a broader population</td>
</tr>
<tr>
<td>Data</td>
<td>Data are words (called textual data)</td>
<td>Data are numbers or numerical data</td>
</tr>
<tr>
<td>Study population</td>
<td>Small number of participants or interviewees, selected purposively (non-randomly) Referred to as participants or interviewees</td>
<td>Large sample size of representative cases Referred to as respondents or subjects</td>
</tr>
<tr>
<td>Data collection methods</td>
<td>In-depth interviews, observation, group discussions</td>
<td>Population surveys, opinions polls, exit interviews</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analysis is interpretative</td>
<td>Analysis is statistical</td>
</tr>
<tr>
<td>Outcome</td>
<td>To develop an initial understanding, to identify and explain behaviour, beliefs or actions</td>
<td>To identify prevalence, averages and patterns in data. To generalise to a broader population</td>
</tr>
</tbody>
</table>

Likewise, to the quantitative methodology, the qualitative methodology has some weaknesses as given by Ramona (2011) which might be summarised in the following points:

- The first is the data analysis is often time consuming from the researcher.
- Second is the related to the elicited data, in which are not generalisable to other people.
- Third is potentials of the effect of the researcher attitudes and biases on the elicited data, and finally
- It is more difficult to text theories and hypothesis with large study groups.

From quantitative to qualitative research enquiry, we now come to the mixed methodology, which the researcher gave a rationalisation to be used in the present study in the following section.
Given the inherent limitations of quantitative and qualitative methodologies, indeed using mixed methods could be seen as an endeavour to legitimise the use of multiple approaches in answering research questions, rather than restricting itself to a single method. It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. A number of scholars and researchers have given several definitions of mixed methods research, (Johnson et.al. 2007, Yin 2006, and Brown 2014). Mixed methods research as Creswell et.al. (2011) define as: “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of data at one or more stages in the process of research” (p.212).

In another definition, it can be seen as the type of research in which the researcher blends or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. It is the ‘third wave’ or third research movement, a movement that moves past the paradigm wars by offering logical and practical alternatives, (Tashakkori and Teddlie 2010). Philosophically, mixed research makes use of the pragmatic method and system of philosophy, (Johnson & Onwuegbuzie 2004). The researcher justified his selection of both methods in that each method completes the other and fits his purpose. In this regard, Patten (1990) has also asserted that:

Qualitative methods permit the evaluator to study selected issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth and openness, and detail of qualitative inquiry. Quantitative methods, on the other hand, require the use of standardised measures so that the varying perspectives and experiences of people can fit into a limited number of predetermined response categories to which numbers are assigned (pp.13-14).

This thesis researcher uses both quantitative and qualitative methods in order to gather a richer amount of data. A rationale for using both methods appeared from many researchers and linguists in this field, (Johnson et.al. 2007, Johnson & Onwuegbuzie 2004, Creswell & Clark 2011, Greene 2008, Greene et.al. 1989,
Brown 2014, and Gray 2014). Mixed methods offer a logic of inquiry which includes the use of induction (or discovery of patterns), deduction, testing of theories and hypotheses, (Greene *et.al.* 2008).

Five main purposes have been identified by Greene *et.al.* (1989, cited in Gray 2014) in combining research methods, namely: (1) triangulation; (2) complementarity; (3) development; (4) initiation; and (5) expansion. Triangulation means joining both quantitative and qualitative and either method can compensate for the weakness of the other. Complementarity means both methods are joined to measure overlapping, which at the same time contrasts with triangulation. Development means that the obtained results through one method can be used to develop the other. Initiation utilises mixed methods to discover contradictions, and assist in framing new ideas and thoughts. The last one is expansion, which uses mixed methods to broaden and enlarge the range of a study. On the other hand, a number of scholars have given a critique for using mixed methods in conducting a study, (Bryman 2007a and Giddings 2006). Bryman (2007b) points out that a researcher may misinterpret in commonalities and differences the time data are collected using unreliable methods. Moreover, using both methods requires much time from a researcher and participants.

In sum, after having seen both positive and negative points of mixed methods research, this thesis researcher used mixed methods in conducting his field study. As already explained, both methods complete and compensate for the weaknesses of the other.

Few studies have been conducted on investigating the effect of authentic materials on EFL learners in the Libyan context. However, nobody had investigated the effectiveness of using authentic materials on L2 university learners, except (Soliman’s 2013) study, in which he investigated EFL teachers’ attitudes towards using authentic materials inside their reading classes. He had used only a questionnaire as his data elicitation method. Elmojahed (2007) also conducted his doctoral research on the effectiveness of using authentic texts in teaching reading. He used questionnaires with students and interviews with language teachers, but did not use both research instruments with both students and teachers. The positive point in the current study was that the researcher himself acted as the action participatory researcher, with the questionnaire administration; and he conducted all the interviews.
4.3. The Researcher Role

A number of researchers have explained what is meant by action participatory research, (Wallace 1998, Cohen et al. 2013, McNiff 2002, and McNiff and Whitehead 2011). Wallace (1998) for instance, defined action participatory research as: “The systematic collection and analysis of data relating to the improvement of some aspect of professional practice” (p1). The core of action research is reflection, which means: practitioners getting involved in action research are estimated to discover what they are doing, why they are doing it, and what the effect or the result has been after they have done it, (Mertler 2012).

This means that the researcher himself/herself will do the actual process of data collection or distributing research instruments. According to Cohen et.al. (2013) action participatory research means the researcher puts the plans, implements, observes, and reflects on his study findings. Moreover, in reference to the action participatory researcher, Smith et.al.(2009) stated that the researcher acting as an action participator, could affect the objectivity of data collection process either positively or negatively, whereas, the presence of the researcher may give participants a comfortable feeling. Moreover, the researcher’s role is completely different from the traditional role of a teacher. The tutor has to act as an advisor, listener to learners’ problems, and not as a supervisor or lecturer. This will make student anxiety disappear. Linguists have given two main characteristics of action participatory research. First, it is conducted by the researcher him/herself; and second is that it aims at improving the practice, (Cohen et.al. 2013 and McNiff 2002). Accordingly, in the current study, the researcher himself acted as an action participatory researcher, which means that he distributed the questionnaires; held the interviews with target interviewees.

Upon arriving in Libya, the researcher contacted the English department Head at Azzaytuna University, and offered his clearance papers from the University of Limerick to initiate his field study. A meeting was arranged with the target study
group, and arranged with them to meet two days later to administer the pre-questionnaire. After administering the pre-questionnaire, the researcher arranged with the study group to meet three days later to administer the questionnaire. During the questionnaire administration, the researcher invited the target group to attend his classes, which was arranged to start a week after. The study group did not come to the forty-minute class as was arranged with them four days previously. As an action participatory researcher, the study group was approached three times to attend the already planned classes, they, however, were reluctant to attend. A week after the researcher had administered the teacher questionnaire, and invited the study group for semi-structured interviews. Five out of twenty students agreed to be interviewed, and were divided into two groups, in each group, two interviewees, and then the two groups were gathered in one final interview. Unlike teacher interviews, the student interviews were all conducted at Azzaytuna University, and were arranged with the English department Head in order not to hinder the interviewees’ ongoing classes. After finishing the student interviews, a number of EFL teachers were approached a week later to be interviewed, and seven agreed. Two teacher interviews were held face to face and were recorded using a digital voice recorder, and the other five were held online through Skype, and were recorded using a Callnote premium programme.

The target interviewees were of course key to this research. It was therefore necessary in the following section to address the participants' demographic details, ages, gender, and their previous English language experiences as well as the setting, where the field study took place.

4.4. The Participants

Similar to the conscious selection of the research methods that appropriately led to gaining the objectives of the current research; the target study group was purposefully selected prior to the beginning of the fieldwork. In this respect, Cohen et al. (2013) state that:

The selection of a sampling strategy must be governed by the criterion of suitability. The choice of which strategy to adopt must be mindful of the purposes of the research, the timescales and constraints on the
research, the research design, the methods of data collection and the methodology of the research. (p.163)

The target participants were selected from university level fourth-year students. They were EFL third level learners in Libya, where the researcher had taught English for more than four years. The selected study participants shared ethnic and cultural backgrounds, which was one of the key characteristics of having a good sample. According to Dornyei (2010) the most significant factor in having a good sample is for participants to be similar in age, ethnicity, and educational, social, and socio economic background. From the researcher’s own experiences with this educational system, the following observations could be made. This system has not changed since this researcher has begun his PhD studies.

All study participants have studied EFL in primary and secondary schools, each class lasted for 45 minutes, four classes per a week, and the academic year in the Libyan educational system usually extends up to seven months. That means the target study group had received 84 hours of EFL learning each year before moving to their university level. In order to deeply explain study group’ EFL background in the primary and secondary schools, the following table reveals the number of EFL hours in primary and secondary stages in Libya:

<table>
<thead>
<tr>
<th></th>
<th>Primary Stage</th>
<th>Secondary Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of Hours / Week</td>
<td>No of EFL classes/Week</td>
</tr>
<tr>
<td>3 hours</td>
<td>4 hours</td>
<td>7 months</td>
</tr>
<tr>
<td>48 hours of EFL instruction in one year</td>
<td>48 × 3 = 144</td>
<td>48 hours of EFL instruction in one year</td>
</tr>
</tbody>
</table>

*Table 4.2. Number of EFL hours, classes, and months of the year in the Libyan Educational system in both primary and secondary schools*

The participants were training to become English language teachers on a 4-year degree course in primary and secondary schools. Some of them, 30% typically prefer to continue learning English to earn their master’s degree, while the others 70% prefer to start teaching. Participants’ ages range between 20 to 22 years old. There
were 200 students studying English and 25 lecturers of English language holding Master’s or Doctoral degrees. Students usually enroll at the faculty of languages at the age of 19 as first year freshman and continue studying as seniors up to the age of 22 years old. However, there were only nine students who did the pre-questionnaire, and the questionnaire. Moreover, there were only five who agreed to join the semi-structured interviews. In addition, there were eight teachers who did the teacher questionnaire, and seven teachers who agreed to join the follow-up semi-structured interviews.

Regarding the taught courses, participants study many areas in the target language, from grammar, conversations, writing, readings to literature. Those courses are carefully graded from basic introductory in the first two years to the more complex in the third and fourth years. For more details of the EFL curriculum outline at Azzaytuna University, please see Appendix H. According to the curriculum, students must earn at least 120 credits in order to be awarded a professional Bachelor of Arts degree, which qualifies them to teach English in the first and second levels. Although students were studying various subjects for four years, they generally exhibit basic English proficiency with minimum ability of speaking L2 competently and effectively.

It had been observed by this thesis researcher that there was an intrinsic gap between what was being taught to students and what they apply when using L2. After four years of professional EFL learning, learners could not use English. As a consequence, this thesis researcher examined such an intrinsic gap, and in order to do so, he used a number of research instruments in his field study. An explanation of all these methods comes later in the current chapter.

Having discussed the background details and facts of the study group participants, we now come to another significant section, the environment of the study. A detailed explanation of where that study took place is dealt with in the following section highlighting important aspects related to the research questions.

### 4.5. The Setting

The current doctoral research took place in Libya at Azzaytuna University, Faculty of languages, department of English language. The university itself is located in
Tarhouna city 70-kilometres Southeast of Tripoli. As mentioned in chapter one, Libyan society is a conservative Muslim North African one, and in all aspects of life, religious considerations are of high significance.

The study group received almost fifteen hours of English instruction per week. Subjects such as advanced grammatical structures, essay writing, advanced readings, literature, applied and theoretical linguistics, and advanced oral skills taught to them. They, in addition to those subjects, are required to work on their graduation projects as a prerequisite before graduation. There are in addition to the English department, two other departments in the Language Faculty, the Arabic and the French departments. There was also a Language Centre, which specialised in teaching Arabic to non native speakers (NNSs) who wanted to join the university programmes. The target study group was limited to the fourth year students, which would be explored in the following section.

4.6. Delimitations of the Study

As outlined in chapter one ‘Introduction’, the current study was limited to fourth year students, at the English department, Azzaytuna University, Libya. Only fourth year EFL students were involved in this research, and not first, second, or even third year EFL learners. The current study was conducted during the Autumn Semester of the Academic year 2014, from October 10th until November 20th. This research strictly adhered to its objectives of investigating the impact of using authentic materials on Libyan third level learners at Azzaytuna University, in Libya.

Every researcher must keep in mind in conducting their field study to the ethical issues, especially if their informants were human beings. The ethical issues fall into many categories such as protection from harm, offering agreement forms and right of privacy and honesty. These ethical issues are dealt with in the following section.
4.7. Ethical Considerations

Research ethics as defined by Gray (2014) means: “Conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way” (p.68).

There are five important ethical points every researcher should keep in mind before conducting their survey. (1)- Anonymity and confidentiality, (2) - Identifying purpose and sponsor, (3) - Voluntary participation, (4) - No harm to participants, and finally (5) - Analysis and reporting, (McNamara 1994, Leedy and Ormrod 2010, Cohen et al. 2013, Nunan 1992, Gilbert 2008, and Gray 2014). Each point is explained as follows:

• The first point was protecting respondents’ identity, which can be accomplished through the researcher’s promise not to release any related information. A complete sentence appeared on the first page of the questionnaire to guaranteed and assured the anonymity of the respondents’ identity;

• The second point was to clearly state from the very beginning the main purpose of the questionnaire and who sponsors it. Furthermore, an explanation of survey results should be given, and that these results would be used as a partial fulfilment to gain a doctoral degree.

• The third point the researcher needed to be sure of was the voluntary acceptance on the part of the study participants to take part in answering the questionnaire or being interviewed. A consent form on a separate paper would be provided to guarantee that and respondents who desired to participate, should write their names and sign.

• The fourth, most significant point among them all was that no harm came to respondents in the data collection procedures (Dornyei 2007). An embarrassing sensitive question could raise uneasiness among respondents, which would result in inadequate data collection processes. The researcher’s responsibility here was to make sure that no sensitive or difficult questions...
were included in the survey. For more details, please see literature review, and conclusions, where materials were selected according to the PARSNIP model.

- The final point concerns honesty and truthfulness in reporting the study results. Academic advancements come through honesty and integrity. The researcher clearly stated the difficulties that had been confronted by him in data gathering.

The most significant point of any research was to seek permission, which could be looked for from either a national or a local organisation, depending on where the study had taken place. In some cases, the researcher conducted his/her research in another country; as in the present doctoral research; they took into consideration the target country’s rules and regulations, (Hennink et.al. 2011). This thesis researcher attempted to maintain ethical standards through the following points:

- Obtained permission to conduct his study on both students and teachers back in Libya, he would have applied for a clearance from the University of Limerick Research Ethics Committee, which was granted. For more details, please see Appendix I.

- Another approval from the Cultural Attaché in the Libyan Embassy in London had been applied for before conducting the field study. For more details, please see Appendix J.

- In order to gain access to the study subjects, an official University of Limerick headed letter was addressed to the following:
  a- The Faculty Dean, where the researcher had gone to investigate the research questions of his study, and
  b- The Head of the English department at Azzaytuna University please see Appendix N for more details of the official letter addressed to both.

Moreover, this thesis researcher’s assurance for ethical considerations was provided by careful consultations with his supervisor, who had examined every instrument and step the researcher took before his field study.

Having discussed the ethical considerations that this thesis researcher faced, we come to the actual data collection processes, which are dealt with in the following section.
4.8. Data Collection Procedures

Data collection procedures commenced during the autumn semester of the academic year, 2014, from October 10 until November 20, from fourth year students at the University of Azzaytuna in Libya. A mixed method approach was implemented in the study, in which both questionnaires and interviews were used in order to gather data. As explained before in section 4.2 in this chapter, the qualitative research acquired detailed information from the participants in their setting, while the quantitative one was used in collecting a large amount of data. Green et.al. (2007) points out that the combination of both methods, and when used effectively, can yield a multidimensional view of practices, which leads to accomplishing the objectives of the study. Having discussed at what time data collection started for that research, we came to the selected instruments that were employed in the current study in the following section.

4.9. Methods of Data Collection

Three main research instruments were used in data gathering; the first was a pre-questionnaire, which was designed to familiarise the target group with sources of authentic materials and some Web, 2.0 applications. The second research instrument was a questionnaire, which was designed to assist in identifying attitudes and reactions of both students and teachers towards using authentic materials. In fact, there were two questionnaires, a questionnaire to students and one questionnaire administered to language teachers. The third research instrument was semi-structured interviews, which were used with both students and EFL teachers. There was also one-month study on selected respondents from the target study group. The two research instruments and the one-month study were used to draw conclusions related to the research questions already identified. The research instruments, questionnaires and semi-structured interviews, are separately explained in detail in the following section.
4.9.1. Students’ Pre-Questionnaire (Familiarity Sheet)

The familiarity sheet was designed to give the target study group the opportunity to recognise the sources of authentic materials, and some Web 2.0 applications and their relationship to EFL learning. A number of authentic materials had been used such as TV and radio programmes, printed materials as well as magazines and newspapers. Moreover, a number of Web 2.0 applications were also mentioned in that familiarity sheet such as YouTube, WhatsApp, Wechat, Facebook, and Twitter, and others and the target groups were asked to indicate their degree of familiarity with such apps. For more details of the familiarity sheet, please refer to Appendix A.

4.9.2. Questionnaires

In research methods, a questionnaire occupies a high place and is regarded as the most popular and common method as a data elicitation tool. Various definitions have been given of questionnaires, Murray and Brubaker (2000) for instance, define the questionnaire as: “a research instrument consisting of a series of questions people answer about their life conditions, beliefs, or attitudes” (p.154). Moreover, Brown (2001) defines questionnaires as: “any written instruments that present respondents with series of questions or statements to which they react either by writing out their answers or selecting from among answers” (p.6). Typically, they represent questions used by researchers to gain understanding, solving, demanding something, or even performing a certain task. Dornyei (2010) points out that:

It is no wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences. Questionnaires are certainly the most often employed data collection devices in the statistical work, with the most well-known questionnaire type-census- being the flagship of every national statistical office (p.1)

However, on the other hand, Dornyei (2010) outlines some strong and weak points in using questionnaires in the process of data collection, and about which the researcher must be aware. Strong points related to (a) researcher time (b) researcher effort and (c) the cost. The researcher can collect a large amount of data in a short time with a financially low cost especially through using modern computer software programmes. There are however, some disadvantages in using questionnaires. The
ill-constructed questionnaire, for instance, could lead to respondents leaving out some questions because they do not like them, or misinterpreting some questions and this renders wrong answers, (Hopkins et.al. 1990, Gillham 2008, and Low 1999). Gillham (2008) for instance states that: “Questionnaires are so easy to do quickly and badly that, in a way, they invite carelessness” (p.11).

However, this thesis researcher as can be seen from the amount and quality of the data, which was gathered, can confirm that using a questionnaire was very beneficial in the current study. A rationalisation behind using questionnaires was to help him in collecting richer demographic details of the target study group. Moreover, it helped to measure students’ attitudes, and reactions towards using authentic materials in EFL classes in the Libyan context. Therefore, considerable attention was paid to the process of questionnaire design for the current field study, in the length, layout, and clarity of each question of the instrument before administering the final version. The researcher, in doing so, had ensured the target group enjoyment participating in the questionnaire, which contributed to collecting the desired data accurately and efficiently for analysis in subsequent stages, (Dornyei 2010).

In the following section, the student and teacher questionnaires are explained separately in detail in which the researcher reveals the number of items included in each one.

4.9.2.1. Student Questionnaire

In order to investigate the target study group’s attitudes and familiarity with authentic materials, a pre-questionnaire was used first, and for a full outline of the students’ pre-questionnaire, please see, Appendix B. Two versions, the English and Arabic versions were used with students, with the opportunity to select either form, for more details of Arabic version, please see, Appendices B & C. In order to avoid a confusion that might arise in understanding and administering questions, students’ pre-questionnaire was translated into Arabic language (i.e. target group mother tongue). That step offered the study participants opportunities in selecting either form that suited them. Dornyei (2010) points out that constructing a good questionnaire involves many steps and translation into a target group language is
among those: “Translating the questionnaire into a target language if it was not originally written in that language” (p.12).

The advantage was this thesis researcher is a NS of Arabic language, and that ensures an accurate translation of the questionnaire. That technique had ensured that participants had not got confused; besides, it allowed them to answer questions with ease. The main rationale, as already clarified, for using a questionnaire was to collect as much information as possible on the participants’ demographic data, and to examine their familiarity, responses and attitudes towards authentic materials. Some of the questionnaire items were based on equivalent items from previous studies, (Gilmore 2007 ; 2004, Taylor 1994, AL-Musallam 2009, Soliman 2013, Thanajaro 2000, and the European Survey on Language Competences ESLC 2011). Other items were designed on the basis of an extensive review of the term authenticity in EFL teaching.

Participants’ familiarity with authentic input was investigated through distributing a sheet outlining authentic materials used in teaching foreign languages. The purpose of that sheet was to explore whether participants knew what authentic materials are. That sheet was administered to study participants a week before the actual commencement of the questionnaire. The questionnaire included both selected and open-response items. The main objective was to collect information on the following points:

- The participants’ personal profile, background and previous experience in English language learning;
- The participants’ familiarity with authentic materials as an input in foreign language learning;
- Participants’ attitudes and responses towards the current oral skill classes and materials used within these classes;
- Participants’ attitudes and responses towards using authentic materials in oral skills classes.
A consent form was given to study group participants clarifying that completing the questionnaire meant they agreed to participate in the current research.

The questionnaire consisted of four main sections. The first section was designed to collect demographic data related to the purpose of the research. There were 3 questions (questions 1-3) in the first section asked 9 student participants about their previous experiences in English language learning. The second section consisted of 26 statements (questions 6-31) in which the participants had responded using a five-point Likert-type scale that ranged from strongly agree to strongly disagree. Participants were asked to state their willingness by choosing one of the following options: strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The third section of the questionnaire consisted of multiple-choice questions, in which participants were asked to circle only one of the given choices. Questions from 32 to 36 asked participants about their opinions on the oral skills classes they attended at that time, and how they viewed their effective oral skills classes should be. Question 34 asked participants to order the given authentic materials from the most to the least important in developing oral skills in the target language. The fourth and final section included open-ended questions. Questions from 37 to 40 asked participants to give examples of authentic materials they preferred to be used inside conversation classes.

Before the administration of the questionnaire, a random selection of foreign language students at the University of Azzawia, who had not participated in the current study, were invited to review each item of the questionnaire, so to check the clarity and comprehensibility and overall design of the final version of the questionnaire.

4.9.2.1.1. Piloting Students’ Questionnaire

Four copies of the students’ pre-questionnaire were e-mailed to my colleague Dr. Bosaify at the University of Azzawia / Libya, and he distributed them to a number of students who had not participated in the forthcoming study. Results came back after
initial piloting to check the layout, and wording of some questions. This thesis researcher made changes to certain questions according to feedback.

Having explained the students’ questionnaire as a main instrument for data elicitation in the present study, we come to another research tool used in data collection processes, which was the teacher questionnaire.

4.9.2.2. Teacher Questionnaire

Another research instrument that was designed for the current field study, the teacher questionnaire was created to investigate the teachers’ attitudes and responses towards using authentic materials in EFL classes in the Libyan third level. Moreover, it was to give a more detailed picture of teaching environments, attitudes, and current practices, and to collate the teacher responses with relevant student responses. For full outline of the teachers’ questionnaire, please see Appendix D. Following an extensive review of the notion of authenticity in foreign language teaching, prepared questions were strictly related to this topic by this thesis researcher. Certain questions were used in both student and teacher questionnaire. A similar to the student questionnaire, the teacher questionnaire was accompanied with a consent form letter, informed the target teachers that completing the current questionnaire meant their agreement to participate in the field study.

The teacher questionnaire which was administered to 8 teacher participants was made up of variety of options, ranged from open-response items, statements, multiple-choice questions, and demographic details questions. The questionnaire itself was divided into two main sections. They were:

- The first section consisted of 3 questions designed to collect as much demographic information as possible from language teachers that were related to the present research;

- The second section consisted of 7 questions only. Questions from 1 to 5, were asking teachers to respond to certain statements about their attitudes and frequent use of authentic materials in their EFL classes. The participant teachers responded according to a five-point Likert-type scale ranging from
strongly agree to strongly disagree. They were asked to express their opinions by selecting one of the following alternatives: *Strongly agree, agree, neutral, disagree*, and the final one *strongly disagree*;

- There were two open-ended questions (6 and 7) the language teachers about factors they considered in selecting authentic materials to be used inside their EFL classes. Question number 7 was optional, in which teachers could reflect on their ideas on EFL teaching materials.

**4.9.2.2.1. Piloting Teachers’ Questionnaire**

Before the actual commencement of the study, a number of randomly selected EFL teachers at the University of Limerick, who did not participate in the final study, were invited to review each question in order to check for comprehensibility and clarity. After the initial piloting, suggestions recommended checking the layout, and using square brackets instead of tables.

Interviewing was another research instrument this thesis researcher had used in his field study for data elicitation. Semi-structured interviews were held with a number of randomly selected students from the study group. Moreover, EFL teachers were invited to some follow-up interviews during the field study. The interviewees were asked questions related to the use of authentic materials in EFL classes in the Libyan context. Those interviews contributed heavily to answering the main research questions outlined before. In the following section, we explore how this thesis researcher used interviews in the field study.

**4.9.3. Interviews**

The interviews were used with both students and EFL teachers. Further details are offered in the following two sections, where the researcher explains student and teacher interview techniques.
4.9.3.1. Student Interviews

In order to deeply examine students’ responses and familiarity with authentic materials in foreign language learning, this thesis researcher decided to conduct interviews; that helped him in answering his research questions. For more details of the follow-up interview questions, please see, Appendix K.

In defining interviews, Burns (2000) declares them: “A verbal interchange, often face to face, in which an interviewer tries to elicit information, beliefs or opinions from another person” (p.423). Moreover, interviews, according to Shohamy (2001) investigate specific topics by asking open-ended questions. In referring to the significance of interviews as data collection methods, Wilkinson and Birmingham (2003) state that: “while other instruments focus on the surface elements of what is happening, interviews give the researcher more of an insight into the meaning and significance of what is happening” (p.44)

Semi-structured interviews were conducted with a randomly selected sample of 5 students. Those randomly selected students were requested beforehand to participate in follow-up interviews for the purpose of the study. The interviewees were divided into two groups for interviews; each group consisted of two interviewees, and then the two groups were gathered in one final group. As reported by McDonough and McDonough (1997) there may be difficulty in comparing and explaining interviewees’ answers, they were however, being selected to collect data for the current study because of the flexibility in asking more follow up questions for clarifications. Semi-structured interviews as Freebody (2003) points out: “leave the sequence and the relevance of the interviewees free to vary, around and from that issue” (p.133)

This assisted the researcher in asking many more questions related to the topic. Before holding interviews, the interviewees were asked to sign a consent form, and for more details on the consent forms see Appendix E. Moreover, interviewees were informed that their interviews would be audio-recorded for the purpose of data analysis later. Besides, they were informed that these audio-materials would be kept secure in the researcher’s personal password protected computer and his supervisor’s PC for seven years after the data analysis is completed. They, additionally, were given a choice of either having the interviews conducted in English or in Arabic just
to ensure their easiness in answering each question. All interviews were held at the interviewees’ educational institution, ‘Azzaytuna University’, and the researcher made sure that interviews were not hindering interviewees’ ongoing EFL classes. That was accomplished through an earlier arrangement with the language department Head and with the interviewees themselves. In addition to student interviews, the researcher decided to conduct teacher follow-up interviews also, which enabled him as previously stated to elicit richer amounts of data on their attitudes towards using authentic materials within the Libyan university context.

4.9.3.2. Teacher Interviews

A teacher follow-up semi-structured interview was selected by this thesis researcher and used as another key research instrument. The chief reason for teacher interviews was as previously stated to elicit a richer amount of data on the EFL teachers’ attitudes and reactions towards using authentic materials in their language classes. In addition, and in order to maintain consistency, the same questions were used in the student and teacher follow-up interviews. There were seven teacher follow-up interviews in the current study. Two interviews were held face to face, but the other five were held online through Skype, and were recorded using the /Callnote Premium software/. Ten questions were designed for the teacher interviews. There were however, some additional questions used depending upon the type of the answers obtained from the interviewees, as is typical of student semi-structured interviews. For more details for the interview questions, please see Appendix K.

4.10. Contingency Plans

Before starting the actual field study, this thesis researcher proposed four different contingency plans for his programme. Each plan had its distinctive features, which differentiates it from others. The researcher deliberately prepared such four plans to which was realised help him move to the next one in case of failure of the previous one due to political and local difficulties. For more details and full outline of the four plans, please see Appendix M.
Having explored many effective research instruments, which were used in the current field study, we come to the actual selected authentic materials that were used in the one-month study in the following section.

4.11. Instructional Materials

To deeply understand students' attitudes and familiarity with authentic materials, it was essential to involve them in working with some authentic materials. The main purpose behind that was to understand and know participant responses, reactions and engagement with the selected authentic written and audio-visual materials that were presented to them.

As previously explained in chapter three on ‘authenticity’, eight authentic materials, divided into (a)- Four texts and (b)-Four audio-visual (film clip) materials were chosen and presented to participants in a four-week time period being used, twice a week. In each week, the study group participants were exposed to one written and one audio (film clip) materials, in order to examine and measure the degree of their attitudes, and engagement with the presented materials. For a detailed outline of the selected materials, general and specific aims, pre and post activity tasks, please see, Appendix F.

A week before the actual study, study participants were given a familiarity sheet, which shed light on common used authentic materials in the field of EFL teaching. That ensured raising their interest in the already designed materials for the one study. For more details on interest, motivation in students, please see, chapter five.

Eight authentic materials were selected on the basis of their length, interest, and suitability of the content to the forthcoming participants. Four written and four audio authentic materials were obtained from a variety of sources. The researcher arranged to meet the target group twice a week in order to use two authentic materials, one audio per class and one written material per class. The first one was a newspaper article in the New York Times, published on January 8, 2014. The main topic of the article was about ‘cold weather’ and its consequences on the life of Americans. The second one was a short film clip entitled ‘FIFA 14 Ultimate Team - #2 Own Goal’,
which lasted for 3:51 minutes. The researcher, in presenting those two authentic materials, wanted to test the target study group’s reactions and responses to those materials. A weekly evaluation data sheet was given to study participants after each task to reflect their ideas on the activity.

For the second week, the first task to be presented was a newspaper article taken from the online Newsweek magazine entitled ‘Mandela Laid to Rest as Mourners Bid Final Farewell’ published in December 2013. The specific aim was communicative, in observing learners’ reactions and responses to that article. The second task was to watch a short film clip entitled ‘Flying-Lion Buffalo Launches predator into the air’, which lasted for 1:21 minutes. That short film gave the target study group enough time for interacting and discussing the film clip content, and reflecting on their knowledge in the L2.

In week three, the study participants were given a newspaper article taken from the Irish Times online newspaper entitled ‘Do Gingers Feel the Cold More? Ask the Even Younger Scientists’ published in 2014. The specific teaching aim behind this is communicative and to observe learners’ reactions to advances made in science each day. The second material for this week was a film clip entitled ‘Cell Phone crashing at the Airport’, which lasts for 3:10 minutes. The main aim here was communicative, and to observe learners’ understanding of the film contents.

In the final week, two selected authentic materials were presented to the study group. The first one was a newspaper article from the Independent online newspaper, entitled ‘First nutrient-enriched GM crops could be grown in the UK within months’. The specific teaching aim was to examine learners’ reactions towards new advances in science in the agricultural section in world. The second material was a short film clip entitled ‘Lidl is revealed as the secret behind Dublin's Secret Garden’. This short film clip was taken from the target language culture, which the researcher aimed to observe the target study group’ reactions and engagement with the authentic audio-visual materials.

The researcher in the following section gives an outline of the authentic materials and tasks for his study group.
4.12. Outline of Authentic Materials

The following is an outline of authentic materials obtained from online newspapers, film clips, and music used for Libyan university fourth year students, though, the researcher still hesitated about using the controversial ‘music’ material among the selected materials. The researcher’s hesitation for excluding music stems from cultural differences between the target language and the target study participants’ culture. In the former, music is permissible whereas in the latter is not, since it is a conservative Muslim society and listening to music materials is prohibited according to the Islamic Sharia Law. As a consequence, the researcher did not risk the whole data collection processes and music was not used in any of the chosen film clips, and needs to be adjusted to the PARSNIP model.

An authentic material is not an easy task to design, because learners’ abilities vary. Lee (1995) clarifies that careful selection of authentic materials is necessary if we want desirable and positive responses from learners. Inspired by this, the researcher here outlines a suitable lesson plan for his study. Such a lesson plan was taken from the National Center for the Study of Adult Learning Literacy, the NCSALL Seminar Guide (2005) with a granted permission from Leah Peterson, registrar/Dissemination coordinator, World education, U.S. For more details of the granted permission, please, see Appendix L. In each task, an outline of the rationale, objectives, and the pedagogical goals for selected materials will be explained. Eight different activities were introduced to the study subjects; and it was intended that these activities are specifically designed to make them as authentic, interesting, useful, and motivating as possible for Libyan EFL classrooms. In order to observe student attitudes and motivations, a weekly review sheet was given to students to fill in what they learned from the activity. This weekly review sheet also helped the researcher in answering his study questions, the sheet will be described in detail in the next chapter, the research methodology. For more details of a copy of the weekly review sheet, please see Appendix F.

The target study group was given two authentic materials for four weeks; a newspaper article and a film were presented in each week. The following is an outline of the specific aims of the selected materials and how they were presented. This thesis researcher hypothesised that the following materials may improve target
learners’ language proficiency. Moreover, the researcher wanted to examine their effectiveness in improving learners’ motivation and interest in TL.

4.12.1. Task and Type (1)

Before presenting each authentic material, the researcher started by priming, preparing and raising the target study group attention to the selected materials. Such priming discussion of related materials applied in advance in all of the following tasks. A weekly review sheet was given to each student at the end of each task, in order to examine their interest in the presented materials. Further details of such materials and how they were applied appears in the next chapter, research methodology.

The first newspaper article for week one was obtained from ‘the New York newspaper’, entitled “Brutal Cold Weather” written in 2013, the basic aim for selecting this article was communication, and observing target learners’ familiarity with new verbs and adjectives related to the weather. The second material was a short film clip entitled “Freestyle football juggling battle- Neymar Jr vs Hachim Mastour”. This film clip lasts for 3:39 minutes. The researcher through presenting these two authentic materials aimed to explore the target study group’ reactions and responses to such materials.

4.12.2. Task and Type (2)

In week two, a newspaper article taken from Newsweek online version entitled ‘Mandela Laid to Rest as Mourners Bid Final Farewell’ was written in December 2013. The specific aim was again communicative, in observing learners’ reactions and understanding of words related to sadness and mourning. The second task was to view a short film entitled ‘Flying-Lion Buffalo Launches predator into the air’, which lasts for 1:21 minutes. This short film gave the target study group enough time interacting and discussing the film content, and reflecting on their knowledge in the L2.
4.12.3. Task and Type (3)

In week three, the study group was given a newspaper article taken from ‘the Irish Times online newspaper’ entitled ‘Do Gingers Feel the Cold More? Ask the Even Younger Scientists’ published in 2014. The specific aim behind this was communicative and to observe learners’ reactions to advances made in science each day. The second material for this week was a film entitled ‘Cell Phone crashing at the Airport’, which lasts for 3:10. The main aim here was communicative, and to observe learners’ understanding of and reactions to the film contents.

4.12.4. Task and Type (4)

The final week in the current study also presented two selected authentic materials. The first one was a newspaper article from ‘the Independent online newspaper’, entitled ‘First nutrient-enriched GM crops could be grown in the UK within months’. The specific aim was to examine learners’ reactions towards new advances in science within the agricultural section in the world. The second material was a short film clip entitled “Lidl is revealed as the secret behind Dublin’s Secret Garden”. This short film clip lasts for 3:55 minutes. The researcher wanted to explore the target study participants’ reactions and responses through that audio-visual authentic material through their engagement with such authentic materials.

The actual procedures in implementing the selected authentic materials and the period of the field study will be explained in detail in the next section.

4.13. The Procedures

As mentioned earlier in this chapter, the data was collected during the Autumn Semester of the academic year 2014, which started at the beginning of October and ended on November 20th. There were 9 student participants who participated in the students’ pre-questionnaire, and the questionnaire. Moreover, five students participated in the follow-up interviews. There were also 8 EFL teachers who participated in the teacher questionnaire, and 7 teachers participated in the teacher
follow-up interviews. The researcher acted as action participatory researcher, in which he administered the pre-questionnaire, the questionnaire, and held the interviews with both students and EFL teachers.

4.14. Local Difficulties

It is of no small significance in the current doctoral thesis to highlight the local difficulties, which this thesis researcher encountered through his data elicitation journey back in Libya, which was originally planned to be from September 15\textsuperscript{th}, 2014 up to November 10\textsuperscript{th} in the same year. However, due to certain local circumstances, the field study stage was postponed for nearly three weeks. The significance of those difficulties stems from their huge influence on the delimitations in the data gathering stage. Further discussions of such difficulties appear in the following chapter, chapter five.

As this thesis researcher was getting ready to go back to his home country to initiate his field study stage, a number of difficulties had confronted him. Such difficulties took into consideration during the data analysis stage in the following Chapter 5, the target country was still under the impact and influence of 17\textsuperscript{th} February Revolution, which broke out early in 2011. Libyans were still suffering up to the present time from the ex-regime’s negative clashes with the rest of the world, especially the West.

Firstly, as the researcher arrived in Libya from his long transit journey, a war broke out between two military groups. Such clashes continued for more than three weeks. As a consequence, the beginning of the academic year was delayed for nearly three weeks. The current field study was planned to start on September 15\textsuperscript{th}, and due to such military clashes, it was delayed to October 10\textsuperscript{th}, 2014. After that, the researcher approached the faculty dean and the language department head at Azzaytuna University, and offered his clearance documents in order to begin his data elicitation procedures. Three days later, a meeting was arranged with a number of the target study group, and some were very interested and some were not. Secondly, the target group were invited to take a part in the present study by answering the familiarity sheet, the pre-questionnaire, attending the 40 minute classes, and joining the follow-up interviews. The researcher himself administered the familiarity sheet and the
student questionnaire, and invited the target group to join the follow-up interviews. Moreover, it was arranged with the target group to meet for the 40 minute recorded classes; however, not one student came to those classes due to the ongoing local difficulties. Because the target group refused to attend the aforementioned 40-minute classes, the researcher moved to contingency plan B. Therefore, he arranged for another meeting with that group to invite them for interviews, and four students agreed to be interviewed and arranged to meet two days later. It was agreed with the students be divided into two groups for interviews, and then later one final group interview was held with all the participants. In each group, two students were interviewed, and then in the final group interview, there were five students interviewed, since another student voluntarily decided to attend that final group interview.
4.15. Chapter Summary

In the present chapter, the methodologies which the researcher used in the data elicitation stage back in Libya, are explained in detail. First, he gave a detailed explanation and evaluation of various research methodologies i.e. quantitative, qualitative, and mixed methodology, before deciding to employ a mixed methodology approach. Additional emphasis was put on the participants, setting, and delimitations of the field study. The research instruments, a pre-questionnaire, a questionnaire, and interviews were also explained in detail in the chapter.

The researcher in choosing to be an Action Researcher revealed the positive sides of such a role in the planned field study. Furthermore, the four approvals needed to conduct ethical research were also outlined in this chapter, revealing the methods of conducting the field study, and the rights of the target group. Finally, the researcher outlined the procedures he followed in the data elicitation stage and also the proposed method for analysing the gathered data. In addition, he relayed some of the local difficulties and challenges encountered during the field study.

In the next chapter, the researcher will analyse the data elicited during the field study, the main method chosen was thematic analysis. As is typical in thematic analysis studies, this will concentrate upon the most salient and pertinent aspects with direct impact upon the researcher’s main questions.
CHAPTER 5- DATA ANALYSIS (1)
5.1. Introduction

This chapter is divided into two main sections, section one will be presenting the major findings of all research instruments being used in the current field study. Section two will be the qualitative analysis of such major findings and the key themes within them. Throughout the chapter, salient references will be made to important themes in other studies in the literature of authentic materials, and some final conclusions will be flagged.

The fundamental purpose of the current study is to determine university students’ and teachers’ attitudes towards using authentic materials inside EFL classes in the Libyan third level context. The present chapter attempts to find answers to the given research questions. Moreover, it discusses the results of both the quantitative and qualitative data analyses. First, the major findings of the research instruments, namely, familiarity sheet, student questionnaire, teacher questionnaire, student and teacher follow-up interview results will all be discussed in this chapter. Then, the main themes of each one will be discussed in relation to the chapters 2 and 3, reaching to the conclusions and recommendations in the final chapter.

The current chapter reports the findings that were gathered from examining the collected data in the present study. As mentioned in the introduction, findings of the research questions will be analysed chronologically as they were conducted during the data gathering stage back in Libya. First, a summary of the current study will be given, and then the primary and secondary research questions and the hypothesis will be given.

5.2. Section 1- The Research Questions

There are a number of research questions for which the current research attempts to find answers. Four main questions and one secondary question were used and could be summarised in the following:
5.2.1. The Primary Research Questions

- To examine the study participants’ attitudes, engagement, responses, and reactions towards using authentic materials in language classes at Azzaytuna University in Libya;

- To investigate whether Libyan university students recognise the differences between authentic and textbook materials, which are already prepared for instructional purposes, and whether they take advantage of the availability of authentic materials online in the current era;

- To discuss the impact of authentic materials in developing and enhancing students’ communicative competence in the target language, and finally;

- To assess and propose a redesigned localised version of Tomlinson’s (2014) PARSNIP model to a Libyan context.

5.2.2. The Secondary Question

- To explore whether English language teachers at Libyan universities currently recognise and use authentic materials in EFL teaching.

The principal objective of the current doctoral programme was to examine and investigate the students’ attitudes and reactions to using authentic materials in language teaching and English as a foreign language at Azzaytuna University in Libya. Moreover, another chief aim was to examine whether students recognise the differences between authentic and traditional textbook materials. Additionally, the last one was to observe and examine the effect of authentic materials on students’ communicative competences in the target language. The secondary question was to examine and observe the attitudes and reactions of language teachers towards using authentic materials in their language classes. Teachers’ usage of such materials in teaching English language classes was also explored through questionnaires and the follow-up interviews.
The final study group consisted of nine students who were studying English as a foreign language at Azzaytuna University, and nine EFL teachers who were teaching English at the same university.

Interviews were also held with the same student groups. Teacher interviews were held in different places, and not specifically with Azzaytuna University teachers. One interviewee teacher was from the University of Tripoli, and the interview took place at his house. Another interview was held at University of Limerick with an EFL teacher working on her doctoral programme in Ireland. The other five interviews were held online through Skype with other EFL teachers working on their doctoral theses in the U.K. All student and teacher follow-up interviews were recorded. Therefore, in total, there were 15 EFL teachers who were involved in the study: 8 EFL teachers participated in the teacher questionnaire, and other 7 EFL teachers were invited for follow-up interviews. For more details of the recorded materials of both student and teacher interviews, please see Appendix O.

5.3. Results of the Study

The analysis of the obtained results from students’ pre-questionnaire, questionnaire, follow-up interviews, and from teachers’ questionnaire and follow-up interviews reveals that there are strong and positive attitudes from both cohorts towards using authentic materials in language teaching at Libyan universities. A detailed and separate analysis of the major findings will be presented in the following sections, where the researcher highlights the major themes within the elicited data, and then he presents the major agreements and disagreements between student and teacher results in the next chapter. Such agreements and disagreements will assist the researcher in writing up the conclusions and recommendations of the current study in the final chapter, chapter 7.
5.3.1. Findings of Familiarity Sheet

In order to elicit richer data on authentic materials to address the given research questions, the familiarity sheet was used, and now it is time to bring together the elicited results. Evidently, it can be seen from the results achieved that the majority of EFL Libyan students are fully aware of sources for authentic materials, and they actively use Web 2.0 applications. The current results contribute to the many previous studies on the effectiveness of using technology and Web 2.0 applications in the field of language learning, and on the reports of some of the many advantages of technology usage. (Alsaleem 2014, Sharples et.al. 2009, Dearstyn 2011, Sumakul 2012, Norizan et.al. 2013, Kukulsk-Hulme and Lesley 2008, Khodashenas and Amouzegar 2013, and Vavoula et.al. 2004). Some of those applications are used intensively, such as Facebook, Whats app, and others are hardly used such as Twitter, and Tango. In the following, we will summarise the major findings of students’ familiarity with such Web 2.0 applications, and their degree of knowledge of them as sources of authentic materials.

More than half of student participants 5 out of 9 revealed high familiarity and preference for watching English television programmes as a typical and habitual activity at their homes as can be seen in the following chart:

![Chart 5.1. Students’ Familiarity with English Television Programmes](chart5_1.png)

Watching English television programmes would improve and enrich students’ pronunciation, vocabulary, and speaking skills in the L2. Moreover, it offers the opportunity to differentiate and be familiar with different accents. However, student participants showed their negative attitudes to and unfamiliarity with printed materials, like English magazines, and advertising materials such as brochures. Three out of 9 student participants expressed their familiarity with such printed authentic materials. The
following chart reveals student familiarity with printed materials such as magazines and brochures:

![Chart 5.2. Students’ familiarity with English magazines and Brochures](image)

Chart 5.2. Students’ familiarity with English magazines and Brochures

Students’ negative attitudes appeared because of the traditional teaching methods followed by their English teachers. In the preparatory and secondary stages, and from a personal point of view, teachers are accustomed to using textbooks, and follow strictly the given curriculum. Despite this, in recent years, there has been a major change in the secondary school English language curriculum in Libya, becoming more like a communicative one, there are however, teachers who still apply very traditional teaching methods, like the Grammar Translation Method.

Other materials with which students were asked to show their familiarity were printed authentic materials. Less than half of the student participants 3 out of 9 showed their familiarity with printed genres such as short stories, poems, and novels. However, the other half revealed their unfamiliarity with such materials, as will be seen in the following chart:

![Chart 5.3. Students’ familiarity with printed literature, e.g. short stories, poems and novels](image)

Chart 5.3. Students’ familiarity with printed literature, e.g. short stories, poems and novels
Furthermore, the majority of students, two-thirds, have shown their high familiarity with audio programmes as a source of authentic materials as will be seen in the following chart:

*Chart 5.4. Students’ familiarity with radio broadcasting*

Concerning the use of social networking services, not all student participants showed their unfamiliarity with using *Twitter*, as a significant social app used for social communication as could be seen in the following chart:

*Chart 5.5. Students’ familiarity with Twitter as a significant web 2.0 app*

However, student participants have revealed high familiarity with using *Facebook*, as a social networking app. Five out of 9 student participant has revealed high familiarity with Facebook as a significant web 2.0 app used for communications as can be seen in the following chart:
In addition, another significant social networking app, to which students were asked to show their familiarity, is Wechat. Five out of 9 student participants showed strong and heavy use of Wechat as a networking service for keeping in touch with friends and family members. The following chart reveals students’ familiarity with Wechat as a significant web 2.0 app used for communications:

Another significant social application was Whatsapp. More than half of the student participants showed high familiarity with using Whatsapp as social networking services, and as mean of language learning, as will be seen in the following chart:
Results here are in accordance with Alsaleem’s (2014) findings in the Saudi EFL context. She found that undergraduate writing abilities enhanced through using Whatsapp and that the students’ EFL vocabulary has developed accordingly. YouTube was another vital app with which student participants have revealed high familiarity. Three out of 9 student participants expressed their familiarity with using YouTube as a valuable source of authentic audio-visual materials, which may reflect positively on their language proficiency. The following chart reveals students’ familiarity with YouTube as a significant web 2.0 app:

![Chart 5.9. Students' familiarity with YouTube as a significant web 2.0 app](chart1.png)

Another significant web 2.0, application used for exchanging audio and text messages, is Viber. Almost all student participants 7 out of 9 showed high and heavy use of Viber as a method of communication with family and friends, while two student participants gave no answer. The following chart reveals students’ familiarity with Viber as a significant web 2.0 app:

![Chart 5.10. Students’ familiarity with Viber as a significant web 2.0 app](chart2.png)
Instagram was also another web 2.0 application, which student participants showed low familiarity. Two out of nine participants showed familiarity with Instagram as a web 2.0 app used for exchanging messages, photographs, and comments. The other seven gave no answer as could be seen in the following chart:

![Chart 5.11. Students' familiarity with Instagram as a significant web 2.0 app](image)

Tango was another social app to which students showed unfamiliarity. Four student participants out of nine showed unfamiliarity with Tango as a social networking service used for voice and audio messages, whereas the other half showed moderate familiarity with Tango as can be seen in the following chart:

![Chart 5.12. Students' familiarity with Tango as a significant web 2.0 app](image)

A small number of student participants have given other insignificant results on using Yahoo-Messenger for communicating with friends. Familiarity

Evidently, the majority of the study participants have and already used technology, (e.g. smart phones) for keeping in touch with friends and family members. Not only using such smart phones applications for communications, but also they use it for their EFL learning. Such findings reveal the potentials of using technology in
language learning within the Libyan EFL context. The effectiveness of technology use in language teaching may yield better learning results. Language teachers can use such technology in home assignments for their students, searching for online specific information and discuss them together in classes. Findings here contribute to the many previous studies conducted in different contexts of the effectiveness of technology use in the field of ELT in the Libyan University context, (MALL Research Project Report 2009 Kajder and Bull 2004 Sharples 2005 and Mitchell *et al.* 2006). Further discussions of such significant results will appear in subsequent stages in this chapter and the following one.

5.3.2. Student Questionnaire Results

The following are results drawn from students’ questionnaires, which will be used in addressing the research questions in the current doctoral programme. As already stated, student participants have mostly shown positive attitudes and reactions to using authentic materials in EFL teaching at Libyan third level. Such results have also been proven in many previous studies in other contexts such as Al-Musallam (2009) Thanajaro (2000) Otte (2006) Gilmore (2007) Weyers (1999) and Sabet and Mahsefat (2012). The current results and others drawn from other used research instruments will all be used in answering the specified research questions.

All students share the same social, economic, and educational backgrounds. They have been learning English as a foreign language for more than 10 years in preparatory and secondary school stages. Only one student had lived in an English speaking country for more than three years, and he seemed more familiar with authentic materials than the other group unsurprisingly. Moreover, they have shown their positive attitudes to using authentic materials instead of traditional textbook materials. More than half of the participants five out of nine revealed that authentic materials would enable them to become professional more competent EFL, and would reflect on their future language uses, as can be seen in following chart. Meanwhile, they all complained about the traditional teaching methods applied by their EFL teachers, and how such teaching methods should be changed, favouring a more student-centred approach.
Concerning the non-linguistic advantages, student participants showed their strong confidence in the motivating potentials of authentic materials in FL learning. Six out of nine participants showed their confidence in motivating potentials of authentic materials in language learning. Such a strong confidence appeared in their selection of the first item in Five-point Likert type scale, ‘Strongly agree’. Two thirds of student participants six out of nine strongly believe that authentic materials may yield positive and desirable effects on their motivations for learning the English language. The following chart shows student percentages of the motivating capabilities on their language learning.

Such strong beliefs from students might appear as a consequence to EFL teachers’ heavy use of traditional demotivating materials. Teachers’ heavy use of traditional teaching methods, or maybe teaching styles made students strongly believe that using authentic materials would have positive consequences on their motivation. Nevertheless, significant negative attitudes can be noticed from student participants in using authentic materials for teaching beginners. Seven participants believe authentic
matteials are difficult to be used in teaching English language for beginner learners. They, on the other hand, believe authentic materials should be used with more advanced EFL learners, whereas, two student participants disagree with the given statement, as can be seen in the following chart:

![Chart 5. 15. Authentic materials are difficult in teaching English language for beginners](image)

Moreover, student participants admitted the possibility of finding new and difficult vocabulary within used authentic materials. The majority believed that authentic materials contain new expressions, which may be difficult to be recognised on first viewing. However, one student participant disagreed with other students in encountering difficult vocabulary and expressions within authentic materials.

![Chart 5. 16. Authentic materials may contain difficult vocabulary](image)

The opportunity of encountering new expressions is common in using authentic materials and that it is EFL teacher’ responsibility to explain that to EFL learners. EFL teachers should clarify that such new phrases and expressions work as
challenging elements for mastering the L2. The researcher will return to this theme in subsequent stages in this chapter and in the following one.

Time preparation of authentic materials on the part of the teacher was another vital point highlighted by the study participants. Despite authentic materials’ positive results on EFL learners, they consume much time from language teachers. Preparing authentic materials, as revealed by many other researchers, (Peacock 1997, Martinez 2002, and Guariento and Morley 2001) consumes much of the teachers’ time unlike readymade textbook materials. In the former, teachers need to pay close attention to their students’ levels, gender, culture, and most significantly to their needs. While, in the latter, textbook materials are prepared earlier for pedagogical purposes, and EFL teachers just make use of such materials. Five out of nine participants admitted authentic materials need much of a teacher’s time, whereas two student participants disagreed with the given statement, as can be seen in the following chart.

![Chart 5. 17 Authentic materials require much preparation from the teacher](image)

As stated by many other researchers, authentic materials are usually time consuming on the part of ELT teacher, however, a careful suitable preparation would make the teachers’ work more effective and less time consuming. Teachers may ask their students to participate in the process of materials’ selection, and the teacher may appoint his/her students to search for specific materials from the Internet. Doing so, teachers would have many positive points at the same time such as classes automatically shifting into a more student-centered rather than teacher-centred ones. This point and others as well will be further discussed in later stages.
Although student participants admitted the difficulty of using and preparing authentic materials, they, on the other hand, showed positive attitudes in general to the English language curriculum. Most student participants six out of nine expressed their preference for authentic materials to be an essential part of the taught EFL curriculum at Azzaytuna University, whereas, only one student disagree with the given statement, as can be seen in the following chart.

![Chart 5. 18 Authentic materials should be a part of the English language curriculum](image)

Moreover, the participants of the current study have revealed positive attitudes and willingness to using authentic materials on a daily basis, rather than from time to time. Such heavy use of authentic materials would enable learners to understand deeply and use more competently the target language for their own future use or for teaching purposes. Five student participants strongly agreed for introducing authentic materials on daily bases, while two disagree as can be seen in the following chart.

![Chart 5. 19. Authentic materials should be used and introduced in language classes everyday](image)
Not only student participants showed positive attitudes to the regular use of such materials, but they also stated complete confidence in authentic materials not only in improving and in developing their EFL speaking skills. Nine out of nine student participants agreed on the potentials of authentic materials in developing learners’ communicative competence, as can be seen in the following chart.

![Chart 5. 20. Authentic materials improve the students’ speaking abilities](image)

Concerning the teaching styles, seven student participants have stated that language classes should be shifted into a student-centred instead of a teacher-centred medium. Only one student disagreed with the given statement, as can be seen in the following chart. Student-centred classes would improve and develop their English language proficiency rather than with the traditional teaching styles applied by their language teachers.

![Chart 5. 21. Language classes should be turned into a student-centred rather than a teacher-centred](image)
With regard to different categories of authentic materials, two-thirds six out of nine student participants stated their support and positive reactions to using written authentic materials such as newspaper articles in EFL classes, whereas, three participants showed disagreement with the potentials of using newspapers as good authentic materials in language teaching. The following chart reveals the participants’ attitudes towards the given statement.

![Chart 5. 22. Newspaper articles are good examples of authentic materials](chart5.png)

They in addition, have stated their attitudes toward using newspaper articles as an essential part of English classroom activities. More than half of the participants, five students recommended using newspaper articles as a part of the English language curriculum, while two students disagreed with, as can be seen in the chart below.

![Chart 5. 23. Newspaper articles should be a part of English classroom activities](chart5.png)

On using advertisements as possible teaching materials in EFL classes, only two of the student participants have expressed positive attitudes on using advertisements and
street signs as teaching materials inside language classes, while five student participants remained neutral. The other two participants showed their disagreement with using English street signs as a part of a language class, as is shown in the following chart.

![Chart 5. 24. English street signs should be part of a language class](image)

Nevertheless, at the same time, more than half of the participants declared internet materials to be good examples of authentic materials. More than half of the participants five out of nine revealed positive attitudes and reactions to using internet materials in language classes within the Libyan university context, while only one student participant disagreed with the given statement as can be seen in the chart below.

![Chart 5. 25. Internet materials should be a part of language classes](image)

Moreover, more than half of the student participants five out of nine showed positive attitudes toward using internet advertisements as potential and good examples of
authentic materials, whereas two disagreed with, as can be seen in the following chart.

![Chart 5.26](image)

*Chart 5.26. Internet advertisements are good examples of authentic materials*

On the potential of authentic materials as informing news materials, students showed positive attitudes towards using authentic materials as informative materials on world events. A significant advantage of authentic materials is the potentials of offering a sense of progress and advancement in the process of L2 learning. As it can seen in the following chart, all student participants recognise authentic materials keep them informed about what happens in the world.

![Chart 5.27](image)

*Chart 5.27 Authentic materials keep learners informed about what is happening in the world*

Within the current study, student participants have expressed positive attitudes in the sense of achievement in using authentic materials inside EFL classes. Such results add to the many previous studies in literature on the many advantages of such materials in the field of EFL/ESL learning. Seven out of nine student participants
revealed positive attitudes to authentic materials, whereas, one student disagreed and other gave no answer, as can be seen in the following chart.

Chart 5. 28. Authentic materials offer learners a sense of achievement in the target language

More than two thirds of the participants six out of nine stated that authentic materials enable them in dealing with English language as used in the real world outside language classes. However, one student strongly disagreed with the given statement, as can be seen in the following chart.

Chart 5. 29. Authentic materials enable learners deal with the real language

The language-culture relationship was another significant theme highlighted by the current study participants. As discussed in previous chapters, there is a strong relationship between language and culture, and many scholars and researchers such as Agar (1994) Byram (1991) and Mishan (2005) and others as well have all referred to such strong ties between these two terms. Agar (1994) stated that it is impossible to separate between language and culture, and added that the two terms should be called
as ‘languaculture’ instead of separate terms. More than half of student participants, 5 out of 9, acknowledged that authentic materials reflect the target language culture, in which L2 learning involves target culture as well. While, three students disagreed with the given statement, as can be seen in the following chart. Further discussion of this point will be later in this chapter.

![Chart 5. 30. Authentic materials reflect the target language culture](image)

Moreover, students have positively revealed that using authentic materials intensify and reinforce creative thinking among EFL learners. This could be attributed to the advantage of such materials in meeting the immediate EFL needs and interests, where textbook traditional materials were less effective and quickly dated. Almost all student participants eight out of nine strongly agreed with the potentials of authentic materials in supporting creativity in EFL teaching. While only one student disagreed with the given statement, as can be seen in the following chart.

![Chart 5. 31. Authentic materials support creativity in English language teaching](image)

Study participants, as clarified before, have shown various answers on the possibility of encountering vocabulary which may not be relevant to their current needs. Four
students expressed their neutral status, while two students disagreed with the given statement clarifying that all items of vocabulary are good for them. Three participants have also agreed that there is a possibility of encountering new words not related to their current needs. The following chart reveals the participants’ answers to the given statement.

Chart 5. 32. Authentic materials may contain vocabulary not relevant to learners’ immediate needs

Two-thirds, six student participants revealed their positive attitude to audio-visual materials in improving their L2 language pronunciation. Whereas, two students remained neutral and one student disagreed with the given statement. Results here are consistent with those found by Thanajaro (2000). She found that students’ listening capabilities increased through using authentic listening materials, and students exhibited positive attitudes to such materials being used. The following chart reveals the students’ answers to the given statement.

Chart 5. 33. Audio-visual materials help students comprehend the correct pronunciation
Student participants have shown remarkable and positive attitudes to using music lyrics as materials in language learning. Despite differences between the students’ and the target culture, six student participants agreed on the beneficial effects of music as authentic materials in improving their L2 proficiency, whereas, three students remained neutral as can be seen in the following chart. The provocative materials in EFL teaching will be discussed more later in this chapter and in the following chapter.

![Chart 5. 34. Popular music lyrics help learners understand the target language](chart5_34.png)

With regard to developing linguistic competence, seven student participants have revealed their trust in authentic texts in enhancing their linguistic competence, but not all of them. Two of the participants disagreed with the potential of such materials for increasing their linguistic competence, as can be seen in the chart below.

![Chart 5. 35. Authentic materials improve learners’ linguistic competence](chart5_35.png)
Unlike to what given before, the student participants showed their trust to the potentials of enriching their L2 vocabulary through using authentic materials. A large number of the participants 7 out of 9 indicated that using authentic materials would enrich and increase their vocabulary knowledge, whereas two student participants remained neutral as can be seen in the following chart.

![Chart 5.36. Authentic materials develop students’ vocabulary knowledge](image)

As mentioned before, one of the main advantages of authentic materials is its closeness to the everyday actual language as used between native speakers. The researcher found that more than half of the students five out of nine have indicated that using authentic materials would help bridge the distance between EFL classes and the real world. Unlike textbook materials, the authentic ones mirror and reflect the target language as used by its native speakers. Two student participants disagreed and two remained neutral and gave no answer as can be seen in the following chart.

![Chart 5.37. Authentic materials help bridge the gap between classroom setting and the real world](image)
Moreover, the participants in the current study indicated that conversation classes in English are very significant. Eight student participants clarified the significance of conversation classes in English language, while only one student said he speaks English language only inside language classes, as can be seen in the following chart.

*Chart 5.38. Opinions on conversation classes in English language*

Moreover, they have expressed their satisfaction with the current conversation classes at Azzaytuna University, they, however, added that such classes should be more realistic and closer to real conversations as used in the real world. As can be seen from the chart below, seven out of nine student participants clarified that conversation classes are good but they should be more realistic, which means the use of audio-visual materials. While two students stated that conversation classes are good and help improve their communicative competence.

*Chart 5.39. The current oral skills classes at Azzaytuna University*
The participants referred indirectly to using authentic materials in those conversation classes when saying classes should be more realistic and closer to real conversations. Six of the participants revealed their online access to some conversation classes. Furthermore, they have shown their preference for a conversation class in which varieties of authentic materials are used.

The participants have ordered a number of given authentic materials according to their importance in developing their oral skills. Their selection appeared as the following:

- Audio-visual materials such as English television programmes, English radio programmes, and English films were given priority.

- Written authentic materials such as magazines, short stories, came next.

![Chart 5. 40. Classify the following materials from the most important to the least important in developing the oral skills](image)

The availability of online materials was another issue to which the student participants have indicated their positive attitudes. The students were asked whether they access a number of online materials given in a previous question. Three student participants said yes, while six students answered No, as can be seen in the chart below.
The student participants were asked how often they watch English language television programmes. Their answers varied from once a week three students; two students twice a week; two students three times a week; and two student participants they watch English language television programmes every day. Some of them watch TV programmes regularly; others are from time to time, as can be seen in the chart below.

The student participants were given a number of different conversation classes and were asked to select which one they like. Three students selected the one in which radio programmes are used. Two student participants selected the conversation class where traditional ways of teaching are used. While four students selected the conversation classes in which a mixture of the three already given materials are used. The chart below reveals the participants’ answers.
With regard to other open-ended questions, all student participants did not answer or add any other authentic materials not mentioned in the current questionnaire, and request to be used inside EFL classes.

Evidently, the study participants have positive attitudes toward using authentic materials in the Libyan University context. The same results were found in many other studies conducted before in different contexts on the effectiveness of authentic materials in language teaching such as Thanajaro (2000) Gilmore (2007) Al-Musallam (2009) Soliman (2013). There are however, certain difficulties such as cultural differences and others such as difficult vocabulary that restrict the proper applications of such materials as learning tools in language classes within the Libyan University context. Such obstacles and others as well will be further discussed later in this chapter, and the researcher will offer certain recommendations in this respect in the final chapter.

5.3.3. Teacher Questionnaire Results

The teacher questionnaire was another research instrument used in the current study, and the purpose was to know the EFL teachers’ attitudes and reactions toward using authentic materials in EFL teaching in the Libyan university context. All participant
teachers share the same backgrounds, and are all Libyans, except one Palestinian teacher. They all have their master’s degree, except one with a doctoral degree.

All teacher participants stated that authentic materials are good materials for teaching English language. In addition, they revealed that authentic materials are more motivating to FL learners than traditional textbook materials. With reference to the different categories of authentic materials, the EFL teachers indicated that authentic written materials as newspaper articles are good materials to be used in language classes. Moreover, they expressed their belief that using audio-visual materials in FL classes are good, which would reflect positively on learners’ L2 proficiency. Teacher participants were given a list of authentic materials and were asked to state which one they use inside their EFL classes. Two teachers highlighted using YouTube films as teaching materials inside their classes. Three teachers selected using newspaper articles as authentic teaching materials in teaching students. Two selected using internet materials in general. Two teacher participants have highlighted using audio-visual materials such as television and radio programmes in teaching their students.

![Chart 5.44: I use the following authentic materials in my language classes](image)

Concerning the use of technology for social communication and EFL learning, almost all teacher participants stated their possession of smart phones, and expressed their use of social networking services for communicating with friends and family members. Two-thirds of teacher participants revealed using their smart phones in EFL
learning. There is however, one-third who expressed their reluctance towards using smart phones for language learning.

Teacher participants were asked to openly mention any factors they consider in selecting authentic materials for their EFL students. Almost all teacher participants failed to add and or give any factors. Only two teachers revealed the following factors, which might be considered in selecting authentic materials for FL learners. The first teacher participant suggested the following:

- Culture of students;
- Level of students; and finally;
- Gender of the students.

The other teacher participant gave the following four factors:

- The aim of the course;
- The level of students;
- Student background, and finally;
- Student attitudes.

Clearly, EFL teachers have positive attitudes to using authentic materials in language classes. Not only using a single category of such materials, but also using a variety of categories in their classes. Such results add to those found by Soliman’s (2013) in his survey study among Libyan EFL teachers in the University of Benghazi, and to Al-Musallam’s (2009,2007) results in the Saudi context. Further discussion of teachers’ attitudes will be carried on later in this chapter.

5.3.4. Student Follow-up Interview Results (Group One)

Student interviews were another instrument used in the current field study, in which the researcher divided the interviewees into two main groups, and then the two groups were gathered in one final interview. Findings of the three interviews will first be
revealed separately, and then major themes will be drawn up and analysed later in the next chapter.

The two student interviewees in the first group have shown their positive attitudes to using authentic materials in FL teaching. They prefer authentic materials to be used instead of traditional textbook materials. The interviewees’ positive attitude could be as a reaction to their FL teachers’ heavy use of traditional materials. On the other hand, the interviewees have expressed their dissatisfaction with their EFL teachers not using authentic materials in language teaching. Language teachers, as they clarified, follow the given curriculum literally, and never use any authentic materials.

Further discussion on student perceptions is carried later in the next chapter.

Concerning the types of authentic materials, both of the interviewees stated their confidence in audio-visual authentic materials as activities, which would act positively on developing their language proficiency. Moreover, they added that using written materials would also be helpful in improving FL skills. Their preference for written rather than spoken materials could be due to their familiarity with traditional teaching methods followed by language teachers.

A number of difficulties were identified by student interviewees, which do not facilitate using authentic materials at Libyan EFL university classes such as:

- The size of a language class; and
- University facilities, and most important is teachers’ unwillingness to use authentic materials, because they are time consuming.

The student interviewees expressed positive attitudes to and familiarity with social networking services communicating with friends and family members. Moreover, they revealed positive attitudes and the use of smart phones in English language learning. The interviewees mostly use their smart phones for translation purposes from L1 into L2, and vice versa, and for downloading dictionaries.

A distinctive feature in this group interview, as may be summed up, was their preference for written rather than audio-visual authentic materials. This, as abovementioned, could be attributed to their previous EFL experiences in the first and secondary levels, where a textbook is the only source of knowledge in Secondary schools.
5.3.5. Student Follow-up Interview Results (Group Two)

This is the second group interview in which two students were interviewed. In order to maintain consistency, the same questions were used in all student interviews. The second student group interviewees almost showed the same positive attitudes and reactions to using authentic materials as given by the first group. They strongly claimed that using authentic materials would definitely improve and develop their EFL proficiency, and would reflect positively on their future uses of the English language. The interviewees, nevertheless, showed negative attitudes, saying that their EFL teachers are unfamiliar with using authentic materials in language teaching. They, instead, use traditional methods and materials, which are insignificant in improving students’ language proficiency.

In addition, they have expressed dissatisfaction with their teachers’ teaching methods. EFL teachers’ methods do not reflect modern ways of language teaching, but inadequate ones that would not develop learners’ language proficiency. Unlike the first group, these students referred to the cultural differences between L1 and L2 as a major difficulty in authentic materials use in Libyan EFL university classes.

The interviewees stated their confidence and positive reactions to audio-visual materials in developing and improving their English language proficiency. Besides, and contrasting with the first group, the second group expressed their preference to both spoken and written materials in developing and improving their English language skills. They view these two materials as complementary to each other. However, both groups have expressed their positive reactions and attitudes to using smart phones, and social networking services communicating with friends and family.

Some of the student interviewees as EFL learners use English language for communicating with friends, which is a very positive point, and Arabic when communicating with family members.

Two main differences between these interviewees’ attitudes can be obviously seen in responses to the given questions. The interviewees’ attitudes differ in using different categories of authentic materials and in difficulties encountered in using authentic materials in the Libyan context.
5.3.6. Student Follow-up Interview Results (Two Groups together)

The researcher intentionally did gather both groups to observe their attitudes and reactions toward using authentic materials. Positive attitudes and reactions from both student interviewee groups together to using authentic materials in EFL classes could be recognised. All of the interviewees have revealed their dissatisfaction with traditional methods of L2 teaching applied by their teachers, and that such ineffective teaching methods should be substituted with modern ones. However, the interviewees showed their frustration of teaching methods and the traditional materials used by their EFL teachers. They suggested their language teachers should use modern teaching techniques to reflect positively on L2 learners’ future uses. An interesting finding was their reference to using some provocative materials in language classes. Students have suggested using varieties of authentic materials to enable the understanding of authentic materials. Four of them suggested using music as essential teaching materials in FL classes. Further discussion on this particular theme is carried later.

As mentioned separately by the two groups, the interviewees clarified that cultural differences between L1 and L2 are a major hindrance in using some authentic materials. Certain materials cannot be used because of traditional, religious reasons in Libyan society. There were however, some interviewees who clarified that certain materials could be used if solely for teaching purposes. Moreover, the student interviewees stated their need of practice and direct contact with native speakers of L2, as main criteria for success. This would reflect positively on students’ future language uses, and offer them the opportunity in expressing themselves confidently. In reference to different categories, student interviewees have revealed positive attitudes and reactions to using both materials, namely, spoken and written. They stated that both materials complete each other, in which each one improves and serves a certain role in FL learning.

In using technology for EFL learning, all student interviewees revealed positive attitudes to using smart phones for EFL learning, and searching for particular things they need such as searching for meanings of new vocabulary, translating from L1 into L2 and vice versa, and for access online English language materials.
5.3.7. Findings of Teacher Follow-up Interviews

The same as student interviews, the researcher decided to conduct some teacher interviews. The EFL teacher interviews helped the researcher to elicit a richer amount of data on Libyan EFL teachers’ attitudes toward using authentic materials in the Libyan third level context. Five of those interviews were conducted online through Skype and were recorded using the callnote premium, and two were conducted face to face. To maintain consistency, the same questions were used in all teacher interviews. Semi-structured interviews offered the opportunity to ask many other questions according to the interviewees’ given answers. Further discussion of teacher interview results will be later in this chapter.

All of the interviewee teachers showed their preference to using authentic materials in their FL classes. There are, however, some teachers using the materials less than extensively or intensively; others are strong advocates of authentic materials. Moreover, the teachers’ teaching styles differs from using authentic written materials to bringing real objects to their language classrooms. Some of the teacher interviewees typically showed their negative attitudes on using authentic materials by their colleagues, because such materials are usually time consuming. Some of them attributed that to the lack of exposure and familiarity with the target language. Three stated that because of cultural differences, EFL teachers are reluctant to use authentic materials. Three have stated that authentic materials are time consuming in comparison to traditional materials, and that is why FL teachers avoid using them. To understand using authentic materials, teachers suggested some activities such as being familiar with students’ levels, to having enough exposure to L2 to be able to understand authentic materials. Some of them have referred to the familiarity with the target language as an important step to understand and use authentic materials.

Most interviewee teachers mentioned a number of difficulties in using authentic materials in foreign language classes at Libyan universities. Such difficulties can be summarised as follows:

- Lack of modern teaching facilities in Libyan universities, which assist in using authentic materials;
• Lack of available authentic materials;

• Number of students in language classes;

• Some EFL teachers are not competent enough to use authentic materials;

• Cultural differences between students’ culture and the target one creates a big hindrance in using authentic materials;

• Some provocative materials cannot be used in such a Muslim society;

• Lack of proper internet access in Libyan universities;

• Students’ learning styles is also a major difficulty in using authentic materials.

On the other hand, the interviewee teachers in general clarified that in order to succeed in dealing with authentic materials; teachers need to:

• Create suitable L2 environment;

• Be familiar with students’ learning motivations;

• Know students’ language needs;

• Have modern language facilities, such as Language laboratories;

• Have access to good libraries with updated modern books;

• Have high-speed internet access within language classes;

• Be familiar with cultural differences between L1 and L2.

Concerning the different types of authentic materials, all teacher interviewees prefer using spoken and written materials in their classes. They all referred to the many advantages of using both materials in enhancing and developing learners’ L2 proficiencies, which would reflect on their future L2 uses. One interviewee teacher prefers using written materials only.

Most of the language teachers being interviewed have smart phones and use them for various uses, like social networking services. However, two teachers revealed their
unfamiliarity with using smart phones. Moreover, all interviewee teachers use social networking services for keeping in touch with their friends and family members.

All teacher interviewees, as may be summed up, indicated their full support toward using authentic materials in EFL classes. There are however, certain difficulties that hinder the adequate use of such materials in the Libyan university context. Such difficulties and others will be further explained later in this chapter. Having stated the major findings of the research instruments, in the next section, section two, the major themes will be qualitatively analysed, which would assist in drawing up the conclusions and recommendations in the final chapter.

Section 2- Qualitative Analyses of the Gathered Data

5.4. Introduction

The present chapter will proceed on qualitatively analysing the gathered data from students and teachers back in Libya, revealing their attitudes and reactions to using authentic materials in the Libyan third level context. The analysis will reflect and provide a deeper and broader understanding of the current case study. The qualitative analysis of the data elicited will be chronologically analysed as was administered during the field study. Section (A) will be devoted to analysing students’ pre-questionnaire results. Section (B) will be exploring the students’ questionnaire and section (C) will be for analysing students’ interview results. Section (D) will be for analysing teachers’ questionnaire and interviews’ results.

5.4.1. Students’ Pre-Questionnaire Results (Familiarity Sheet)

With such an enormous spread and use of technology worldwide, it is becoming easier to access authentic materials twenty years ago. Such an advantage allows language learners, particularly EFL learners’ access to authentic materials effortlessly, especially with the latest advances in technology, Internet. According to Berardo (2006) on the significance of the internet and the continuous updating of its
materials that: “Whereas newspapers and any other printed materials, e.g. textbooks date very quickly, the internet is continuously updated, more visually stimulating and being interactive” (p.62). Through the internet, language learners can watch online television and live radio broadcasting. Moreover, modern phones and their benefits are now indispensable in improving and increasing communications between people.

As mentioned above, sources of authentic materials are infinite and vary from audio to audio-visual materials, to written and printed materials as well. According to many researchers, (Mishan 2005, Tomalin and Stempleski 1990, Berardo 2006, Miller 2003, and Tamo 2009) all those have referred to audio-visual sources of authentic materials, namely, television programmes as a significant source of authentic materials. According to Miller (2003) in an investigation conducted on the website of the ESL magazine on the most used medium for obtaining authentic audio materials for EFL & ESL learners was the television. Libyan EFL university learners have shown a great interest and high familiarity watching English television and radio programmes. The students’ positive reactions to such materials appeared as a consequence of teachers’ heavy use of traditional teaching and demotivating materials in language classes.

Many EFL Libyan learners 4 out of 9 have demonstrated their unfamiliarity with English magazines and brochures as substantial L2 sources of authentic materials. Three out of nine showed their partial familiarity with printed materials such as English magazines and brochures. This could be as a result of teachers’ teaching methods and materials used. As will be explained later, the majority of language teachers still use traditional teaching methods such as using textbooks and literally follow-up the given curriculum, which caused students to not recognise such vital sources of authentic materials. See chapter six for further discussion of this point. The following chart reveals number of student participants and their familiarity with English magazines and brochures as significant EFL materials.
Another programme with which students were asked to express their familiarity was audio programmes, namely, English radio programmes. Many researchers have referred to the significance of the listening skill in language learning, such as (Morley 1990, 1999, Devine 1982, Scarcella & Oxford 1992) Lundsteen (1979). Johnson (1951) for instance, defined listening to be: “the ability to understand and respond effectively to oral communication” (p.58). Those and others have stressed the significance of listening. Most of the student participants have shown high familiarity with English radio programmes.

Furthermore, students have demonstrated favourable attitudes to a number of given social networking services, Web.2.0 applications such as Facebook, WhatsApp, Wechat, and YouTube, and at the same time, have shown unwillingness to others such as Twitter. Facebook, for instance, appeared first as the most highly familiar app among Libyan EFL learners. As a Web 2.0 app, Facebook was first created in the year 2004, started first in the United States and then spread all over the world, including Libya. Gonzales (2013) in a recently conducted survey revealed that there are currently around 700 million Facebook users on this universal phenomenon, and Libyan EFL university learners are among those figures. Facebook popularity among students could be attributed to entertaining and communicative purposes, since Facebook enables its users to exchange, live chat, and post and download films and personal photographs as well. All this can be done free of charge and at the same time entertains its users. Another significant advantage of Facebook is its ability to expose to many authentic materials.
Another very significant Web 2.0 application to which Libyan EFL university students showed their high familiarity was *Whats app*. As can be defined, *Whats app* Hindu (2011) (cited in Alsaleem, 2014) is:

An application available on the new generation of smart phones, like *IPhone*, *Android*, *Blackberry*, and *Nokia* mobile phones that allows users to send text messages to each other for free. Users are not charged for a text sent through *Whatsapp*. This is because *WhatsApp* sends messages through an internet data connection. *WhatsApp* supports many different message types, from simple text to pictures to audio files and videos (p.34)

The student participants are highly familiar with using the *Whats app* application as a social communicating service. Students’ familiarity to *Whats app* could be attributed to many reasons; most important is that it is free of charge, and easy to use. *Wechat* was also another Web 2.0 application which students have revealed their high familiarity. Students’ high familiarity could be attributed to the same reasons for using *Whats app*: free of charge, and easy to deal with. More details on such Web 2.0 apps will be revealed later in this chapter when analysing students’ interview results.

Another universal source of audio-visual material was *YouTube*, as a significant input source of authentic materials was used. The Libyan language learners have shown high familiarity with and positive reactions to *YouTube* as a significant Web 2.0 programme used for watching films. From a personal point of view, *YouTube* is the most significant and comes first in the list of all Web 2.0 applications being used in the current study. *YouTube* covers almost all language skills, listening, speaking, reading, and writing. Watching a *YouTube* film offers learners the opportunity to listen to native speakers of the target language, and become familiar with different accents. It could, precisely be called a multi-language class, in which the four skills are taught at the same time.

Other social networking services such as *Twitter*, and *Tango*, did not register any mention by students. This could be due to the *Twitter* popularity is not the same as that of the previous mentioned applications, like *Facebook* and *Whats app*.

From analysing students’ attitudes and reactions to the familiarity sheet, two major themes can be found,

- Libyan language learners are highly familiar with audio-visual sources of authentic materials and prefer them to be used in language teaching classes and;
- The majority of language learners use social networking apps for communication(s) with friends and family members. Some of them use English language with their friends.

From analysing the students’ familiarity sheet, it can be seen that Libyan EFL students are very familiar with certain Web.2.0 applications, and they frequently use them for communication purposes. Students’ familiarity with such significant authentic materials sources answer one of the main research question mentioned before. Another significant research instrument was the student questionnaire used in the field study. In the following section, the obtained results will be analysed.

### 5.4.2. Student Questionnaire Results

A total number of 36 questions were used in the student questionnaire, in which the researcher sought to know the EFL Libyan third level attitudes and reactions to using authentic materials. As clarified in Chapter 4, research methodology, some of the questions were on the students’ background; others were on the students’ attitudes to the current EFL classes at Azzaytuna University. Some were also on using authentic materials as a main part of the current English curriculum at Azzaytuna University. Some questions, moreover, were on using certain audio-visual and written authentic materials inside language classes. The student participants have revealed significant results and support for using authentic materials in the Libyan third level context, and in turn, they contribute enormously in answering the specified research questions.

A number of major themes have been found in analysing the students’ questionnaire results. These themes can be summarised and explained in detail in the following points:

- The teachers’ teaching methods are not appropriate for language learning;
- Students have shown their trust in authentic materials in improving their learning motivation;
- Student participants have admitted the difficulty of using authentic materials and the possibility of encountering difficult vocabulary and expressions as well;
- Students have referred to and emphasised the frequent use of authentic materials;
• Students have stated highly positive attitudes to using all types of authentic materials in language teaching;
• Other noticeable attitudes to using provocative materials in the Libyan context have been revealed by student participants in the current study;
• The relationship between language and culture was also another point raised by student participants. The relationship between both, as explained in chapter two, will further be explained in detail as a significant factor in EFL learning in later stages in this chapter;
• Students claimed that authentic materials would help them bridge the perceived huge gap between language classes and the real world.

5.4.2.1. The EFL Teachers’ Teaching Styles

The significance of English language worldwide increases daily, and the ability to speak and communicate in the L2 is becoming more important than say twenty years ago. Experientially speaking, in Libya EFL learners are still many steps behind speaking and using English language as they are supposed to be. The students’ deficiency in L2 could be attributed to many reasons, most important is the teachers’ teaching methods. It could be seen that one of the major obstacles in using authentic materials in Libyan EFL classes related to the FL teachers’ teaching styles. All students have shown and criticised their teachers’ traditional teaching methods. The student-centered approach (SCL) to language learning as Rogers (1988) defined as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest. It appeared as a counter to traditional teaching methods and is more effective and successful than teacher-centered ones, as the one who speaks more is the one who learns more. According to Mokoginta (2013) student-centred learning (SCL) emerged to:

Counter the traditional teaching approach. The latter one which is conducted in a sequence of presenting, practicing, and producing emphasises memorization activities without encouraging students to think, resulting in learners characterised by passiveness, lack of autonomy, and limited capacity of creative and critical thinking (p.241)
Experientially speaking, teachers’ teaching methods of English language are still traditional and unsatisfactory to enable Libyan EFL learners speak and use the target language. EFL teachers still apply and use methods such as Grammar Translation, and the role of rote memorisation as main attributes to success in L2. Language classes are usually controlled and run completely by teachers and students are asked to sit passively, listen and take down notes for final exams, from this researcher’ own learning and observational experiences.

A student-centered class is the modern way of language teaching, in which the teacher has the least amount of class time, and it took its roots from the constructivist theory in which learners learn by experiencing and performing rather than mere observation. This theory was first developed at the beginning of the 20th century, and was immensely influenced by the social Psychologists, Lev Vygtosky, and John Dewey. The main focus of which was comprehension is all affected by social activities. According to Baldauf et.al. (2006) the learner-centered approach is self and life-long education once teachers should adjust their traditional roles from teller to coordinator and from material users to teaching material providers.

Libyan language learners criticised their teachers’ teaching styles and methods, and added that such traditional teaching methods are no longer used in language teaching. In the meantime, students recommended that such traditional teaching styles should be shifted to contemporary ones, where language classes are more student-centered rather than teacher-centred, and where students should be an active not passive part of the EFL learning process. Moreover, Makrakis (2005) offers the following table on the impact of technologies in language learning. It is very significant since it shifts the teacher’s traditional teaching methods into modern ones which are more sophisticated and more beneficial to language learners the long term. As it can be seen in the table below, there are two columns, the traditional pedagogy and the new pedagogy supported by the use of ICT. The new pedagogy as the table shows shifts the roles of a teacher and a student, in which classes become more student-centred rather than teacher-centred, and from monologic into more like dialogic, and from school learner into lifelong learner. In chapter seven, appropriate recommendations will be given to language teachers for better EFL teaching methods.
5.4.2.2. Authentic Materials and Motivation

Inappropriate use of teaching materials makes language learners encounter difficulties in learning a foreign language. Students need to be motivated to succeed in learning any language. Accordingly, teaching materials must be motivating and promote learners' interest. If teaching materials are not interesting and motivating, students will gain nothing. There is, as already explained in chapter 2, a strong relationship between using authentic materials and increasing learners’ learning motivation and interest in the process of L2 learning. Such a strong relationship has been approved by many previous studies conducted before. According to many researchers (Richard and Schmidt 2002, Dornyei 2001, 1998, 2010, Littlejohn 2001, Dornyei and Ushioda 2013, Gardner and Lambert 1972, Dornyei and Cheng 2007 to mention but a few) motivation is the driving force and the most significant factor through which learners continue to learn the target language, the degree of such force determines successful from unsuccessful learners. Motivation, as defined by Richard and Schmidt (2002) is: “the driving force in any situation that leads to action” (p.343).

<table>
<thead>
<tr>
<th>Traditional Pedagogy</th>
<th>New Pedagogy supported by ICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear Presentation</td>
<td>Hypermedia presentation</td>
</tr>
<tr>
<td>Receptive Learning</td>
<td>Self-paced learning</td>
</tr>
<tr>
<td>High Teacher Control</td>
<td>High Learner Control</td>
</tr>
<tr>
<td>Limited Resources</td>
<td>Unlimited and updated resources</td>
</tr>
<tr>
<td>Focus on what to learn</td>
<td>Focus on how to learn</td>
</tr>
<tr>
<td>School learner</td>
<td>Life-long learner</td>
</tr>
<tr>
<td>End-task assessment</td>
<td>Authentic assessment</td>
</tr>
<tr>
<td>Expository teaching/learning</td>
<td>Scaffolded teaching/learning</td>
</tr>
<tr>
<td>Uni-perspective learning</td>
<td>Multi-perspective learning</td>
</tr>
<tr>
<td>Monologic/Uncritical</td>
<td>Dialogic/Critical</td>
</tr>
<tr>
<td>Absolute truth/answers</td>
<td>Relative truth/answers</td>
</tr>
<tr>
<td>Focus on observable behaviour</td>
<td>Focus on personal/social meaning</td>
</tr>
<tr>
<td>Directed goals/content</td>
<td>Negotiated goals/content</td>
</tr>
<tr>
<td>Learning by observing</td>
<td>Learning by doing/discovering</td>
</tr>
</tbody>
</table>

Table 5.1. Traditional pedagogy versus new pedagogy supported by ICT (Makrakis 2005)
Libyan EFL learners strongly claim that using authentic materials would increase their motivation and interest in language learning. As has been proved by many studies conducted before (Guariento & Morely 2001, Hyland 2003, Thanajaro 2000, Kilickaya 2004, Otte 2006, and Al-Rashdi and Hilal 2014 and others) using authentic materials would improve and develop learners’ learning motivation and interest. Guariento & Morely (2001) for instance, clarified that authentic materials assist language learners in learning L2 through offering learners a sense of learning a ‘real language’ as used by native speakers. Moreover, Hyland (2003) highlights one of the greatest advantages of using authentic materials is in increase learner competency. Consequently, using authentic materials would work on improving and developing the Libyan EFL learners’ learning interest and motivation, and this would reflect positively on language learning capacity and usage.

5.4.2.3. Difficulties in Using Authentic Materials

One of the main disadvantages of using authentic materials is the possibility of facing difficult vocabulary and expressions, because such materials are usually obtained directly from their original sources without earlier preparation for pedagogical purposes. Many researchers and scholars such as Kilickaya (2004) Rogers and Medley (1988) Young (1999) Ur (1996) and Schmidt (1994) have all admitted and attested to the difficulties encountered by language learners using authentic materials. Young (1999) for instance, comments that authentic materials might contain difficult syntactic and lexical structures and vocabulary for low-level language learners. Moreover, Ur (1996) clarifies that using authentic materials with low-level language learners could be frustrating and counter-productive.

Libyan language learners also admitted that authentic materials might be difficult to use inside lower level EFL classes. The students’ responses might have appeared as a consequence of inappropriate ways of presenting such materials to them from their teachers. As has been clarified by many researchers before such as Schmidt (1994) that language learners may find themselves confused when faced with varieties of familiar and unfamiliar expressions and structures. This is probably what makes Libyan EFL learners reveal such attitudes. Careful selection of suitable authentic
materials on the part of EFL teachers should ensure students’ acceptance of such materials. This means being familiar with learners’ needs and interests. The advantages of authentic materials, as previously explained in chapter three, outnumber the disadvantages, and presenting authentic materials to language learners, particularly to EFL learners requires many steps. The vital one is making students recognise the possibility of facing new phrases and expressions in authentic materials, simply because unlike textbook materials, authentic ones are directly obtained from their original sources. Learners should view such difficulties as a challenge that needs to be overcome. Furthermore, language teachers should make their students aware of the cultural differences between L1 and L2, and ensure students recognise such major differences. According to Nostrand (1989): “Authentic texts from one culture may give a false impression to a student from another unless they are presented in an authentic context which makes it clear precisely what they exemplify.” (p.49)

Authentic materials, as will be further explained in the next chapter, conclusions and recommendations, can be used effectively within the Libyan university level provided that both EFL teachers and authorities consider certain measures. Making students aware of the enormous differences between authentic and textbook materials and that the former are taken directly from original sources with no previous preparation for teaching; and that the latter are already prepared for pedagogical purposes. Additionally, authentic materials reflect the target culture and the everyday life language usage of native speakers, whereas, textbook materials are typically designed and doctored to suit the target community possibly for profitable rather than educational reasons.

5.4.2.4. Frequent Use of Authentic Materials

Another significant point which has been emphasised by students was the frequency of use of authentic materials rather than from time to time. Of course, there are many persuasive recommendations by many researchers and scholars such as Martinez (2002) Sanderson (1999) Peacock (1997) Kelly et.al. (2002) and others as well who insist on the daily use of authentic materials, and the many advantages of using such materials inside language classes. Typically, authentic materials reflect the everyday uses of the target language, and frequent use of such materials may have its positive
effects on language learners, as in the Libyan university context. Peacock (1997) for instance, stated a number of reasons for using authentic materials in language classes. These are, (1) Authentic materials meet learners’ needs; (2) Authentic materials prepare learners for real life, which is different from that of classrooms; (3) Authentic materials inspire language teachers using and adopting effective teaching methods; (4) Authentic materials familiarise language learners with the target culture; and finally (5) Authentic materials increase and develop learners’ interest and motivation. As a researcher and an EFL teacher for more than ten years in the Libyan context, I believe frequently using varieties of authentic materials inside language classes will reflect and leave its positive imprints on language learners at Libyan universities. Many reasons made the researcher have such a strong faith in authentic materials, a chief one being that authentic materials help in bridging the gap between classroom settings and the real world, in which they mirror the real world everyday language. Another significant one is Libyan EFL learners are not in a constant and direct contact with native speakers of the target language, and using authentic materials will certainly assist in making them familiar with the everyday uses of L2 and offer the opportunity to comprehend the English language. As will be further discussed in the next chapter, frequent use of authentic materials within the Libyan third level context would yield encouraging results among language learners, not only on the short but also on the long term of language learning.

5.4.2.5. Using Varieties of Authentic Materials

The student participants in the current study emphasised the usage of different types of authentic materials as a very significant issue for their language accomplishment. As mentioned in chapter three, on authenticity, there are numerous types of authentic materials, all of which can be used as effective teaching materials for language learners. Materials such as, video, radio programmes, brochures, print, and voice mail messages and others as well that language learners come across almost every day. Such materials and others are not specifically made to be used inside language classes or for the purpose of teaching; they do however, create better learning materials simply because of their authenticity and being taken directly from their original sources. Many researchers, such as Gilmore (2007, 2011) Mishan (2005) Berardo
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(2006) Pinner (2013) Tomlinson and Masuhara (2010) Kelly et.al. (2002) Chaves (1998) and Amrani (2011) have all referred to the valuable uses of authentic materials in language teaching, and speak of the numerous advantages of using such materials in language teaching. According to Ianiro (2007) there are two main categories of authentic materials: printed and auditory ones, from which students can benefit, and she divided them in the following way:

- Examples of authentic printed materials:

- Examples of authentic auditory materials are:

Findings of the current study were consistent with previous studies viewed in chapter two, the literature review, (Gilmore 2007, Soliman 2013, Al-Musallam 2009, and Thanajaro 2000) revealing the positive attitudes toward authentic materials usage in L2 learning. Libyan language learners have exhibited full support and positive attitudes to using varieties of authentic materials, and not only with a single category. The learners’ attitudes were probably based on the merits that such materials would improve their language proficiency, and enable them to use and to speak the target language fluently.

Another significant issue raised by the study group was the indication of using some provocative materials for language learning in the Libyan context. Students’ attitudes and reactions to such provocative authentic materials will be discussed in the next section.

5.4.2.6. Preferences for Provocative Authentic Materials

In one of the numerous definitions of authentic materials as stated in chapter 3, section 3.2, materials are prepared by and targeted for native language speakers. Meaning that authentic materials are targeted for native speakers, and the EFL language learners are not included. As has been proven in many previous studies
conducted before such as (Gilmore 2007, Thanajaro 2000, Soliman 2013 Al-Musallam 2009) this is not entirely true. Since the 1970s language teachers around the world have started intensively using authentic materials, not only for native speakers, but also for non-native speakers of English language. There are of course various differences between cultures worldwide and some are acceptable and tolerated in cultures whereas others are not. According to the (PARSNIP) model, which was explained in chapter three, section, 3:11, certain types of authentic materials worthy of being used as excellent learning tools, cannot be used within the Libyan society, simply because they are too provocative and unsuitable and that is mostly for religious and cultural reasons. Music, sex, and alcohol topics and many others for instance, are considered taboo, and should be avoided in teaching English for Libyan university students. However, through conducting the present study, the researcher found that the student participants at Azzaytuna University have revealed their positive attitudes toward those challenging materials during the current field study. The study participants approved using some provocative authentic materials such as music for instance as learning materials for pedagogical purposes. In addition, some students, as will be further discussed in the student follow-up interviews, claimed that such provocative materials such as music facilitated their L2 learning.

5.4.2.7. Language-Culture Relationship

It is interesting to realise the strong connections between using authentic materials and cultural manifestations and representations within such materials. In fact, the language-culture relationship has been constantly mentioned over the last 70 years. Many researchers and scholars, as already explained in chapter two, sections, and 2.6; 2.7, have referred to the connections between authentic materials usage and the reflection of cultural values, (see for instance Agar 1994, Mishan 2005, Elwood 2004, Byram 1991, 1997, Cheung 2001, and Kramsch 1993). Some of them have referred to the two terms, as one term, ‘languaculture’, Agar (1994) emphasising the solid links between them. Others also have referred that a language is mere symbolism through which cultural values are transferred to language learners. According to Eliot (1948) highlighting the inseparable relationship between language and culture: “even the
humblest material artefact which is the product and the symbol of a particular civilisation, is an emissary of the culture out of which it comes” (p.92). Moreover, reconfiguring the strong relationship between language and culture, Nault (2006) stated that: “language and culture, it could be said, represent two sides of the same coin” (p.314)

As explained in the previous section in the current chapter, students stated that some difficulties do exist in using authentic materials as materials for teaching Libyan EFL learners; some are related to cultural differences between L1 and L2; others are related to the target society itself. Of course, there can be enormous cultural differences between students’ culture and the target one. In the former, for instance, listening to music is forbidden because of religious reasons, whereas, in the latter music represents a significant portion of the culture. Topics such as drugs, alcohol, and others are not supposed to be discussed and used inside language classes, simply because they are inappropriate and should be replaced with non-offensive ones. The effect of culture in language learning is great, and if learners are to be proficient L2 users, they must be more acquainted with the target culture. As will be further discussed in the final chapter, cultural differences between L1 and L2 can be avoided if language teachers consider certain measures before presenting authentic materials to their students. Measures like raising their students’ cultural awareness to the many differences between cultures, and that such differences should be viewed as challenges needed to be overcome for language learning. As Wright (1996) explains that the noteworthy aim in ELT should be to elevate the significance of culture in language learning, and that the question is not that it should be taught but how it should be taught. Raising students’ awareness of the cultural differences is vital for successful use of authentic materials in the Libyan community. Such awareness would increase the EFL learners appreciation of the target culture, which would unquestionably reflect on their language acquisition process.

5.4.2.8. Authentic Materials Bridge the Gap between Classroom Setting and the Real World

Many researchers have referred to the differences between authentic and textbook materials, and the number of differences between classroom and real world language,
(see for example Tomlinson 2012, Gilmore 2007, Mishan 2005, Bacon and Finnemann 1990). Student participants have revealed that authentic materials would work on decreasing the enormous gap between what they learn in language classes and the real use of language, and would qualify them for the real use of language outside of the classroom borders. Such findings are consistent with what have been proved before in many studies as mentioned in chapter two. As mentioned, researchers believe that contrived materials over-protect language learners and do not prepare them for the real use of language outside of classrooms. Gilmore (2007) for instance compared textbook and authentic materials, and found many differences between both materials and criticised the former for the absence of authenticity.

As will be further explained in the next section, student follow-up interviews, Libyan EFL learners recognise the many benefits of using authentic materials in improving their language proficiency, and such positive attitudes towards unscripted materials would assist the researcher in writing up effective recommendations of the current thesis.

5.4.3. Student Follow-up Interview Results

As stated in the methodology chapter, three different student groups were invited to join the follow-up interviews, and in order to maintain consistency the same questions were used in all interviews. In each group, two students were involved, and then in the final group interview, there were five students, three females, and two males. Through analysing the student interviews, it can be seen that all student interviewees prefer authentic materials to be used inside EFL classes. The students’ positive attitudes and reactions appeared as a counter act to the heavy dependency on traditional teaching methods and styles by their EFL teachers, as mentioned before in this chapter. The interviewees explicitly recognise the significance of authentic materials in developing their language proficiency. That appears clearly in the many responses given by them to the given questions. One interviewee has given the following response to why he prefers authentic materials to be used in language classes: “Because it helps me develop my English language” and authentic materials: “help me become like native speakers, and pronounce the words accurately” (Second group interview, Appendix O).
In the following, the major themes of those three interviews will be analysed and interpreted, and then later in this chapter, will be compared with those from teacher interviews. A number of key themes can be obtained from student interviews, which will be used in answering the given research questions later in this chapter. The key themes can be summarised in the following:

- All student interviewees prefer using authentic materials and already have positive attitudes to such materials inside language classes;
- Teachers’ teaching styles are not appropriate for language teaching;
- Cultural differences between L1 and L2 represent a major issue as stated by student interviewees;
- Student interviewees have shown strong attitudes to using technology such as smart phones for language learning.

As clarified in the previous section, Libyan student interviewees have revealed their positive attitudes and reactions to using authentic materials within the Libyan EFL classes. Results are consistent with many studies conducted before, (Gilmore 2007, Al-Musallam 2009, Kim 2000, Hilyard et.al. 2007, Bacon & Finnemann 1990, Peacock 1997, Thanajaro 2000, Guariento and Morley 2001, Hadley 2001, and Miller 2005). The interviewees’ positive attitudes to authentic materials are probably grounded on the numerous benefits of such materials in developing their language proficiency. Moreover, findings of the current study echo similar results as revealed in the current literature review. (Hyland 2003, Kelly et.al. 2002, Chaves 1994, Cheng 2007, Mishan 2005, Garvey 2007, Linder 2000, Otte 2006, Berardo 2006, and Kilickaya 2004) have all referred to the many benefits of using authentic materials in language teaching. Such benefits for example, are not only in improving the students’ educational abilities but also in developing their non-linguistic abilities, (i.e. motivations) towards the L2.

The learners’ success and improvement in FL learning is highly influenced by their teachers’ teaching attitudes and methods of language teaching applied inside language classes. Many researchers and scholars such as Krashen (1981) Masgoret & Gardner (2003) and others as well have discussed the importance and the influence of teachers’ attitudes on students’ L2 achievement. During the current study and as clarified earlier in the current chapter, students have shown their dissatisfaction with
their teachers’ traditional teaching styles inside classrooms, which appeared clearly in their responses to the following question. How do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

One student comments that language teachers literally follow the given EFL curriculum: “they (teachers) stick to the syllabus, and don’t use films and videos” (first group interview, Appendix O). Another student went far more than his colleague, saying that some teachers are not familiar with using authentic materials in their classes: “Some language teachers are not accustomed to using authentic materials in their EFL classes. Besides, some teachers use authentic materials in teaching certain subjects which do not need to be used in, such as in writing” (First group interview, Appendix O). Clearly, some language teachers use authentic materials; however, their use and selection of such material were not appropriate to meet their students’ needs and expectations.

As an EFL teacher for more than five years at Azzaytuna University, this thesis researcher as well observed teachers’ use of demotivating methods to language teaching. Many EFL teachers still apply traditional methods, stimulating students toward memorisation strategies of the given materials. In addition, getting high grades during final examinations is regarded as vital criteria for success to most EFL teachers, even if students failed to exhibit minimum target language proficiency. These reasons and others as well are what made student participants exhibit such positive attitudes toward using authentic materials in language classes. Using authentic materials in Libyan EFL classes may work on improving students’ language skills and improve their communicative competence.

Student interviewees raised cultural differences between L1 and L2 as another significant theme during the present study. Cultural manifestations in language teaching and difficulties in language teaching was a subject of discussion for many years. As aforementioned, there is a strong relationship between language and culture, particularly in using authentic materials for teaching purposes. As defined by Westerhuis (1995, cited in Cheung 2001): “culture as the customs, values, laws, technology, artefacts and the art of a particular time or people” (p.56). The language-culture relationship, as already explained, is strong and such strength peaks through
using authentic materials. One student interviewee stated that cultural differences create difficulties for them learning English language: “Libyan culture does not permit listening to music or watching videos at universities, even if they for language learning purposes” (first group interview, Appendix O). Some difficulties, as highlighted by Nault (2006) Argungu (1996) could be related to political reasons particularly in countries with histories of colonialism with America and the U.K. Educational authorities still view adapting other Western norms and cultures as a form of linguistic imperialism or an endeavour to diminish the local culture. Some EFL learners may still have some negative attitudes toward English due to clashes with the West in the past. However, such clashes are now of the past, as was clarified in chapter one.

Using authentic materials in teaching English is very significant for Libyan FL learners, and raising cultural awareness would yield better results on their language proficiency. Ho (1998) states that most instructors who consciously integrate culture into their lessons do so merely to add variety or motivate students. Raising students’ cultural awareness of the differences between L1 and L2 is mostly neglected in Libyan university EFL classes, which causes students to not appreciate the target culture in language learning. The value of culture in L2 learning, as Guest (2002) declares, should be used as a significant component inside language classrooms, despite many learners expressing their refusal towards the target culture. Such rejection could be as a consequence of historically misrepresenting cultural values through stereotyping, which would yield failure in the process of language learning. EFL learners should be led toward more appreciation of the target culture, and it is the teachers’ responsibility here, as Wright (1996) declares that: “Language is culture and culture is language” (p.37). EFL teachers’ main responsibility is to enlighten their learners’ attitudes toward the target culture (TL) which would reflect positively on their target language (L2) learning.

The reasons for using cultural content in L2 learning are numerous, learning a language is not only the knowledge of grammatical structures, pronunciation, and vocabulary, but it requires good knowledge of the target culture as well. According to Tseng (2002) culture stimulates the individuals’ sensitivity, which is very important for intensifying their thoughts about the world. Moreover, as Stuart and Nocon
(1996) clarified: “Learning about the lived culture of actual target language speakers as well as about one’s own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts in which linguistic codes are used” (p.432). As highlighted in chapter two, (literature review) many researchers have referred to the strong ties between language and culture, (Kramsch 1993, Savignon and Sysoyev 2002, and Byram 1997) and to the impracticality of teaching language without teaching culture. Tseng (2002) states that: “every lesson is about something and that something is culture” (p.20).

Libyan EFL learners would be more successful if they are being guided toward appreciating target culture values, which would positively affect their language proficiency. Such guidance could take place gradually through using appropriate authentic materials in language teaching. As Tseng (2002) has stated that culture is a practice rather than a collection of facts to be memorised but it is something actively created through interactions focus on meanings.

Another vital theme to which student interviewees have shown enthusiastic feelings and attitudes were the use of smart phones for language learning, and all interviewees believe that using technology would augment their L2 learning. Many researchers such as Sharples et.al. (2009) Kukulska-Hulme & Shield (2008) Kukulska-Hulme (2007) Zhao (2005) and Palalas (2009) have referred to the benefits of using smart phones in language learning. One student, for instance, stated that: “Smart phones help us in downloading dictionaries from the internet and some other programmes which assist in learning language” (first group interview, Appendix O). Another student referred to the benefits of smart phones in translation from L1 into L2 and vice versa: “It helps me in translating from English into Arabic” (second group interview, Appendix O). Other students have highlighted the significance of smart phones in accessing online materials to practise receptive skills, namely, listening: “listening to conversations and music lyrics”. An interesting finding here with Libyan FL learners who use their smart phones to access online provocative materials, such as music. According to the PARSNIP model previously explained in preceding chapters, music could be seen as a challenging material to be used in language teaching within Libyan universities. However, students have revealed their positive reactions to such online provocative material through technology. Some admitted to listening to online music, which is a very positive point. With regard to
using provocative materials in L2 teaching and in personal correspondence with Tomlinson (2014a) stating that he is familiar with teachers’ discomfort with using provocative materials, but not with mature L2 learners:

My experience is that mature students are rarely disturbed by provocative topics but their teachers often are. In a materials development workshop at Leeds Metropolitan University I got Iranian teachers to develop materials with provocative topics which would be OK to discuss in Iranian universities and I recently examined a PhD from the International Islamic University in Kuala Lumpur in which the candidate reported on his positive experience in giving Islamic students provocative topics to discuss. The topics do not have to be taboo topics to stimulate emotion and debate but it helps if they are provocative.

Furthermore, Tomlinson (2014) gave an example of one of the EFL mixed gender classes he attended at Sultan Qaboos University in Oman. During that class, Tomlinson used a comical poem as an authentic material for discussion. The funny poem was about a boy, who was eaten in his garden by a monster. After lively discussion, a question was addressed to students, which is who is to blame for the boy’s death? Males blamed the mother since it is her responsibility to look after the children. Whereas, females blamed the father for the boy’s death, stating that the mother was busy preparing dinner. Some other students blamed the teacher for bringing such materials a humorous poem into the class, and others blamed society for not teaching children to look after themselves.

Tomlinson’s use of such materials for language teaching was perfectly right, and a lot of English language was used. Such types of topics always create a lively discussion in mixed gender classes. Male students usually stand their ground defending their gender and the same for female students. However, EFL teachers should take certain measures before bringing similar materials into their language classes. Such materials could produce negative reactions, in which it may contain challenging elements for the target society, as in Libya, particularly in mixed gender classes. As will be further discussed in later sections, raising students’ awareness of the many differences between L1 and L2 is of paramount significance. Enhancing students’ awareness will allow them to discuss the target culture and would reflect positively on their L2 learning.

Using technology, as may be summed up here, particularly smart phones would offer Libyan EFL learners the opportunity to extend their appreciation of the target
language culture, through access to some online challenging materials, such as listening to music, watching films, watching and listening to some radio and television live broadcasting. Yet, as highlighted before, not all FL learners would recognise and appreciate the many benefits of such technology in improving their language skills. Some maybe have no access to such modern technologies to enable them access authentic materials.

5.4.4. Teacher Questionnaire Results

The teacher questionnaire was another research instrument used in the current field study, which helped the researcher in gathering a richer amount of data, which would assist in answering the given research questions. The main purpose of which was to seek the EFL teachers’ attitudes and reactions to using authentic materials inside language classes in the Libyan third level context. In analysing teachers’ questionnaire results, a number of themes were found and could be summarised in the following points. Such themes will later in this chapter be compared and contrasted with those of students’ showing major agreements and disagreements between both:

- All teachers prefer using authentic materials in language teaching;
- Teachers recognise the strong relationship between authentic materials and motivation;
- Participant teachers recognise that both audio-visual and written authentic materials are good for language teaching;
- Teachers possess positive attitudes to using smart phones and technology in language learning.
- Teachers have given a number of criteria in selecting authentic materials for their students:
  a- Students’ level;
  b- Cultural background of students;
  c- Gender of students, and finally;
  d- Student attitudes to language learning.

As mentioned before in the current chapter, students’ success and achievement in the language learning is greatly measured by their teachers’ attitudes. Recognising the
teachers’ perceptions of using authentic materials inside language classes is a key point for a successful language application within the Libyan university context. The present study sought to investigate the Libyan EFL teachers’ attitudes towards using authentic materials in their language classes, whether they possess positive or negative attitudes to using such materials in L2 teaching. During the analysis of the obtained results, positive attitudes were observed by the researcher, which would augment the literature review within the EFL field. Nonetheless, there has not been much literature on Libyan EFL teachers’ attitudes to using authentic materials, except, Soliman’s (2013) study in which he only sought teachers’ attitudes to using authentic materials in their reading classes. Soliman (2013) found teachers had positive results for using authentic materials in their EFL reading classes at the University level. In addition, an effective language class as Soliman claims is the one in which both authentic and textbook materials are integrated, which supports Hadley’s (2001) claims of using both materials in language teaching. Elmojahed (2007) also did his doctoral research on the effectiveness of using authentic texts in teaching reading. In his study, Elmojahed examined teacher and student attitudes, and he used a questionnaire with students and interviews with EFL teachers.

The analysis of the current study results enhances those of both previous studies Soliman’s (2013) and Elmojahed’s (2007) results, which confirm that EFL teachers possess positive attitudes toward the use of authentic materials in language classes within the Libyan context. Moreover, findings enhance another support to the many previous studies conducted on the many advantages of authentic materials in language teaching (Otte 2006, Peacock 1997, Gilmore 2007, Berardo 2006, and Thanajaro 2000).

There is however, a certain mismatch between some of what students and teachers’ claimed and this came to light during the analysis of the data. Students stated that their EFL teachers are reluctant toward using authentic materials in language classes. Whereas, teachers state their students’ attitudes towards authentic materials create an obstacle for them in using such materials inside EFL classes. Such points will be further discussed in subsequent stages in the current chapter.

Another key theme indicated by all teachers is the strong relationship between using authentic materials and strengthening learner motivations, and that using authentic materials would intensify students’ learning motivations. Such findings are consistent
with what was stated before in chapter two on the relationship between motivation and authentic materials usage (Murray et al. 2011, Dornyei 1998, 2010, Ellis 1994; 1985, Mishan 2005, Gilmore 2007, Bacon & Finnemann 1990, Tamo 2009, Little et al. 1989, Kienbaum 1986, and Lier 1996). The motivating potentials of authentic materials could be attributed to their closeness to the language used in the real world, unlike textbook materials, which were already doctored and designed for pedagogical purposes. In other words, authentic materials are more interesting than contrived materials because they are intended for communication purposes rather than for teaching language forms and structures. In addition, authentic materials include subjects that are usually closer to real world everyday communications, which meet a learner’s needs and interests in L2 learning. Authentic materials include for instance, idioms, every day phrases, which mostly not found in textbook materials prepared for pedagogical purposes. For further details, see chapter six.

Some researchers like McGarry (1995) and Mishan (2005) attribute the motivating potentials of authentic materials to their ability in meeting the learners’ needs and interests. As will be further debated in the final chapter, conclusions and recommendations, despite all claims made on the motivating rule of authentic materials in language learning, empirical evidence in the field of EFL is still not sufficient particularly within the Libyan university context, and needs more experimental studies within such environments.

Furthermore, the current study found that Libyan language teachers prefer using both audio and visual materials in teaching English language within the Libyan university context. All language teachers prefer using both materials in which each material covers certain areas in the process of FL teaching. Findings here add to the many previous studies on the significance of input in order for language learning to take place, (Bahrani & Nekoneizadeh 2014, Ellis 1994; 1997, and Ritchie & William 1999). Besides, as previously mentioned, such findings could be attributed to the teachers’ perceptions of the potentiality of authentic materials in meeting students’ needs and interests in FL learning.

Innovations within the field of language teaching require language teachers to be familiar with the ability to utilise technology to achieve and accomplish objects of their jobs more than three decades ago. With the latest advances of technology, EFL teachers can take advantage of technologies in teaching their students, and for
instance being connected with their students through online social learning environments. Using technology in the field of language teaching would yield better results in the field of language teaching in which technology allows learners access online materials and easiness in getting authentic materials.

The relationship between language learning and technology was another issue that has been under investigation in the current study to know teachers’ attitudes within the Libyan university context. The obtained results indicated that all EFL participant teachers possess positive attitudes to using smart phones and technology in the process of language learning. Moreover, and as will be further discussed later in this chapter in the teacher interview results, teachers already use smart phone apps for keeping in touch with colleagues and students. In a question addressed to the participant teachers on their usage of smart phones in EFL learning, their answers appeared positive in which the majority exhibited strong attitudes to using technology for their language learning. Teachers’ positive results could be attributed to the availability of smart phones. Employing technology, (i.e. smart phones and others) may yield better EFL learning results for both students and teachers, such as making chat groups, and exchanging language related online sites.

With regard to the criteria that they follow in selecting authentic materials, the EFL teachers revealed many factors, such as students’ language levels; cultural backgrounds; their gender; and attitudes to language learning. Many researchers (Berardo 2006, McGrath 2002, Brown and Eskenzai 2004, Mishan 2005, and Rivas 1999) have referred to a number of principles in selecting authentic materials for language learners, and the findings of the current study moreover, add to the previous literature. Teachers in the current study claimed that the learners’ language level is the most significant factor in the process of selecting authentic materials for their students. Findings are consistent with Al-Musallam’s (2009) data in her study in the Saudi university context.

Similarly, other empirical studies proved that even less proficient learners could benefit from authentic materials. Bernhardt and Berkemeyer (1988) and Allen et.al. (1988) found that all student levels succeeded in dealing with authentic materials. Such findings are definitely challenging the many claims about the difficulties of using authentic materials in EFL teaching. This point will be further discussed with recommendations in the final chapter. Moreover, the current study adds further
empirical evidence on the many merits of authentic materials in the field of EFL teaching in the Libyan university context.

Being familiar with students’ cultural backgrounds appeared second in the process of language selection for EFL classes. Teachers clarified that culture is a key factor in using and selecting authentic materials for language teaching, which enhances further evidence to the many references of the language-culture relationship as earlier explained in this chapter. Many researchers have referred to the potential ability of authentic materials in overcoming cultural difficulties, (Kim 2000, Garcia 1991, Sherman 2003, and Ke 1992). Sherman (2003) for instance, stated that using authentic materials works as a window into the target culture. Moreover, Garcia (1991) states that using authentic materials contributes to learners’ understanding of culture, meaning the target language culture.

We can say that recognising the learners’ cultural experiences would positively contribute to successful language learning. Some learners may have some barriers and certain sensitivities towards the target culture, such barriers could be overcome through carefully selecting and using appropriate authentic materials, which would work on increasing learners’ cultural awareness, and yield better EFL learning results among Libyan students.

The learners’ gender was another unique and remarkable criterion, which was mentioned by the participant EFL teachers in the current study. To the best of my knowledge, and literature searches there has not been any previous research on using learners’ gender as a guiding principle in selecting authentic materials for language learners in a Libyan context. Using gender as a criterion could be attributed to the society where both teachers and students live. In Libya, as aforementioned in the previous and current chapters, certain topics are challenging to EFL teachers to select and use as materials for teaching students in language classes, topics such as sex, drugs, and alcohol. The challenging element here is related to cultural differences between students’ and the target culture. Consequently, teachers’ principles of gender in selecting authentic materials for their students could be attributed back to religious and cultural reasons, in which some topics could be discussed with male rather than female students and vice versa.

However, certain challenging topics, as will be further explained in final chapter, conclusion and recommendations could be used in an educational method for
language teaching. There are enormous varieties of authentic materials that could be used and at the same time avoid such challenging materials. In another personal correspondence with Tomlinson (2014b) he indicated that the significant issue here is to persuade authorities to allow the use of certain challenging materials in the process of language teaching to know the learners’ attitudes, which he did in Namibia. Tomlinson convinced the educational authorities to use some challenging materials, which were treated in an educationally beneficial way and then presented to students. He found that such materials enhanced students’ language learning and became more aware of the differences between cultures. In the final chapter, I will recommend certain measures for EFL teachers to apply in selecting authentic materials for their students within the Libyan university context. Measures that would allow teachers to use some provocative materials in an educational and beneficial way in teaching their students.

Another principle that was mentioned by participant EFL teachers in selecting authentic materials for Libyan EFL learners were learners’ attitudes towards language learning. Such findings were consistent with Mishan (2005) and Rivas (1999) in that learners’ needs and interests are the vital factors in the process of selecting authentic materials. Our participant teachers’ principle could be attributed to numerous reasons, the most important is because Libyan students are not in regular and continuous contact with authentic materials, and sometimes an inappropriate selection of authentic materials could yield negative L2 learning results. Selecting authentic materials should suit the L2 learners’ learning abilities and interests, for better EFL learning outcomes. Teachers’ consideration of students’ attitudes is noteworthy, since students are the most significant element of the educational process with the three elements, teacher, student, and materials.

Principles of selecting authentic materials in the current study, as may be summed up, are consistent with many other previous studies conducted before within the field of language teaching. It is, of course promising and encouraging results for using authentic materials within the Libyan University context, which would optimistically yield better L2 learning outcomes in the future. As will be further discussed in the final chapter, there are, however, some issues that should be taken into teachers’ consideration during the process of selecting authentic materials, which are cultural
differences between L1 and L2, and the availability of authentic materials to both teachers and students.

5.4.5. Analysing Teacher Follow-up Interview Results

During the teacher interviews, this thesis researcher has observed that the majority of the interviewee teachers maintain positive attitudes towards using authentic materials in their EFL classes. Moreover, some teachers frequently use such materials in language teaching, and some others use real objects as support material to their students as reported in the findings in the current study. The interviewee teachers referred to using varieties of authentic materials in the process of language teaching, and not simply within one single category. The following are the major themes from the teachers’ interviewee results and will be explained in relation to the literature review viewed in the current programme. Explanations here will assist the researcher in answering the research questions given at the beginning of this chapter, which also contributes to drawing possible conclusions and recommendations:

- All interviewee teachers prefer using authentic materials;
- Some teachers referred to regular workshops on authentic materials.
- Some teachers have referred to a number of difficulties in teaching authentic materials:
  - a- Lack of authentic materials;
  - b- Number of students in language classes, and also school facilities;
  - c- Cultural differences between students and the target culture create a steep hindrance in using authentic materials;
  - d- Some provocative materials cannot be used as such in a Muslim society;
  - e- Students’ learning styles also represent a major difficulty in using authentic materials.
- Teachers need the following to be able to use authentic materials effectively:
a- Being familiar with students’ learning motivations;

b- Knowing students’ language needs;

c- Being familiar with cultural differences between L1 and L2;

- EFL teachers are familiar with technology and their benefits in enhancing language learning.

There has been a large and growing amount of literature on the benefits of using authentic materials in the field of language teaching, particularly since the 1970s. Many scholars and researchers such as Herron & Seay (1991) Breen (1985) Weyers (1999) Nostrand (1989) Rogers & Medley (1988) Lee (1995) and Hedge (2000) have constantly referred to the advantages of using authentic materials in foreign language classrooms, which has also been confirmed in the current research. During the teacher interviews, it has been observed that all teacher interviewees favour using authentic materials in their language classes, and some revealed their strong advocacy towards using such materials. Furthermore, some have referred to using real objects, such as types of fruits, clothes and others inside their language classes for the purpose of language practice and learning.

Results, as aforementioned in this chapter, are consistent with many studies conducted before, especially in the field of Libyan EFL, (Elmojahed 2007 and Soliman 2013). With particular reference to the Libyan university context, Soliman (2013) for instance, found that EFL teachers prefer using authentic materials in their reading classes, and he claims that an effective reading class would be in combining both authentic and contrived materials. Moreover, in the Saudi context, Al-Musallam (2009) found that both students and EFL teachers at the third level are interested in using authentic materials in reading classes. Correspondingly, in the current study, the researcher found that Libyan teachers are enthusiastic about using authentic materials, and the following quotation from one interviewee teacher supports the researcher’s claims:

Actually, I always use authentic materials in my classes, especially in teaching the reading classes. For example, in reading classes, I use newspaper articles and film clips. Actually I found these
authentic materials are very important, crucially for the students (Teacher interview 1, Appendix O).

Not only using authentic materials, but also recognising the significance of such materials to their students as can be seen in the direct quotation above. The teacher revealed his use of multiple categories of authentic materials rather than a single one. Another significant approval of teachers’ use of authentic materials appeared from another female teacher announcing her high encouragement in using authentic materials in her language classes: “of course I am a very very strong advocate of using authentic materials in my classes” (Teacher interview 6, Appendix O). When asked about the possible reasons behind such enthusiasm, the teacher clarified that authentic materials would develop and improve students’ language skills, and would positively reflect on their language proficiency, and use in the real world outside of the classroom setting.

However, some EFL teachers in our study showed limited use of authentic materials in language teaching, and have given reasons for such limitations. One interviewee teacher stated that using authentic materials depends on the type of students and their levels. Because such materials are usually targeted for native speakers: “Using authentic materials depend on the type of students whom you teach, if their levels are beginners, because authentic materials like these are usually prepared for native speakers, targeted for native speakers” (Teacher interview 3, Appendix O). The interviewee teacher clearly refers to students’ language proficiency. Being familiar with learners’ L2 skills will enable teachers to use suitable materials as highlighted by the interviewee teacher.

Another interviewee teacher clarified his use of authentic materials, he, however, stated that he does not use authentic materials all the time. His limited usage of authentic materials, as he clarified, is due to cultural differences between L1 and L2, and that some materials are not appropriate for use in the Libyan Muslim society: “Yes, I prefer using authentic materials, but, of course in limited amounts with what works with our society and culture. Yes, with our Muslim, Arab, and especially Libyan culture” (Teacher interview 5, Appendix O).

As mentioned before in the current chapter, such cultural differences can be avoided through raising learners’ cultural awareness between the students’ mother tongue and
target language, and that such differences should be an advantage in L2 learning. However, in another personal correspondence with Tomlinson (2014c) he explained that there are many topics which do not contain provocative and challenging materials, and can be used in a Muslim society, as in Libya, and provided an example from the Namibian coursebook, in which he was involved:

In the Namibian coursebook we used poems, songs, stories, extracts from novels, cartoons, newspaper articles, research reports to increase the students awareness about the provocative topics and then asked questions and set tasks which involved the learners thinking about the topics and giving their own opinions about the issues involved. There are lots of authentic texts which don't involve taboo topics, including many which are written for Muslim societies or which embrace Muslim virtues (e.g. the Nasruddin folktales)

Similarly, Libyan EFL teachers can make use of many materials that are not seemingly provocative materials as has been clarified in the previous quotation such as novels, stories, and suitable content from certain films. Using such authentic materials will ensure raising learners’ cultural awareness and yield better EFL learning results.

Generally, it can be implicitly assumed from such positive responses that the participant teachers already use authentic materials in EFL teaching, there are however, some difficulties that hinder their use. Some of those difficulties are related to cultural differences, students’ attitudes towards L2, and facilities and availability within universities. As will be further explained later in the final chapter, such difficulties could be overcome if certain measures are taken, such as raising learners’ cultural awareness.

Another vital theme found in the teacher interview results was running continuous workshops on how to use authentic materials in language teaching. Some EFL teachers graduated a long time ago, and do not know about the new teaching styles and materials in the current time. As will be further discussed in the final chapter, conclusions and recommendations, the researcher will propose certain solutions to this very matter.

Teacher interviewees obviously acknowledged certain difficulties in using authentic materials, such as unavailability of such materials, cultural differences between L1
and L2, culturally sensitive materials, and students’ learning styles. For example, one interviewee referred to the cultural differences as being a major difficulty in using authentic materials, and even if he wants to do so, rejection usually appears from authorities:

I always use newspaper articles, and once, I got an article, about alcohol, I asked the head of the English department, I told him, can I use this kind of article to students? He said No, because, it is not allowed in our culture to talk about alcohol (Teacher Interview 1, Appendix O).

It can be seen from the above direct quote that some EFL teachers prefer using authentic materials in their language classes, there are however, certain obstacles and restrictions stated by the educational authorities prevent him from using such materials, to which the researcher will offer certain recommendations in the final chapter. Some of those recommendations will be addressed to the educational authorities on using authentic materials in EFL teaching. Carefully selected authentic materials, for instance will improve and enhance learners’ L2 acquisition and yield positive results for learners’ English future uses.

As mentioned before in the current chapter, cultural awareness plays a significant role here, not only among EFL learners but also among educational authorities as appears in the above quotation from the interviewee teacher. A number of provocative authentic materials could be used in L2 teaching especially with older and more mature students. Another interviewee criticised the inadequate university facilities as the main reason for not using authentic materials, saying that:

Certainly, the equipment in our universities, this is one of factors which do not help using authentic materials, second, the unavailability of the authentic materials in our universities which allow you to select the proper one. In our universities, you find between 100 and 150 students in only one group. We don’t have English magazines and newspapers. (Teacher interview 4, Appendix O).

Other difficulties have been mentioned by another teacher stating that learner level and cultural differences are very challenging to an EFL teacher in Libya particularly in using authentic materials. He, however, referred to regular training sessions as a must to qualify EFL teachers to use and acknowledge the significance of such materials in L2 teaching:
The students’ levels and the facilities, language teachers need to be aware of the significance of authentic materials, they need training sessions, and they need workshops on how to use such materials. The differences between cultures, some concepts, and customs and values, which exist in authentic materials, are not suitable for our culture. (Teacher interview 4, Appendix O).

Another significant and major hindrance as was revealed by one interviewee teacher is the students’ language learning styles. The teacher expressed her difficulties convincing her students that learning English does not mean passing exams only, but it is about being able to communicate and use language effectively outside language classes. Students’ L2 learning styles could be attributed their previous L2 experiences in first and second educational levels. In such levels, the teacher is regarded as the source of information and he/she is supposed to be faultless. The students’ only role is to be just passive recipients of new information and facts:

The students’ learning styles are very different from students in foreign countries, for example like here in UK. For example, I am gonna give you an example, I remember the first class at the university, was speaking class. In that classroom, it was the first classroom I have ever taught. I was starting my lesson. I was describing how I wanna teach my lesson. Of course, I was looking at individual students one by one; I was not just focusing on one student or one group of students. I was making an eye contact with all of them; I noticed some of them saying that what is she saying? Where does she think she is? We are Libyans, and not foreign students. So I felt from the way they were looking at me, I tried to explain more in detail that I am here to teach English, not just what you can do in the exam and pass (Teacher interview 6, Appendix O).

It can be seen from the above quotation that some EFL teachers are enthusiastic toward using authentic materials and modern language teaching styles. There are however, certain learners’ learning styles do not assist in using modern EFL teaching methods. Some of the students, as in the above direct quotation, are not interested in L2 learning; they just pay attention to passing final exams. This thesis researcher as well observed such attitudes during his teaching experience at Libyan universities.

Obviously, teachers prefer using authentic materials in their language classes, there are however some difficulties as revealed by the participant interviewee teacher above. As will be further discussed in the final chapter, conclusions and recommendations, such difficulties and others can be avoided through carefully and objectively selecting authentic materials that suit the target society. Carefully selected
materials may ensure students’ acceptance of authentic materials, and motivate them for further reading and use of such materials outside of language classes.

The teacher interviewees revealed that in order to succeed in using authentic materials, they need certain things, such as knowing learners’ motivation, knowing learners’ needs and interests, and also knowing the cultural differences between students’ and target language. As previously explained, the significance of motivation in language learning is great, and many researchers have emphasised motivation as a key factor, which determines success in language learning (Dornyei and Cheng 2007, Lier 1996, Murray et.al. 2011, and Dornyei 1998; 2010, and Mishan 2005). The interviewees stated that recognising learner motivational attitudes are a key factor in using authentic materials within the Libyan context. Learners’ intrinsic or extrinsic motivations allow teachers to select suitable materials for their students. One interviewee teacher for instance, stated: “Knowing your students’ needs, I mean your students’ way of thinking and the type of motivation they have whether intrinsic or extrinsic one and why they are learning English language, the type of motivation in learning English language”. (Teacher interview 5, Appendix, O).

The university facilities were another issue raised as being an essential requirement to succeed using authentic materials for some interviewee teachers. One interviewee, for instance, mentioned that in order to be able to use authentic materials one needs:

For example, English language laboratory, I may need to use CDs or tape or I may need students to watch a movie, so I need access to laboratory or a language lab. I think language teachers should have a good access to a very good library. What else we need to succeed is sometimes at the end of the lesson; you need time to reflect may be by using authentic materials at the end of the lesson. (Teacher interview 6, Appendix O).

Of course, in some state universities, facilities do not assist in using audio-visual materials for language teaching. Moreover, libraries are stacked with out-of-date books and materials which EFL teachers cannot use in language classes for effective EFL teaching. These and other requirements will be further mentioned in the final chapter, in which the researcher will offer some suggestions which may assist EFL teachers in making good use of authentic materials in their language classes at Libyan universities.
Teachers’ acquaintance and use of technology was another theme that has been observed during those interviews. Not all teacher participants showed enthusiasm for using smart phones for language learning. However, some confirmed their use of smart phones with friends and family members for communication and EFL learning. One interviewee teacher clarified his use of smart phones on an everyday basis: “I use it every day”, and he added that: “especially with my wife and with my students. As I told you, my wife is an English language teacher, so I contact her in English”. (Teacher interview, 1 Appendix O). Furthermore, he added that he actually uses his smart phone for checking dictionaries, and in searching for new L2 expressions.

Another teacher stated her attitudes towards using technology have recently changed after attending a course on how to make a good use of smart phone apps:

Actually, before, I did not use them, but in the future I will. As I told you, I had course the previous month, which gave me a clear idea of how to use smart phones. That course was very interesting, for example, using many programmes to teach English, and using Wechat with students, messages, homework and to make group Wechat. Therefore, it is very helpful (Teacher interview, 2, Appendix O).

Another teacher also expressed his positive attitudes towards using smart phones in language learning. Besides, he and his friends create chat groups and they exchange new things within their field of specialisation:

Sometimes I use dictionaries, to look up for new words, sometimes; I read articles, especially when I am on the bus on my way to university. I take advantage of the plenty of time to read something. I use them in many things, which is very beneficial to me. For example, in Whats app, we have Whats app group chat, those who study Linguistics, sometimes we work together on new things in our field. Members of the group sometimes write something, question or something new, and the other members try to find answers to that raised question. Sometimes, we exchange ideas, which are within our field of study (Teacher interview, 5, Appendix O).

Due to students’ practices, needs and expectations, as may be summed up, using technology can be preferable for successful language learning and teaching at the current time and may offer better learning results. Mostly, the interviewed EFL teachers have indicated their positive attitudes and use of smart phones for various communicative and L2 learning purposes, there are however, some who showed their
unfamiliarity with such technology, and they attributed that to their ages and that such technology is hard to deal with.
5.5. Chapter Summary

This chapter was divided into two main sections. In section 1, the researcher started narratively and descriptively analysing the elicited data from the used research instruments in his field study. Section 2 was dedicated to the qualitative analysis of the major themes found within the obtained results in relation to the many previous studies in the field of language teaching. In the next chapter, chapter 6, data analysis 2, the researcher will continue his data analysis which started in chapter five, data analysis 1. He will refer to the agreements and disagreements between student and teacher results in questionnaires and follow-up interviews. In addition, a discussion of the primary and secondary research questions will be given, and whether the researcher found appropriate answers to such questions.

In the next chapter six, data analysis 2, the researcher will reveal the major agreements and disagreements found in both student and teacher questionnaires and interviews. Such differences will assist the researcher and give him a richer data in writing up possible conclusion and recommendations for his doctoral programme in the next chapter.
CHAPTER 6: DATA ANALYSIS 2

Agreements vs. Disagreements in Student and Teacher Questionnaire and Interview Results
6.1. Introduction

After qualitatively analysing the results from the research instruments, it is essential to examine and report the major agreements and disagreements between results found in teacher and student questionnaires and interviews. The use of questionnaires with both students and teachers provided clearer and more comprehensive pictures of their attitudes toward using authentic materials in the Libyan EFL university context. Both students and teachers have shown their advocacy and positive attitudes to such materials in teaching English. In addition, both recognise the many advantages of authentic materials in enhancing students’ L2 proficiency. The use of follow-up interviews as well revealed many agreements between both sets of participants in answering the interview questions. On the other hand, in many instances, many disagreements have been observed between both cohorts of interviewees in answering the given questions, which demonstrate a kind of mismatch between student and teacher attitudes. A mismatch appears in teachers’ applications and students’ acceptance of authentic materials within the university context. Teachers state that student attitudes and learning styles create a major hindrance in using authentic materials in language teaching, whereas, students claim that teacher avoidance and inappropriate application of authentic materials are responsible. In other words, there is a type of a grey area in perceptions between what students indicated and what their EFL teachers stated in the actual use of authentic materials in language classes.

All agreements and disagreements found through analysing both instruments will be given in the following section, which will assist this thesis researcher in finding proper resolutions and writing up his conclusions in the following chapter.

6.2. Agreements and Disagreements between Results from Student and Teacher Questionnaires

In order to provide deeper and broader insights on student and teacher attitudes and reactions towards using authentic materials in the EFL third level, it is of paramount significance to report the agreements and disagreements between both participants. This will help the researcher in writing up the conclusions and recommendations of the current doctoral programme in the following chapter. However, it must be noted
that not all the interviewed EFL teachers were actual teachers of the interviewed students. In fact, all students and teachers who did the questionnaire were from Azzaytuna University. However, teachers who were invited to follow-up interviews were not from Azzaytuna University, they, as previously stated in the methodology chapter from other four universities. Agreements and disagreements between teacher and student attitudes found in the questionnaire are as follows:

- All participant students and teachers are Libyans, except one EFL teacher from a neighbouring country;

- All teachers and students share the same social backgrounds;

- Both student and EFL teacher participants were found to be aware of the potential benefits of authentic materials within the Libyan university context;

- Both students and the EFL teachers have shown positive attitudes toward using authentic materials in teaching English as a foreign language;

- Students and teachers have expressed the superiority of authentic over traditional textbook materials in developing EFL learners’ L2 proficiency;

- Both students and EFL teachers revealed their confidence in the non-linguistic advantages of authentic materials in enhancing learners’ interest and motivation;

- Both teacher and student participants have indicated their trust in both categories of authentic materials (audio-visual and printed materials) in increasing the EFL learners’ language skills;

- Both teacher and student participants have clarified that using authentic materials reflect the target language culture;

- Both student and teacher participants expressed the existence of difficulties in using authentic materials within the Libyan EFL university context;

- Both student and teacher participants agreed that using authentic materials would improve the EFL learners’ speaking skills;
• Both have expressed their familiarity with using smart phones in EFL learning, and have expressed their use of smart phones for social communications.

On the other hand, there have been many divergences found between student and teacher participants through the questionnaires. Disagreements can be summarised in the following points:

• Although teachers stated their usage of authentic materials in teaching English, students expressed their frustrations with the current teaching materials used in language classes being demotivating. Students at Azzaytuna University claimed that their EFL teachers use traditional materials rather than authentic ones;

• Students have expressed their dissatisfaction with their teachers’ traditional teaching methods, while EFL teachers have criticised their students’ learning styles;

• Teacher participants have clarified the motivational and beneficial uses of authentic materials on students’ L2 proficiency; there are however, not many teachers using such materials in their EFL classes.

As discussed in the previous chapter 5, student participants have referred in many instances to teachers’ use of traditional teaching materials, which would not help enhance learners’ language proficiency. Teachers’ use of traditional teaching materials was another issue stated by student participants in this study. Teachers rely on using memorisation strategies and prepare learners for their final examinations only. However, this does not mean all EFL teachers follow traditional teaching methods in language teaching. Some teachers, as was discussed before, apply modern teaching methods inside language classrooms, and some use real objects such as fruits and garments as authentic materials in teaching English language.
6.3. Agreements and Disagreements between Results from Student and Teacher Interviews

Correspondingly, like those in the questionnaires, there were certainly agreements and disagreements between student and teacher follow-up interviews. Such agreements and disagreements have been perceived through carefully analysing the interview results. Moreover, results revealed a kind of mismatch between both participants and will be clarified in the following points:

- Both student and teacher interviewees stated their positive attitudes to using authentic materials in EFL teaching at the Libyan university level;

- Teacher and student interviewees expressed their positive attitudes to both categories of authentic materials, audio-visual and written materials in EFL teaching;

- Both student and teacher interviewees expressed their dissatisfaction toward inadequate facilities within Libyan state universities. Inadequate facilities do not help in using or accessing for instance, audio-visual authentic materials in language teaching;

- Both agreed that difficulties exist for effectively using authentic materials for EFL teaching in the third level context. Some such difficulties are related to equipment, some are related to cultural differences, and others are related to the unavailability of authentic materials;

Conversely, there are some disagreements between teacher and student interviewees, which were found through analysing their responses. These could be summarised in the following two points:

- Teacher interviewees indicated their usage of authentic materials, meanwhile, student interviewees complain about traditional teaching materials being used by their EFL teachers in language classes;

- There is detected inconsistency in perceptions between the EFL teacher-teaching methods and students’ reactions to such methods. Students, as aforementioned in this chapter, criticised their EFL teachers’ inadequate
EFL methods applied inside language classes, while, EFL teachers blamed their students’ learning styles, and that such learning styles do not help in using authentic materials.

After having clarified agreements and disagreements between the participant teachers and students’ questionnaire and interviews’ results, it is obvious that there is a mismatch between both responses. As stated earlier, there is a grey area of use and perceptions of use between students and EFL teachers. In many instances, for example, both student and teacher participants claimed their full support and advocacy towards using authentic materials in teaching English in the Libyan university context. There are however, certain differences between their attitudes and the actual applications inside language classes. Students criticised their teachers’ inappropriate and limited use of authentic materials in language teaching, and that they adhere too strictly and too closely to the given curriculum. Furthermore, both students and teachers seemed aware of the many potential advantages of using authentic materials in improving EFL skills, there is nonetheless, insufficient employment of such materials in language classes admitted by both groups.

Another mismatch can obviously be perceived between student and teacher participants concerning teaching styles. Students expressed their frustration with teacher-centred approaches in EFL classes, and added that language classes should be more student-centred rather than teacher-centred. On the other hand, teacher participants have expressed their criticism of students’ learning styles towards successful language learning, in which students’ ways of thinking do not help in using authentic materials. Some of the EFL students do not care about learning the L2 and becoming proficient language speakers and users, and they do on the other hand care about passing final exams and earning their degrees. Obviously, mismatches of perceptions appear between the two groups. Students criticise their teachers’ insufficient use of authentic materials whereas teachers criticise their students’ learning styles, which do not assist in the use of authentic materials in language classes.

Another mismatch between study participants was obviously observed in regard to the use of seemingly provocative materials in EFL teaching within the university context. Students clarified that provocative authentic materials should be used for
language teaching purposes within Libyan universities. Teachers, on the other side, have exhibited some conservative attitudes toward using such materials within the same context. Such conservative attitudes from EFL teachers could be attributed historically to restrictions from educational authorities as was stated by one interviewee teacher. (Teacher interview 7, appendix O). For more details of the educational system in Libya and this particular point, please refer back to chapter one, introduction.

As mentioned before, provocative materials can be prepared for educational purposes and used in EFL classes and some teachers already did so. Furthermore, many types of authentic materials, as was discussed in personal correspondence with Tomlinson (2014) could be utilized for successful language teaching and at the same time avoid the extremely challenging and unacceptable elements for EFL learners as in the Libyan context. Moreover, in personal correspondence with Thomas (2015), clarified that in EFL teaching through using authentic materials, teachers should start by distributing a student profile survey. The survey informs language teachers about their learners’ attitudes and enables teachers selecting appropriate authentic materials.

Concerning the use of technology, both students and teachers revealed their use of and familiarity with technology, (e.g. smart phones) for social communications and for language learning as well. Such familiarity offered in particular for Libyan EFL university students the opportunity to access online provocative materials such as music, live TV programmes, and radio broadcasts. Students’ familiarity with such technology (e.g. smart phones) could be used as a starting point for much such work such as joining some online classes and/or searching for specific information for research study outside of the classroom setting and integrated into the classroom context.

Evidently, both students and teachers, as may be summed up, have positive attitudes toward using authentic materials in the Libyan EFL university context. Not only showing their positive attitudes but also they both exhibited a strong advocacy toward using such materials in L2 teaching. This may be perceived as a very encouraging point about the future of English language teaching within the Libyan context, there are nonetheless certain obstacles to using such materials effectively within such a Muslim society. Some of those obstacles are related to the students’ society, some are
related to facilities, and others are related to the availability of such materials to both
students and EFL teachers. All those difficulties and others will be further discussed
in the following chapter, and I will recommend certain answers that may help EFL
teachers and L2 learners in taking advantage of such significant materials in the
Libyan EFL university context.

Having discussed all agreements and disagreements in the perceptions of authentic
materials employment between both student and teacher participants, now it is time to
refer back to the main research questions, and discuss them according to the obtained
results. Three main questions and one secondary question have been proposed as a
starting point for the current doctoral programme, all of which are on teacher and
student attitudes toward using authentic materials in Libyan EFL classes. In the
following section, the researcher addresses these questions.

6.4. Discussion

This section addresses the four research questions in the current study by first adding
to the findings of the previous three sections in the current chapter. Moreover, it
shows the connections and relations to the many previous studies within the field of
ELT. There were four main research questions and one secondary question proposed
by the researcher at the beginning of his programme. Recognising the student
attitudes and reactions toward using authentic materials in the Libyan EFL context are
of paramount significance, and then one approaches the teacher attitudes as well. The
significance of both attitudes stems from assisting this study researcher in designing
appropriate authentic materials for EFL teaching in later stages, which is the aim for
the current research. The following is a discussion of the four research questions in
relation to the obtained results.

**Question 1. To examine the study participants’ attitudes, responses, and
reactions towards using authentic materials in language classes at Azzaytuna
University in Libya**

The achieved results from student questionnaire and follow-up interviews reveal that
Libyan EFL students possess strong and positive attitudes to using authentic materials

Concerning the currently used curriculum in the Libyan EFL departments, students expressed their support that authentic materials should substitute traditional teaching materials within the taught curriculum. Additionally, they stated that EFL teachers should not literally adhere to the given curriculum in language teaching, they on the other hand should mix between authentic materials and the given curriculum for more effective and engaging language classes. Students’ positive reactions to authentic materials were grounded on the many advantages of using such materials in improving and developing their L2 skills. Besides, authentic materials meet the immediate learners’ needs and interests in language learning, and not only language structures and formal use. All students acknowledged that using authentic materials would:

- Improve their language four skills, particularly their L2 communicative competence namely oral competence;
- Offer them a sense of achievement in L2 learning;
- Increase their knowledge of vocabulary and everyday life language phrases and expressions as used between native speakers;
- Meet their basic needs and interests;
- Develop and enriching their cultural awareness of the differences between their mother tongue and L2, and finally;
- Bridge the gap between classroom setting and the everyday life language in the real world.

Findings here are consistent with the aforementioned literature in chapter three, section, 3.3, of the many advantages of using authentic materials in enhancing EFL learning. In addition, such findings contribute to the many evidences of the superiority of authentic over traditional materials in increasing ESL /EFL learning. Such preferences for authentic over traditional (textbook) materials could be attributed to meeting learners’ basic and immediate needs in language learning as previously stated. Students, furthermore, have maintained that using authentic materials would heighten and develop their interest and non-linguistic abilities, (motivation) towards L2 learning, results are in accordance with many studies conducted before showing the relationship between motivation and authentic materials, (Thanajaro 2000, Gilmore 2007, Otte 2006, Hyland 2003, Kilickaya 2004, and Guariento & Morely 2001). Using varieties of authentic materials such short film clips, newspaper articles, brochures, and other related materials intensify learner L2 learning motivation, because of the lively nature of such materials and its reflection to real world everyday language.

Students have clarified their positive attitudes towards all categories of authentic materials; however, some revealed preferences and priorities for one category rather than the other. Audio-visual materials were prioritised over printed and written ones. As clarified in the previous section, students’ preference may be attributed to the lively nature of audio-visual materials as teaching materials and entertaining them at the same time. Audio-visual materials are usually accompanied with back scene music, which may attract and raise their interest, however, as previously stated; some students would not accept such materials to be used inside Libyan EFL classes. As a consequence, it is the teacher’s role here to explain cultural differences to his/her students.

**Question 2.** To investigate whether Libyan University students recognise the differences between authentic and textbook materials, which are already prepared for instructional purposes, and whether they take advantage of the availability of authentic materials online in the current era?
Obviously, through carefully analysing students’ comments, it can be seen that all recognise the differences between authentic and the contrived materials. According to the familiarity sheet results, for instance, Libyan university EFL learners already know dissimilarities between scripted and unscripted materials, and they are mostly taking advantage of online materials in language learning. Some students do access online materials, watching online EFL classes and downloading materials for further readings and language learning. However, they stated a number of difficulties in accessing online materials. The inappropriate internet connection represents a main problem access authentic material. Moreover, with similar results in the student questionnaires and follow-up interviews, it has been observed that they know the variations between authentic and non-authentic materials, and distinguish the advantage of the former in developing their L2 proficiency. Such observations appear clearly in their responses and preferences for authentic materials and their potentials in enhancing their L2 proficiency.

**Question 3. To discuss the impact of authentic materials in developing and enhancing students’ communicative competence in the target language,**

The present study failed to find possible answers to this question due to the target group’s refusal to attend the one-month and half study. The researcher approached the target group more than three times for holding the one-month study, they, however, were completely reluctant to be involved in that study. Moreover, and as reported in chapter 4, the methodology chapter, there were many “local difficulties” encountered by the researcher during the data elicitation stage. Despite all those difficulties, the positive point was the researcher had organised four contingency plans before initiating his field study, which enabled him to move to plan B. However, given the results from other data, one may easily hypothesise positive impact.

**Question 4. To assess and propose a redesigned localised version of Tomlinson’s (2014) PARSNIP model to a Libyan context**

As previously discussed in chapters 3 and 5 and 6, this research worked on redesigning authentic materials from different categories to suit and be appropriate for Libyan university EFL learners. As an English language teacher and a researcher for more than 10 years, I would state that the redesign of such materials relies on the
target EFL context. Before repurposing authentic materials, a language teacher must be familiar with the cultural differences and similarities between L1 and L2. In the Libyan context, for instance, many types of challenging authentic materials as sex, alcohol, and others might not be appropriate to be used as possible L2 teaching materials. However, such materials could be carefully redesigned and used to some extent with advanced language learners, and at the same time, this does not mean all language learners would accept such redesigned materials. Further discussions and recommendations of this particular point will be carried later in the next chapter.

**Question 5.** To investigate whether English language teachers at Libyan universities currently recognise and use authentic materials in EFL teaching.

Students’ achievement and progress in language learning greatly relies on their teachers’ attitudes and reactions to the teaching-learning process, as mentioned in many instances in the current thesis. Knowing teachers’ perspectives toward using authentic materials is essential for the successful employment and application of such materials within the EFL university context. Moreover, recognising teachers’ attitudes would work on improving and presenting clear pictures in selecting suitable authentic materials for future uses within the university context in Libya. Furthermore, it assists in filling the gap within the literature concerning the use of such materials in the Libyan context. In reviewing related literature, there has been very little research on investigating the EFL teachers’ attitudes towards using authentic materials in EFL teaching in Libya. Only two studies have been conducted, in which Soliman (2013) investigated the EFL teacher attitudes towards using authentic materials inside their reading classes, and the second was by Elmojahed (2007) where he also investigated the impact of using authentic texts in teaching reading. In the former study, Soliman (2013) examined teacher attitudes only but not students, and in the latter, Elmojahed (2007) investigated students and teachers. Moreover, these two studies were conducted in two different universities, and both examined attitudes toward authentic reading materials. Unlike previous studies, the current study investigated both student and teacher attitudes, and engagement with authentic materials within the same university. Besides, more than one research instrument was used to elicit data with both students and EFL teachers.
Through analysing the teacher questionnaire and follow-up interview results, it is obvious that the EFL teachers have positive attitudes toward using authentic materials in language teaching. In addition, it is clear that all EFL teachers are completely conscious of the advantages of authentic over traditional textbook materials in the field of language teaching. Teachers’ positive attitudes to such materials are based on the merits of authentic materials in developing learners’ L2 proficiency. Attitudes are consistent with many previous studies on how authentic materials improve and enhance learners’ L2 learning abilities (Heron and Seay 1991, Peacock 1997, Soliman 2013, and Al-Musallam 2007; 2009). Teacher participants furthermore exhibited favourable attitudes toward using both categories of authentic materials. EFL teachers claimed both audio-visual and written materials are much better than using a single category in language teaching, in which each category covers certain areas in the process of language teaching. Using different categories develops both receptive and productive skills within learners, in which newspaper and magazine articles enriches learners learning vocabulary, writing and using audio-visual materials improves and develops learners listening, speaking and pronunciation skills.

As already explained in chapter three, and with regard to the principles teachers apply in selecting authentic materials to their students, they indicated many criteria, most of which agree with what have been obtained in previous studies, (Lee 1995, Berardo 2006, Mishan 2005, Rivas 1999, Brown and Eskenzai 2004, McGrath 2002, and Bacon and Finnemann 1990). The EFL teachers for instance, have indicated that the learners’ language level is a very significant factor in selecting authentic materials and students’ cultural backgrounds are also vital. Being familiar with students’ attitudes towards language learning is another important and a key criterion given by EFL teachers in the process of language acquisition. Such results are consistent with what Mishan (2005) McGrath (2002) and Rivas (1999) concluded in that learners’ interests and needs are of the utmost significance in selecting authentic materials for language teaching.

Being familiar with learners’ attitudes towards language learning is very significant factor. Learners with positive attitudes will do much better than learners with negative ones. Another remarkable and unique criterion that EFL teachers apply is related to gender differences in the process of selecting authentic materials for
language teaching. Some EFL teachers claimed that gender is a significant criterion, which could be attributed to the students’ Muslim society, and traditions within that society. In a Muslim society, such as the Libyan one, many authentic materials could not be brought into language classes and used as possible learning materials, even for pedagogical purposes. Most reasons could be attributed to differences between L1 and L2 traditions, in which some challenging materials cannot be used as materials for L2 teaching in language classes in the Libyan context. However, and as aforementioned and in personal correspondence with Tomlinson (2014) there are almost countless sources of non-provocative authentic materials, which EFL teachers can make use of in their language classes. Such non-provocative authentic materials will ensure appropriate use of language and ensure language learning.

6.5. Beyond the Connected Learner

It should be directly stated that the main and most valuable source of authentic materials in the current digital era is the Internet. A main advantage of the internet is that it is continuously updated, and is available to both language learners and their teachers as well. The value and purpose of the teacher’s role is that everything is on the web, and preparing authentic materials will only take a short time to have potential teaching materials ready for their students. Such accessibility is also available to language learners, particularly in the current time with the huge spread of smart phones, *ipads*, *laptops*, and other devices as well. Some language learners may even exceed their language teachers when searching for such online materials. It may be stated that ‘everything is on the internet’ and that language learners may just need to be digitally literate to deal with a significant source of authentic materials.
6.6. Chapter Summary

The present chapter was divided into two main sections. Section 1 was entirely devoted to drawing out the major agreements and disagreements between student and teacher questionnaire and interview results. Moreover, it draws attention to a number of mismatches between students and teachers, for which I would propose certain recommendations in the next chapter, conclusion and recommendations. Section 2 was entirely dedicated to answering the four research questions upon which current programme was completely based. Finally, the researcher explains what is meant by the beyond the connected learner, in which he refers to the most up to date and continuously updated authentic materials source, ‘the internet’, available to both language learners and teachers.

In the next and final chapter, I will propose certain solutions to a number of the difficulties in using authentic materials in language teaching in the Libyan EFL university context. Moreover, I will particularly refer to how teachers can make appropriate use in selecting and using authentic materials for their EFL students. Such references will work on improving and developing the EFL situation within the Libyan university context.
CHAPTER 7- CONCLUSIONS and RECOMMENDATIONS
7.1. Introduction

The current chapter summarises the whole study, and is divided into several parts. The first one will present a summary of the current thesis, in which the researcher presents the reasons for beginning his doctoral programme. Next, I will present the actual discussions and conclusions of the obtained results. Then, I will discuss whether workable solutions to the main research questions were found or not. The limitations of the current thesis will also be discussed, mentioning again the “local difficulties” encountered during the data collection stage. Besides, I will propose certain points that may be taken into consideration by other researchers who may wish to build upon my results in future studies. Finally, a number of recommendations will be suggested for more effective applications and uses of authentic materials within the Libyan EFL university context. Recommendations will be given according to the obtained results, and to current student practices, needs and expectations. In addition, such recommendations will reflect my insights on the innovative ways of using authentic materials in the field of EFL within our context. The recommendations will offer and suggest certain steps to be taken on board by EFL teachers and Libyan educational authorities for a more effective application of authentic materials in teaching English as a foreign language within Libyan third level curricula.

The idea of using potentially challenging materials, as already explained in chapter three, when exploring the PARSNIP model will be further discussed here, revealing possibly highly motivating methods for using authentic materials according to this researcher. Then, finally, recommendations are made for avoiding certain identified types of provocative and inappropriate materials in order to achieve, maintain, and enhance teaching-learning situations.

7.2. Summary of the Current Thesis

Teaching English as a foreign language in Libya is very significant for several reasons. For more reasons on the importance of teaching English as a foreign language in Libya, refer to chapter one. The following is a list of the most significant reasons:
• The most significant one is for employment, in which language speakers and users have better job opportunities and are more highly paid than non-EFL speakers and users in the Libyan workplace;

• Another reason is related to the prestigious position of *English as a Lingua Franca* (ELF). If one speaks English, one can travel worldwide with no difficulties communicating with others;

• Another reason no less important than the previous two is related to academic research. The majority of references needed for conducting research are written in the English language;

• Another one is possibly related to economic and trade reasons, in which importing and exporting goods require primarily English language to be used as a medium of business communication;

• The final reason is that EFL users are highly respected in Libyan society, because English is viewed as the language of knowledge.

This thesis was intended to explore and examine carefully student and teacher attitudes and reactions toward using authentic materials in the field of EFL teaching in the Libyan University context. As was seen in chapter four, students and EFL teachers and others at Azzaytuna University were involved in the field study. Results of which revealed that all sets of participants possess strong positive attitudes toward authentic materials and their usage in language classes within the Libyan third level context. Moreover, all showed their strong advocacy to implementing such materials in language teaching and thus should replace traditional textbook materials in English language teaching. Such positive attitudes and reactions from both student and teacher participants were based on the merits of authentic over traditional textbook (artificial) materials with which students grew bored, particularly in EFL teaching.

With regard to technology use (e.g. smart phones) in the field of EFL, both students and teachers exhibited their knowledge and familiarity with using their smart phone applications for numerous purposes such as browsing, downloading, and even accessing some online sensitive materials as mentioned in chapter five. With such an internet revolution, we witness nowadays, authentic materials with its different
categories are available to both language learners and their teachers as well. It is just matter of click on button on their devices, smart phones, ipads, and others as well. As was seen in chapters 2, 3 and 5 both sets of participants have clarified their knowledge of the cultural differences between L1 and L2, which is very significant for successful L2 teaching learning process.

However, results of the empirical study illustrated that there is a mismatch between students’ perceptions of EFL teachers’ actual L2 teaching. Student participants stated that their EFL teachers hardly use authentic materials in language classes, while EFL teachers criticise students’ negative attitudes toward using such materials. Again, here a mismatch appears between both study groups, in which each group blames the other for an inappropriate use of authentic materials inside language classes. This thesis researcher will later recommend how in-service EFL can make a more effective use of authentic materials in their classes. One additional student criticism was on the teacher-centred classes, in which EFL teacher controls the whole educational processes, and that learners are but passive recipients and listeners to their teachers. The researcher proposes certain recommendations for the teacher-centred classes later in this chapter. Experimentally speaking, and as an EFL teacher for more than five years in the Libyan university context, I myself had observed that some EFL teachers still apply traditional teaching methods in language classes. However, this does not mean that all language teachers do so.

As heavily discussed in the analysis chapter, some EFL teachers apply modern teaching methods, in which their main role inside L2 classes is offering support and scaffolding when needed. Modern teaching methods particularly in EFL teaching should involve and make students the centre of the teaching/learning processes, and not only passive addresses listening to their EFL lecturers and copy notes. Conversely, students should be given the opportunity to lead classroom discussions, and decide on what type of materials should be taught and what not. Doing so, students will gain confidence in their abilities and become more effective L2 learners than any other methods, and the teacher’s role here to support and scaffold their learning journey, as already explained in chapters 2 and 3.

Further explanations of the major themes found in the current thesis continue in the next section, discussion and conclusions. The researcher will clarify the strengths, the
limitations and the recommendations of his dissertation. Suggestions for future studies will also be provided according to the limitations of the current thesis.

7.3. Discussion and Conclusions

Using authentic materials in the field of language teaching has proven to be very effective, and successful in producing excellent EFL learning results as was seen in chapter 3, and in contributing to learners’ L2 progress and achievement. Such positive attitudes have been obtained not only in the present study, but also in many previous studies in both fields of ESL /EFL (Gilmore 2007, Soliman 2013, Al-Musallam 2007; 2009, Elmojahed 2007, Sabet and Mahsefat 2012, and Thanajaro 2000) and in different contexts such as Japanese, Saudi, Iranian, American and even the Libyan one.

This current study contributes further solid evidence on the many advantages of using authentic materials in the field of EFL, and with particular reference to the Libyan EFL context. The students have exhibited preferences of audio-visual over simply reading authentic materials in language classes. Within the conducted study, both students and EFL teachers were involved, as was seen in the methodology chapter and there were pre-questionnaires, questionnaires and follow-up interviews held with both of them. Contrary to Soliman’s (2013) study in which his study involved only EFL university teachers, and used a questionnaire only as a research instrument in data elicitation stage.

Another significant aim was to examine the students’ familiarity with sources of authentic materials and to see whether they recognise the many differences between authentic and non-authentic or textbook materials. The study participants indicated their awareness of the many online, printed, and audio-visual sources of authentic materials. In addition, they showed their preference of authentic over textbook materials in EFL teaching. This might be attributed to the lively nature of authentic over already doctored materials for pedagogical purposes. As previously stated in previous chapters, authentic materials reflect target language (TL) as it is in the everyday native speaker communications, idioms, everyday phrases, and cultural
issues, whereas, textbook materials are already doctored to suit the target contexts as the Libyan one.

Moreover, the study examined the teachers’ insights and reactions to using authentic materials in their EFL classes, and the criteria they usually apply in selecting materials for their language classes. Another significant issue this study examined was the difficulties encountered by both students and language teachers in using authentic materials within the Libyan EFL context, and the availability of such materials in Libya. According to the obtained results, both student and EFL teacher participants were very enthusiastic toward using authentic materials. Besides, they were both familiar with sources of such materials. However, they acknowledged the existence of a number of difficulties. Chief among them are differences between L1, L2 cultures, to which the researcher offers recommendations later on.

Both quantitative and qualitative research instruments were incorporated and used as mixed methodologies research. Such incorporation contributed to the researcher achieving his study goals. This researcher recommends mixed methodology research approaches should be used for other future studies.

The familiarity sheet was first administered to the target group and 9 out of 30 senior students who agreed to participate and answered the sheet. The familiarity sheet planned to reveal and show the students’ degree of familiarity with sources of authentic materials, and their degree of familiarity and usage of Web, 2.0 applications. The same group participated in answering the student questionnaire, which was distributed a week later. The teacher questionnaire was issued week after administering students’ questionnaire which offered the researcher enough time to securely save the already obtained data. Results were very positive toward using authentic materials. Both sets of participants showed their familiarity and perceptions of the advantages of such materials in the EFL teaching-learning process.

Interviews were another significant instrument used with both students and teachers. The significance of interviews stems from their potential in offering richer amounts of data for analysis. Such comprehensive data helped the researcher in writing up possible recommendations for better applications of authentic materials in EFL teaching. Further recommendations such as the possibility of using certain types of
sensitive and challenging authentic materials in EFL teaching in Libya, are given later in this chapter.

7.4. Strengths of the Current Thesis

One of the most significant strengths of the present study is its potentials in offering further empirical evidence of the many merits of using authentic materials in the field of EFL teaching. Moreover, it succeeded in being in direct contact with the target groups in the Libyan society, in administering not only the questionnaires but also in conducting semi-structured follow-up interviews with both students and EFL teachers. Such types of interviews offered the researcher the opportunity to ask many other questions depending on the interviewees’ responses.

Furthermore, unlike previous studies, conducting interviews with the Libyan EFL University students offered broader and deeper visions of students’ and teachers’ attitudes and reactions to the situation of language teaching in the Libyan context. Such deeper pictures of the current EFL situation in Libya resulted in suggesting certain recommendations in this chapter. The PARSNIP model has been analysed, localised and repurposed with no small degree of originality, as can be seen in chapters 3, 5 and 6. Indeed, they showed how such a model might be successfully and effectively redesigned and taken into consideration in designing local EFL authentic materials for a Libyan student audience. A summary of the main recommendations are given later in this chapter.

7.5. Limitations of the Current Study and Local Difficulties

As stated in the analysis chapter, one limitation within the current study was the lack of opportunity of the researcher in conducting the one-month and half study, due to some local difficulties, as it may be called aftershock of the Revolution. Conducting that field study would have offered much more data on the participants’ attitudes and engagement with authentic materials than using only questionnaires and interviews. Moreover, the study sample was restricted to fourth-year students, and that should be from different study groups; first, second and third year students. The study was carried out in one academic semester, and it would be much better to conduct such
replicate studies in two or three succeeding semesters. Conducting field studies in more than three or four semesters will offer greater and richer amounts of data than from one semester.

7.6. Recommendations

Gilmore (2007) indicates that it is not necessary for authentic materials to be good EFL materials and that contrivance is not bad for language learning. However, he adds that in order to overcome challenges, careful planning, selection, and sequencing of materials and tasks is needed.

According to the participants’ attitudes and reactions and through carefully analysing the elicited data in the current field study, the following are a number of recommendations for better applications of authentic materials in the Libyan EFL third level context. Such recommendations will offer better ideas for language learners in general and for EFL teachers in particular for enriching the EFL teaching-learning process. Moreover, it offers certain resolutions to a number of obstacles, as mentioned before, encountered by both in L2 learning.

With reference to (the PARSNIP model) as explained in chapters three and five, and according to the elicited results, (the PARSNIP model) could be contracted into a two-letter model: (the AS model namely Alcohol and Sex) at least with Libyan university mature (advanced) students. The basic rationale for such contraction is based on a number of points that could be summarised in the following:

- University students, particularly fourth-year students are mature enough and they already know and recognise topics such as politics, religion, narcotics, ideologies, and even types of forbidden food according to the Islamic Shari’a (Law) such as pork. Consequently, authentic materials, selected from such topics, are not offensive, and would enhance and develop their L2 proficiency. It all hangs on and depends on the context of use;

- The PARSNIP model should be strictly applied in writing up course books for younger EFL learners in the first and the second educational levels. Presenting
provocative materials to younger EFL learners may most probably yield negative learning results;

- Even in the two-letter model, (the AS Model, Alcohol and Sex) certain topics could be brought into language classes and used as possible teaching materials with such mature students. Such topics must be very carefully selected to suit the target EFL learners in the Libyan society. However, EFL teachers should consider that not all students would accept such provocative materials in language classes;

- With regard to Religion, the differences between learners’ religion, (Islam) and the other religions, (e.g. Christianity) could be taken as an advantage for EFL learning. Learners could be appointed to perform recommended searches online control and compare and contrast between religions. Such a step would contribute more L2 learning and at the same time enrich students’ familiarity with differences between religions;

- With regard to Politics, Libyans are all living among political debates since the 2011 Revolution, and using political topics as possible authentic materials for EFL teaching would enrich learners’ already recognised ideas, and contribute positively to the learners’ EFL proficiency and enrich their knowledge of political vocabulary.

Following this rationale, the main recommendations are:

1) According to the lively nature of authentic materials and its potentials in meeting students’ immediate needs and interests, such materials should be used in Libyan EFL classes. Such usage of authentic materials would improve, develop and enhance learners’ L2 proficiency, and would positively reflect on their future uses of English language;

2) The current EFL curricula within the Libyan universities should be adjusted, in which authentic materials become compulsory items within the new one. Doing so, even some reluctant EFL teachers would use such significant materials in their language classes. Within the adjusted EFL curriculum, extra
emphasis should be placed on using both categories of authentic materials rather than only one;

3) Students are one significant element of the EFL teaching processes and as such, they should be asked to participate in the actual selection of taught materials. This can be accomplished through asking them to list their favourite topics and materials to be used in language classes, and to discuss them with their language teachers. Appointing students in the process of materials’ selection will make them more active and autonomous, contribute positively to their language proficiency, and increase their motivation and interest;

4) The idea of the flipped classroom is currently very interesting. Students can plan, prepare, and discuss their own selected materials with their classmates. This will encourage students to more engage in EFL learning and will contribute positively to their L2 proficiency;

5) Appointing EFL learners to collect as much material outside of the classroom as possible from all categories, audio-visual and written ones and bring them into language classes as potential materials for teaching. Then, students and their EFL teacher can discuss which materials would be used and which would not;

6) Concerning the “provocative materials”, one should educate students on the differences between cultures in L1 and L2, and that they should take this particular point as incentives for more EFL learning. Differences for instance, in marriage ceremonies in the students’ society and the L2 society, could be used as possible EFL teaching materials. Moreover, differences in food recipes could be used as possible teaching materials, discussing the similar and different dishes between the two societies. Differences and similarities in food parties between students’ society and the target one could also be used a possible EFL learning material. Such topics would enrich learners’ L2 knowledge and make them more familiar with the everyday life practices of native speakers;
7) Convincing authorities that proper EFL learning requires certain types of carefully and sensitively selected challenging materials is essential. Such use of thought-provoking materials would work on developing the EFL situations with Libyan learners, and at the same time make them more familiar with many issues not usually discussed in classroom settings but which are of interest and future use and importance to the learners;

8) Convincing educational authorities that modern facilities as language labs, overhead projectors, recording materials and others are very important for successful EFL learning is also essential. Modern facilities such as these will assist both students and EFL teachers in performing their jobs more effectively;

9) Moreover, convincing the higher educational authorities that ongoing training programmes for in-service EFL and newly qualified lecturers are needed, in order to ensure that teachers remain up-to-date with modern and innovative pedagogical practises;

10) Engage students in search for specific materials from certain websites. This will ensure their work outside of language classes. As mentioned in the analysis chapter, technology use (e.g. smart phones apps) is very good amongst students. EFL teachers can create chat groups with their students and text short messages on certain materials to be brought into the next classes;

11) Extended flipped EFL classrooms in which roles are shifted between teachers and students should be explored and tested. EFL classes should become more student-centred rather than traditional teacher-centred. This step will ensure students having greater confidence in their own abilities and becoming better EFL learners;

12) EFL teachers should concentrate on using modern effective and proven EFL teaching methods in which language classes become more like dialogues and information exchanges with their students rather than monologic classes, and aim to ensure that they develop and mature from school learners into life-long learners.
13) Workshops on using different categories of authentic materials (audio-visual and written materials) should be conducted every year in order to collaboratively evaluate and explore with the recently graduated EFL professors effective and modern ways of language teaching.

7.7. Personal Reflections

The current study, as a beginner researcher in the field of EFL teaching, offered me the excellent opportunity to recognize and master many sides of how to conduct research in the future. The most significant is the many advantages of using mixed methodologies research, (MMR) and how each one covers the negative sides of the other. Moreover, the present research opened up my mind to many other future studies which will be needed to be conducted in the field of applied EFL teaching in the first, second, and third Libyan educational levels. Furthermore, as mentioned in the recommendations section and through the viewed literature on authentic materials, it showed me innovative ways of using different categories of authentic materials within the Libyan third level context. Moreover, the study taught me how EFL students change and develop and what they look for from their language classes, and the kind of obstacles, which confront language teachers using such materials.

7.8. Future Research Directions

It is appropriate here to propose potential future research directions to my own project. This is for any other researcher wishing to conduct further research within the field of EFL in Libya. In spite of the reasonable and deeper insights from students’ and the EFL teachers’ toward using authentic materials in the Libyan University context, much remains to be explored in the field of using authentic materials in the Libyan context. Depending on the accumulated results in the current field study, a number of suggestions clearly state probable areas of future research and investigations.

- The study participants were 9 students from fourth year studying English as a foreign language at Azzaytuna University. Replicating the current
study with a large student sample is needed in order to obtain broader results.

- The teacher questionnaire participants were 9 EFL teachers teaching English as a foreign language at Azzaytuna university. A larger sample is needed in other replicate studies.

- The study participants should not be restricted to one group from one university. They, on the other hand, should be selected from two or three other universities, and then comparing the obtained results.

- The current study focused on finding student and EFL teacher attitudes and reactions to using authentic materials in the Libyan EFL university context. A replicate study should be conducted through presenting real materials (*authentic materials*) to the participants for longer period, and observe their attitudes to the presented materials.

- The current study focused on examining student and EFL teachers within the third level only. A replicate study is needed on both first and second level contexts.
Appendix A  
Student Familiarity Sheet with Sources of Authentic Materials

Students are asked to report their familiarity in the following authentic materials. Please rate the following of your familiarity, with the following materials:

**Dear Student**

Simply circle the number that suits you best, number 1 means the most familiar and number 6 means the least familiar to you.

<table>
<thead>
<tr>
<th>Source</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English television programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English magazines, Brochures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed Literature: e.g. short stories, poems, novels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Broadcasting</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>The Internet</strong></td>
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<tr>
<td>Web 2.0. e.g.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Wechat</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Tango</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><em>Whats App</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><em>YouTube</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Please list other Web 2.0 applications

Thank you for your cooperation  /  

The Researcher
Appendix B

Student Questionnaire (English Version)

Dear student,

The main purpose of this questionnaire is to know students’ attitudes and beliefs towards using authentic materials in EFL classes at Libyan Universities.

Please read the following definition of authentic materials carefully

Authentic materials are those used by native speakers in their everyday lives without previous preparation for teaching purposes. These include daily conversations, newspaper and magazine articles, television, and radio programs, films, and directly taken texts from the Internet.

Your participation is very significant in this research, which aims at investigating the EFL skills of Libyan students, so please answer all questions honestly and to the best of your knowledge.

This questionnaire asks you about your opinion and it is not a test of your knowledge of English language, and there are no right or wrong answers. Your participation in this questionnaire will not affect your grades in any subject you study. Besides, your answers will be kept anonymous and nobody will see them except the researcher.

The researcher would like to thank you for your participation, which means your agreement to take part in the present study

Thank you for you cooperation

Abdulhakim M. Belaid
Doctoral Candidate,
University of Limerick, Republic of Ireland

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Libya: +218913646549 / + 218927017738
Part one: (Demographic details)
Please tick [ √ ] in the box that suits you best from given options

1- How long have you been learning English?
   o 1-3 years [ ]
   o 4-6 years [ ]
   o 7-9 years [ ]
   o 10-12 years [ ]
   o More than 13 years [ ]

2- Have you ever travelled to an English speaking country?
   o Yes, [ ]
   o No, [ ]

3- If yes, for how long have you stayed in there?
   o 1-3 years [ ]
   o 4-6 years [ ]
   o 7-9 years [ ]
   o 10-12 years [ ]
   o More than, please specify ……………………………

Part 2 (statements):
Please tick ( √ ) the box that reflects your opinion using one of the following scales

4- Authentic materials should replace the traditional teaching materials (textbooks)
   o Strongly agree [ ]
   o Agree [ ]
   o Neutral [ ]
   o Disagree [ ]
   o Strongly disagree [ ]

5- Using authentic materials motivate language learners
   o Strongly agree [ ]
   o Agree [ ]
   o Neutral [ ]
   o Disagree [ ]
   o Strongly disagree [ ]

6- Authentic materials have a positive effect on a learner motivation
   o Strongly agree [ ]
   o Agree [ ]
   o Neutral [ ]
   o Disagree [ ]
   o Strongly disagree [ ]

7- Authentic materials are difficult in teaching English language for beginners
   o Strongly agree [ ]
   o Agree [ ]
   o Neutral [ ]
8- Authentic materials may contain difficult vocabulary
   o Disagree [ ]
   o Strongly disagree [ ]

9- Authentic materials require much preparation from the teacher
   o Strongly agree [ ]
   o Agree [ ]
   o Neutral [ ]
   o Disagree [ ]
   o Strongly disagree [ ]

10- Authentic materials should be part of the English language curriculum
    o Strongly agree [ ]
    o Agree [ ]
    o Neutral [ ]
    o Disagree [ ]
    o Strongly disagree [ ]

11- Authentic materials should be used and introduced in the language classes everyday
    o Strongly agree [ ]
    o Agree [ ]
    o Neutral [ ]
    o Disagree [ ]
    o Strongly disagree [ ]

12- Authentic materials improve the students' speaking ability
    o Strongly agree [ ]
    o Agree [ ]
    o Neutral [ ]
    o Disagree [ ]
    o Strongly disagree [ ]

13- Language classes should be turned into student-centered instead of teacher-centered
    o Strongly agree [ ]
    o Agree [ ]
    o Neutral [ ]
    o Disagree [ ]
    o Strongly disagree [ ]

14- Newspaper articles are good examples of authentic materials
    o Strongly agree [ ]
    o Agree [ ]
    o Neutral [ ]
    o Disagree [ ]
    o Strongly disagree [ ]

15- Newspaper articles should be a part of English classroom activities
    o Strongly agree [ ]
    o Agree [ ]
| 16- | **English street signs should be part of a language class** |
|     | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 17- | **Materials from the internet should be a part of language classes** |
|     | o Strongly agree [  ] | o Agree [  ] | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 18- | **Internet advertisements serve as a good example of authentic materials** |
|     | o Strongly agree [  ] | o Agree [  ] | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 19- | **Authentic materials keep learners informed about what is happening in the world** |
|     | o Strongly agree [  ] | o Agree [  ] | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 20- | **Authentic materials give students a sense of achievement in the target language** |
|     | o Strongly agree [  ] | o Agree [  ] | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 21- | **Authentic materials enable learners to deal with the real language and its use** |
|     | o Strongly agree [  ] | o Agree [  ] | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 22- | **Authentic materials reflect the target language culture** |
|     | o Strongly agree [  ] | o Agree [  ] | o Neutral [  ] | o Disagree [  ] | o Strongly disagree [  ] |

| 23- | **Authentic materials support creativity in teaching English language** |
|     | o Strongly agree [  ] |
24- **Authentic materials contain vocabulary that may not be relevant to learners’ immediate needs**
- Strongly agree [ ]
- Agree [ ]
- Neutral [ ]
- Disagree [ ]
- Strongly disagree [ ]

25- **Audio-visual materials help students comprehend the correct pronunciation**
- Strongly agree [ ]
- Agree [ ]
- Neutral [ ]
- Disagree [ ]
- Strongly disagree [ ]

26- **Popular music lyrics helps learners understand the target language**
- Strongly agree [ ]
- Agree [ ]
- Neutral [ ]
- Disagree [ ]
- Strongly disagree [ ]

27- **Authentic texts improve learners’ linguistic competence**
- Strongly agree [ ]
- Agree [ ]
- Neutral [ ]
- Disagree [ ]
- Strongly disagree [ ]

28- **Authentic materials develop students’ vocabulary knowledge.**
- Strongly agree [ ]
- Agree [ ]
- Neutral [ ]
- Disagree [ ]
- Strongly disagree [ ]

29- **Authentic materials help bridge the gap between classroom setting and the real world**
- Strongly agree [ ]
- Agree [ ]
- Neutral [ ]
- Disagree [ ]
- Strongly disagree [ ]

**Section 3: multiple-choice questions:**

30- **Your opinion on conversation classes in English language**
- Conversation in English language is very important [ ]
- I like speaking in English language [ ]
o I do not speak English unless I have to [ ]
o I speak English in language classrooms only [ ]

31- The current oral skills classes at Azzaytuna University are
   o Interesting and it helps me improving my communicative competence [ ]
o Good but should be more realistic [ ]
o Are not good and I understand nothing from them [ ]

32- A- Classify the following materials from the most important (1) to the least important (6) in developing the oral skills
   o Magazines [ ]
o Short stories [ ]
o English television programs [ ]
o English language radio programmes [ ]
o English music [ ]
o English films [ ]

32-B- Do you access any of these materials online?
   o Yes [ ]
o No [ ]
o If yes, please specify: ...........................................

33- How often do you watch English language television programmes?
   o Once a week [ ]
o Twice a week, [ ]
o Thrice a week [ ]
o Four times a week, [ ]
o Every day [ ]
o Never [ ]

34- A- Which of the following types of conversation classes do you prefer?
   1- A conversation class which uses watching television programs [ ]
   2- A conversation class which uses listening to radio programs [ ]
   3- A conversation class which uses traditional ways of teaching [ ]
   4- A conversation classes which uses a mixture of previous three [ ]
   5- None of these [ ]

   Others, please specify, ...........................................

34-B- Do you access any of these classes online?
   o Yes [ ]
o No [ ]

Section 4: open-ended questions:
35- Please add any other authentic materials not mentioned in this questionnaire and which you prefer to use in conversation classes
Thank you for your cooperation

The researcher
Appendix C
Student Questionnaire (Arabic Version)

لا هوية لطلب

إن الغرض الأساسي من هذا الاستماع هو تحصيل معلومات وتقييمات مبدئية حول استخدام المادة الأصلية.

The Oral Skill (Authentic Materials)

غيره الطلب أو جريب كملعدة في البداية. إن تعرف الفاصل في الدالة.

المادة الأصلية هي: "نقررة" يعتمد دعم لغة الأصل، ودون

وادي أو إعادة نقل لغة الترجمة يشير إلى هذه الدالة. مراجعة المواد وترجمة النص.

لا يوجد. فمما يلاحظ في الاستماعات الحالة المدنية، ولم يقدر السر。

إن هذا الاستماع يركز على روابط كلمات ومواد متعلقة بموضوعية اللغة الأصلية. حيث أنه

لا يوجد، وفق إجابات صحيحة أو خاطئة. مراجعة الاستماع لأولئك الذين في الإتفاق في

كدام في أي حالة، مراجعة لإجابة تشمل المختلفة توفر.

الباحثين أن يقدم شكرًا وتقديرًا لجميع الذين شاركوا في الاستماعات، يُذكر بفهمهم في المشاركة.

abdul.aliBelaid@ul.ie hakimbelaed@gmail.com

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+218913646549 / +218927017738

ليبيا

241
للجزء الأول : (ملاحظات عامة)

1. لتميد عدد السيووات وخطيخ ثقافة اللغة العربية
   - 1-3 سنوات
   - 4-6 سنوات
   - 7-9 سنوات
   - 10-12 سنة
   - ج. لضمان من 13 سنة

2. في صف المراحل سابقة لمادة اللغة العربية
   - أ. لا
   - ب. لا
   - ج. لا
   - د. لا

3. إذا كانت الاقتراحية لمسألة مذكورة
   - 1-3 سنوات
   - 4-6 سنوات
   - 7-9 سنوات
   - 10-12 سنة

4. استمرار إلى مادة الأصيلية في الفضاء من (الجذور الفعلية)

5. استمرار إلى مادة الأصيلية في الفضاء من (الجذور الفعلية)

6. استمرار إلى مادة الأصيلية في الفضاء من (الجذور الفعلية)

7. استمرار إلى مادة الأصيلية في الفضاء من (الجذور الفعلية)

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المادة الأصيلية ج: القديم مصدراً من عالم اللغة العربية (اللغة المختارة)
<table>
<thead>
<tr>
<th>المادة الأصلية العربية</th>
<th>النسخة المترجمة إلى الإنجليزية</th>
</tr>
</thead>
<tbody>
<tr>
<td>المادة الأصلية جب</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
</tr>
<tr>
<td>المادة الأصلية</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
</tr>
<tr>
<td>المادة الأصلية جب</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
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<td>المادة الأصلية</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
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<td>المادة الأصلية جب</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
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<td>المادة الأصلية</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
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<tr>
<td>المادة الأصلية جب</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
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<td>المادة الأصلية</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
</tr>
<tr>
<td>المادة الأصلية جب</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
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<tr>
<td>المادة الأصلية</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
</tr>
<tr>
<td>المادة الأصلية جب</td>
<td>نسخة المترجمة إلى الإنجليزية</td>
</tr>
</tbody>
</table>

**الحالة: المحتوى العربي باللغة العربية واللغة الإنجليزية**
16- علامات التشبيه في اللغة العربية.

17- إدراك الفروق في الألفاظ وت наличие التشبیهات.

18- الإعلانات والتحذيرات في اللغة العربية.

19- مبادء الأصالة في اللغة العربية.

20- مبادئ الأصالة في اللغة العربية.

21- مبادئ الأصالة في اللغة العربية.

22- مبادئ الأصالة في اللغة العربية.

23- مبادئ الأصالة في اللغة العربية.

24- مبادئ الأصالة في اللغة العربية.
المواد الأولية (الأصلي) 1

1- أحياء 작은 عدد من الثيوهان في مجموعات صغيرة مجهزة.
2- جُرُوُّ فلوسل للغة الإنجليزية المقدمة جداً.
3- تجربة إستنساخ للدراسة.
4- قベンج فلوسل للغة الإنجليزية المقدمة.
5- تجربة إستنساخ للدراسة.
6- تجربة إستنساخ للدراسة.

مصطلحات، من الأصل الإنجليزي (1) إلى الأصل الإنجليزي (6) (في عربي)=

- "المواد الأولية (الأصلي) 1"
32- أي ميفعول بالحالة التيغضب؟

33- إطلاق الدلائل الإرشادية لمساعدة طالب في تعلم فيلم يتحدث عن الآلية

1- مدة وقفة في الأسبوع
2- مرتين في الأسبوع
3- ثلاث مرات في الأسبوع
4- في عروض في الأسبوع
5- الاختيار المتسلسل

34- إجابة على سؤال: أي مففعة تتعلق مع نهاية الظهيرة؟

35- إرجوك تصرف أي مادة أخرى بريف الدهر بذروها إذا استنادي بفصول اسمي خان، دائم داخلفصول

شأن فقيدة غياب، مبتهج

للباحث
Dear Teacher,

The main purpose of this questionnaire is to gather data about your attitudes and beliefs concerning the use of authentic materials in EFL classes. Authentic materials are defined as materials prepared by a native speaker and intended for native speakers of language. Unlike textbook materials, authentic materials are directly obtained from the source without adding or removing any information for pedagogical purposes. Examples of authentic materials include newspaper articles, television programmes, radio broadcasting, restaurant menus, films, signposts, and brochures.

Your participation in the questionnaire is very significant for this researcher’s PhD and is very much appreciated.

The current survey is just asking your opinion, attitudes and beliefs of authentic materials, and it is not an evaluation of your knowledge in the target language. The current questionnaire takes 10 minutes to be finished.

Your answers will remain confidential, and nobody will see them accept this thesis researcher.

By completing the questionnaire, you completely agree to participate in the current study.

Thank you for your time

Abdul hakim, M. A. Belaid
Doctoral Candidate,
University of Limerick, Republic of Ireland
Contact info:
E-mail: hakimbeidaed@gmail.com / abdul.aliBelaid@ul.ie
Phone: Ireland +353-0863653449 / +353-0874178637
Libya: +218913646549 / + 218927017738
Part 1: Demographic information

1- Nationality: ..............................................................
2- University: ...............................................................

Please put (✓) in the box that suits you most

3- Your current degree
   o Master’s Degree [    ]
   o PhD [    ]
   o Others, please specify .........................................

Part 2: Statements:

Please put (✓) in the box that suits you most using the following scale

- Strongly agree [    ]
- Agree [    ]
- Neutral [    ]
- Disagree [    ]
- Strongly disagree [    ]

Q1- Authentic materials are good materials for EFL learners
   o Strongly agree [    ]
   o Agree [    ]
   o Neutral [    ]
   o Disagree [    ]
   o Strongly disagree [    ]

Q2- Authentic materials are more motivating to language learners than traditional textbook materials
   o Strongly agree [    ]
   o Agree [    ]
   o Neutral [    ]
   o Disagree [    ]
   o Strongly disagree [    ]

Q3- Up-to-date newspaper articles represent good authentic materials for EFL Libyan university students
   o Strongly agree [    ]
   o Agree [    ]
   o Neutral [    ]
   o Disagree [    ]
   o Strongly disagree [    ]

Q4- Using film-clips inside EFL classes is good authentic materials
   o Strongly agree [    ]
   o Agree [    ]
   o Neutral [    ]
   o Disagree [    ]
   o Strongly disagree [    ]

Q5- I use the following authentic materials in my language classes
   o Newspaper articles [    ]
   o Radio broadcasting [    ]
   o TV or Radio talk show [    ]
   o Internet materials in general [    ]
   o YouTube Film clips [    ]
   o Varieties of all the above [    ]
O  Others, please specify, ...........................................

Q6- Do you have a smart phone?
   o Yes  [    ]
   o No   [    ]

Q7- Do you use Wechat, Whatsapp, and Twitter, being in touch with family or friends?
   o Yes  [    ]
   o No   [    ]

Q8- Do you use smart phones for your EFL learning?
   o Yes  [    ]
   o No   [    ]

Q9- Factors you might consider in selecting authentic materials for your EFL students

Q10- Other comments (Optional)

Thank you for your time

The Researcher
Appendix E
Consent Form

I hereby agree to participate in the current study that aims for collecting data on students’ attitudes and familiarity of authentic materials used in teaching the oral skills. I approve to be interviewed by the researcher himself and have been informed that the interview will be audio recorded. The audio recording materials will be destroyed after the completion of the study. I have been informed that all my responses are confidential, and have the right to withdraw from the study at any time. An unsigned copy of consent form is given to me for documentation purposes.

- Participant’s name ………………………

- Signature: ……………………………

- Date: ……………………………

- The researcher’s name: Abdulhakim Mohamed Belaid

- Signature: ……………………………

- Date: ……………………………
Nearby a decade into a drilling boom, a lack of pipelines has left some areas vulnerable to shortages this year and potentially for years to come.

NEW YORK (Reuters) - Brutally cold weather this week laid bare critical weaknesses in the North eastern U.S. natural gas system, leaving some states paying vast sums for supplies as arctic weather enveloped the region. Despite its location alongside the biggest natural gas deposit in the country, the northeast region saw record price spikes on Monday as an unprecedented surge in demand from power plants and homeowners overwhelmed pipelines. The rise in prices forced spot-market buyers in New York and New England to pay up to 20 times more for their gas than amply supplied hubs in Texas and Louisiana. The volatility shows that nearly a decade into a drilling boom that has flooded much of the country with gas, a lack of pipelines has left some areas vulnerable to shortages this year and potentially for years to come.

"There's a reason why New England is the most volatile power and gas market in the country," said Addison Armstrong, senior director of market research at Tradition Energy in Stamford, Connecticut. "It has been slow on the uptake and now we're behind the curve in terms of getting additional capacity brought in there."
In New York on Monday, natural gas traded at an average of $55 per million British thermal units on the Transco pipeline. Highs for the day reached $90.

The average price broke highs first recorded in 2001, years before the region began importing gas from the Marcellus. In Boston, gas on the Algonquin pipeline swung up by $18 per mmBtu then down by $9 per mmBtu as forecasts turned warmer on Tuesday.

The Marcellus shale, centered in Pennsylvania, has emerged as the giant of the U.S. natural gas market. It currently produces 13 billion cubic feet of natural gas per day (bcfd) accounting for about 18 percent of total U.S. supply, up from just 2 bcfd in 2010, according to the Energy Information Administration.

Over the next three years, pipeline capacity from the Marcellus is expected to grow to carry 8.7 bcfd more gas per day, 4.3 bcfd of which will be directed to the Northeast, according to data from Jonathan Gould, a senior oil and gas analyst at Genscape.

But far less of that will reach New England, Gould said.

Moreover, even that growth rate is not enough to keep up with the robust production in the region, so flows from wells must be tapered, Gould said.

Despite years of supply bottlenecks, only one announced project is targeting New England states. Spectra Energy's Algonquin Incremental Market project will expand an existing system through Connecticut and Massachusetts carrying 342 million cubic feet of gas per day. The pipeline is not scheduled to be completed until November 2016, however, and will not reach past Boston.

"There is a constraint getting all that gas out of the area," Gould said. "In the Marcellus, you've got so many gas wells and it's such a constrained system, that the pressure on the system keeps gas from flowing how it would normally flow."

It is a tough break for the six New England states that have been quick to change from coal to gas-powered electric plants. Natural gas now supplies most of the electricity to the region. Between 2011 and 2017, New England will have cut its electricity generated from coal by more than half, according to Reuters data.

Some companies are being forced to reroute gas originally meant for New England to other regions to alleviate the supply built up in the Marcellus, Armstrong said.

Building too much capacity too fast could flood the market and kill demand on days that are milder than seen recently. Developing gas supply becomes "lumpy," according to Gordon Pickering, a director in Navigant's Energy practice in Sacramento, who said gas companies tend to develop gas supplies before they develop pipelines.

Guests at the South African leader's funeral included Oprah Winfrey and Jesse Jackson, while hundreds watched the service at viewing sites around the country. REUTERS/Mark Wessels

Qunu, South Africa—Nelson Mandela, South Africa’s first democratically-elected president and its most beloved leader, was laid to rest Sunday at a state funeral in the lush green hills he roamed barefoot as a child.

About 4,500 mourners gathered in a giant white tent on the Mandela family compound, where 95 candles—one for each year of Mandela’s life—burned behind his South African flag-draped casket. Family, friends and world leaders recalled Nelson Mandela as disciplined but mischievous, courageous yet humble.

The service concluded a 10-day period of national mourning that included a memorial gathering in Soweto, various concerts and Mandela’s body lying in state for three days in Pretoria. Organizers wanted Sunday’s service to wrap up in two-and-half hours, because a man of Mandela’s stature should be buried at noon, “when the sun is at its highest and the shadow at its shortest,” said African National Congress Deputy President Cyril Ramaphosa, who served as master of ceremonies.

“Madala, your abundant reserves of love, simplicity, honesty, service, humility, care, courage, foresight, patience, tolerance, equality and justice continually served as a source of enormous strength to many millions of people in South Africa and the world,” said Ahmed Kathrada, who gave the first eulogy, addressing Mandela with
the Xhosa word for elder. “You symbolize today, and always will, qualities of collective leadership, reconciliation, unity and forgiveness.”

Kathrada, who spent 26 years in prison with Mandela, choked up several times during his address. “When Walter [former African National Congress Secretary General Sisulu] died, I lost a father,” he said. “When you died, I lost a brother. Now I don’t know who to turn to.”

Guests included luminaries like Prince Charles, Oprah Winfrey and Jesse Jackson and African leaders such as Malawi’s President Joyce Banda, Tanzania’s President Jakaya Kikwete and Zambia’s former President Kenneth Kaunda.

Mandela’s granddaughter, Nandi Mandela, gave a moving tribute that recalled her grandfather's humble roots. “He grew up from these rolling hills,” she said. “He went to school barefoot yet he rose to the highest office in the land.”

She depicted Mandela as a stern, but fun-loving and mischievous grandfather who loved telling stories.

“People always talk about his achievements, but he was a lot of fun to be around and he was a great storyteller.” She said he particularly liked to poke fun at himself, recounting a tale he told about trying to pick up a piece of chicken with his fork while at dinner with a girl he was trying to impress and her family. “Every time I stabbed the chicken, it jumped,” Nandi Mandela recalled her grandfather saying with a hearty laughter. “We shall miss your voice, we shall miss your laughter.”

Residents of Qunu and surrounding villages and ordinary South Africans who traveled from all over the country were not permitted inside the tent. Instead, hundreds watched Nandi Mandela and the other speakers on a giant screen set up in a distant field overlooking the Mandela compound, and at other public viewing sites around the country.

Draped in yellow and green Mandela t-shirts and scarves, with small South African flags attached to their hats or behind their ears, they sat quietly and intently, but jumped to their feet ululating and cheering when Mandela’s former praise poet, Zolani Mkiva, offered a rousing introduction to President Jacob Zuma.

The boos that greeted Zuma during a memorial service last week in Soweto were absent Sunday. In his speech, Zuma said Mandela offered, “hope in the place of hopelessness” and promised that South Africans would not abandon the principles that defined Mandela’s life.

“We have to continue building the type of society you worked tirelessly to construct,” Zuma said. “We have to take your legacy forward.”

Three helicopters carrying South African flags whizzed by, and military jets passed overhead in tribute as mourners sprinted towards them in a futile dash. A 21-canon salute boomed and smoke filled the village air.

At the Mandela family’s request, the national broadcaster cut the live feed to allow for a private burial. As coverage on the big screen ended, a woman seated in the front row wearing an elegant purple dress raised her hand and waved goodbye.

As they watched the service in the field, mourners recalled how Mandela threw Christmas parties for the children of Qunu and surrounding villages, plying them with shoes, uniforms, and bags for school.

“For a big man like this, he was always there for us,” said Masibulele Magqirha, 42, of Qunu. Magqirha said he grew up playing soccer on the fields where Mandela’s house now stands. And he recalled when his entire soccer team decided they’d go ask Mandela to buy them uniforms.
“He said, ‘What are you doing here?’ But nobody wanted to talk,” Magqirha recalled. “‘Gentlemen I’m talking to you, what are you coming here for?’” Mandela said, according to Magqirha. Magqirha finally spoke up: “Tata, please we are here to ask you to buy for us a kit. We are out playing soccer but we don’t have a kit.” Mandela told two team leaders to return the next day, Magqirha said. “When we came back, he said, ‘Tell me, what is your story?’ Are you studying? Please, you must go to school.’”

The next day, Magqirha returned, and was told to hop into a military truck, where he was presented with cleats, socks, shorts and shirts for the entire team. “Where will we get a person like this again?” he asked.

Following Zuma’s speech, mourners walked behind the giant screen and paused in a vast open field. A young woman sat gazing towards the gravesite, crying. Others stood peering through binoculars towards the Mandela compound. Two police officers took a selfie, the funeral tent in the background. A man raised one fist in the air, holding a poster of Mandela in his other hand, gazing into the distance.

Then two busloads of men from neighboring KwaZulu Natal province, wielding spears and shields, offered a tribute in music and dance to Mandela, gyrating through the field.

Ultimately, Ramaphosa, the master of ceremonies, had to plead with the ancestors for extra time, as the ceremony went about an hour longer than expected. A small, private burial service followed at the family gravesite nearby.
A packed hall at the 50th BT Young Scientist & Technology Exhibition at the RDS.

Photograph: / The Irish Times

Tucked away in a room at the back of what has become the “Eco Zone” in the RDS is the Primary Science Fair. Running alongside the main Young Scientist Exhibition the fair sees pupils from 120 schools across the country exhibiting their class projects. This isn’t a competition per se but there’s still a certain amount of pride on display. “We’re the best school ever,” remarked one young girl as she walked around the other exhibits.

As with their older counterparts in the main hall, there’s an array of different research projects here, with an emphasis on observation and inquisitiveness. The children from Grange NS, Co Carlow, wanted to know whether hair colour had any effect on body temperature. Daniel Keogh explained how questionnaires were sent out to class mates asking questions such as “When in bed do you wear long or short pyjamas?” and “After break in school do you usually take off your jumper?” The class then charted the answers on a graph and “we found that more blond and ginger-haired people were taking their jumpers off after activity,” Keogh said.

Thermal questions also exercised the fifth class girls from St Clare’s NS Ard Mhuire, Cavan, who set out to discover “will a coat stop a snowman from melting”. In the absence of any decent snowfall this year, they lacked a proper model on which to try different items of clothings so instead they improvised with ice cubes. After testing various materials they found that a snowman looking to extend his life expectancy would be well advised to wear a paper coat.
Piper’s Hill Community NS in Naas, Co Kildare, meanwhile, discovered that the bee plays an important role in our eco system. Scoil Mhuire in Sandymount, Dublin, also had an apian-themed project. “What is the importance of the humble honey bee,” they asked. They answered the question with a helpful cartoon diagram of a bee mouthing the words: “If we die we’re taking you with us”.

Other schools focused on diet. Fourth class from Our Lady of Lourdes NS in Buncolody, Co Wexford, conducted research on the importance of fruit and vegetables in children’s diets. Josh Boyd from fifth class in Kill o’the Grange NS in Deansgrange Dublin asked this reporter whether he knew the daily recommended sugar allowance for an adult male (he didn’t). It’s 60g for an Irish man and 48g for a woman, Boyd and his classmate Josh Drumm explained. But they said that’s still too high and the American standard is about half that amount. They explained that excess sugar in children’s diets can increase their risk of diabetes, high blood pressure and heart disease later in life. They even had a petition on the go, trying to get visitors to support their campaign for clearer labelling on sugary products. They said the project has made them more careful now about what sort of food and drinks they consume. “I will check the label first and if the sugar balance is okay I will buy it,” said Boyd.
A genetically modified crop boosted with a dietary supplement could be grown for the first time in Britain as early as this year following a request by scientists to conduct a controversial field trial at a heavily-protected research site in Hertfordshire.

The government-funded researchers have applied this week for formal permission to grow the first GM plants that are designed to produce high yields of the same omega-3 fatty acids found in fish oil, which are linked with a healthy diet. They could receive the go-ahead within three months and the first GM seeds could be sown this spring on the same high-security plot of land within the large estate owned by Rothamsted Research in Harpenden, where GM wheat trials took place successfully over the previous two years without being destroyed by activists. If the fish-oil field trials are successful, the technology could be used to produce food that is enriched with the omega-3 fatty acids linked with alleged health benefits such as a lower risk of cardiovascular disease – although the scientific support for these claims is mixed.

The GM crop fortified with the genes for making fish oil is among the first of a new generation of genetically engineering food plants designed to boost vital dietary supplements – so-called “nutraceuticals”. Anti-GM activists in the Philippines last year destroyed field trials of GM “golden rice”, which is fortified with genes for precursors to vitamin A.

Wary of public opposition to the trial, the Rothamsted researchers emphasised that they are more interested in showing it is possible to produce commercial quantities of omega-3 fatty acids to supply the fish-meal market for farmed fish which currently accounts for 80 per cent of the omega-3 fish oils harvested from wild-caught marine organisms. Rothamsted Research applied on Monday for a licence to conduct the
field trial from the Department for Environment, Food and Rural Affairs. The scientists could be given the go-ahead within 90 days, following a public consultation and an inquiry by the government’s scientific committee overseeing the release of GM organisms into the environment.

The open-air field trial behind a high wire fence and 24hr CCTV will involve the planting of a flax-like plant called Camelina sativa engineered with synthetic omega-3 genes that trigger the production of the “fish oil” in the seeds of the harvested crop.

Although omega-3 is often described as fish oil, it is in fact made by microscopic marine algae that are eaten or absorbed by fish. Among the many health claims made about omega-3, the strongest relate to its supposed benefits in reducing the risk of heart disease – although some medical authorities have questioned the evidence.

“Despite claims that fish oil supplements can help prevent numerous conditions including cancer, dementia, arthritis and heart problems, there is little hard evidence for them,” says the advice on the NHS website.

However, the scientists from Rothamsted Research said today that the main aim of the research is to produce GM crops that could be made into food for farmed fish, which cannot grow healthily without a diet rich in omega-3 fatty acids, currently derived from wild-caught marine organisms.

Farmed fish grown in cages are unable to absorb sufficient omega-3 in their diets so they have to be fed on smaller fish, such as sandeels, caught in the wild. The scientists said the practice is unsustainable and it would be better for the environment to produce fish feed enhanced with omega-3 derived from GM farm crops.

“I honestly believe there is an opportunity for our plant-derived fish oil to be a sustainable source of terrestrial fish oils for the fish-farming industry,” said Professor Jonathan Napier, the project’s lead scientist at Rothamsted.

“In general, ultimately down the line, you could also imagine using plant-derived oils as another source of fish oils for human consumption… Fish oils are known to be important for human health and nutrition and they have a proven role in reducing cardiovascular disease. However, global fish stocks are in decline,” Professor Napier said.

At the same time, the human population is growing and demand for fish oil will continue to increase, he said. “It is difficult to imagine how everyone on the planet can have equal access to these important fatty acids,” he added.

Helen Wallace, director of GeneWatch UK said that omega-3 fish oils have recently been implicated in raising the risk of prostate cancer, and it is not clear whether GM-derived fish oils will be safe for human or animal consumption.

“GM crops with altered oil content raise new safety issues for consumers. It is hard to predict the effects on health because many nutrients will be changed and some could be harmful for some people,” Dr Wallace said.

“If these plants are grown to feed to fish, the oil content of the fish will also require testing. And there will be questions about the use of land that could be used for food. People will also want these products to be labelled and consumers may not want to buy them,” she said.

What are omega-3 fatty acids?
Omega-3 fatty acids are made up of a complicated soup of large, organic molecules that are variously described as being good for human health. Oily fish are particularly rich in certain types of omega-3 fatty acids linked with a healthy diet, notably EPA and DHA fatty acids.

It is a misnomer to call them “fish” oils given that fish cannot manufacture these substances – they are in fact made by microscopic marine algae that are eaten or absorbed by the fish. This is why farmed fish need omega-3 fatty acids to be added to their diet.
Appendix G
Weekly Review Sheets

A Personalised Student Weekly Evaluation Sheet
For student ID: A1

Dear Student,

Please answer the following questions. Answer questions 1, 2, and comment on the activity in the end.

- Day and time                                           /   /   / 2014
- Type of authentic materials used:………………………………..
- Time allotted …………………………………………………….
- Activity: ………………………………………………………….

Q1- Your interest in the activity (number 1 means the least interested in activity, and number 8 means most interested)

Most 2 3 4 5 6 7 8 Least

Q2- Did this material help you in learning

1- New vocabulary
2- New adjectives
3- How to pronounce new words
4- Grammatical structures
5- Other skills, please specify

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Please add your evaluation comments about this activity

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Thank you for our cooperation

The Researcher
Dear Student,

Please answer the following questions. Answer questions 1, 2, and comment on the activity in the end.

- Day and time / / / 2014
- Type of authentic materials used:………………………………..
- Time allotted …………………………………………………….
- Activity: ………………………………………………………….

Q1- Your interest in the activity (number 1 means the least interested in activity, and number 8 means most interested)

Most                   Least
1  2  3  4  5  6  7  8

Q2- Did this material help you in learning

1- New vocabulary
2- New adjectives
3- How to pronounce new words
4- Grammatical structures
5- Other skills, please specify

…………………………………………………………………………………………
………………………………………………………………………………
Please add your evaluation comments about this activity

-----------------------------------------------------------------------------------
Thank you for our cooperation

The Researcher
Dear Student,

Please answer the following questions. Answer questions 1, 2, and comment on the activity in the end.

- Day and time / / 2014
- Type of authentic materials used: ........................................
- Time allotted .........................................................
- Activity: .................................................................

Q1- Your interest in the activity (number 1 means the least interested in activity, and number 8 means most interested)

Most  Least
1  2  3  4  5  6  7  8

Q2- Did this material help you in learning

1- New vocabulary  
2- New adjectives  
3- How to pronounce new words  
4- Grammatical structures  
5- Other skills, please specify

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

Please add your evaluation comments about this activity

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Thank you for our cooperation

The Researcher
Dear Student,

Please answer the following questions. Answer questions 1, 2, and comment on the activity in the end.

- Day and time: / / 2014
- Type of authentic materials used: ..............................................
- Time allotted: ......................................................................
- Activity: ...............................................................................

Q1- Your interest in the activity (number 1 means the least interested in activity, and number 8 means most interested)

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Q2- Did this material help you in learning

1- New vocabulary  
2- New adjectives  
3- How to pronounce new words  
4- Grammatical structures  
5- Other skills, please specify:

Please add your evaluation comments about this activity

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Thank you for our cooperation

The Researcher
## Appendix H

EFL Curriculum Outline at Azzaytuna University

Azzaytuna University
Faculty of Languages
Department of English Language

The EFL curriculum outline at Azzaytuna University

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<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Appendix I

2nd May 2014

Dear Abdulhakim Mohamed Ali belaid,

This email is to inform you that your second revised ethics application (2014_04_13_AHSS) has been approved.

Best of luck with your research study

Dr. Orla McDonnell
Chair, FAHSS REC
Appendix J

Field study Permissions from Libyan Embassy Cultural Attache Office - London
الموضوع / تعريف طلب لدراسة حقيقية

تشهد اللحقية الثقافية بأن الأخ عبد الحكيم محمد علي بلعيد، أحد الطلبة الموفدين لدراسة الدكتوراه في مجال لغة إنجليزية على حساب الدولة في جمهورية أيرلندا من الفترة 01/01/2013 إلى 31/08/2016 م. يرغب الطالب في جمع بعض البيانات والمعلومات المتعلقة ببعضه العلمي لذا يرجى تسهيل مهامه وإعداد المساعدة في هذا المجال.

أعلنت له هذه الإفادة بناءً على طلبه لاستخدامها فيما يخوله القانون وتعتبر رسمية بعد التوقيع و الختم.

وشكركم حسن تعاونكم ممنا مسبقاً.

السلام عليكم ورحمة الله وبركاته...

المستشار الثقافي
Appendix K

Interview Guide

Please answer the following questions in detail

1) Do you prefer using authentic materials in your EFL classes? Why? Why not?

2) How do you think EFL teachers at Libyan universities currently make appropriate use of authentic materials in their English language classes?

3) What kind of activities would help you understand authentic materials?

4) Any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities.

5) What do you need to succeed in dealing with authentic materials?

6) Which type of authentic materials do you prefer, Spoken? Written? Or both. Why? Why not?

7) Do you have a smart phone?

8) Do you use Wechat, WhatsApp, Twitter, being in touch with family or friends?

9) If so, how often do you use it?

10) Do you use smart phones for your EFL learning?

Thank you
The Researcher,
Abdulhakim M. A. Belaid
Appendix L

Dear Abdul hakim Belaid,
Permission is granted to use "Using Authentic Curriculum and Materials" for your doctorate. Please fully cite the source of the material as a NCSALL resource.

Best wishes,
Leah

Leah Peterson
Registrar/Dissemination Coordinator
World Education/U.S.
44 Farnsworth St., Boston, MA 02210
617-482-9485 x 3740

Dear Sir, Madame,

My name is Abdul hakim Belaid, and I am doing my doctoral research in the University of Limerick, Ireland right now. It happened that my research project is on using authentic materials in foreign language. I found your valuable Seminar Guide entitled “Using Authentic Curriculum and Materials” which was published in October 2005. I found a perfect outline for lesson planning:
- Level
- Aims
- Class time
- Preparation time
- Resources
- Procedures
- Caveats and options
- And finally acknowledgements

I would kindly ask your permission to reuse this outline of lesson planning in my field study

Looking forward to hearing from you soon

Yours faithfully

Abdul hakim Belaid
A doctoral candidate, University of Limerick, Ireland
Appendix M
The Four Contingency Plans

Plan (A)

Introducing Authentic Materials:

Each material will be presented once a week Monday and Wednesday over four weeks, the task is supposed to last between 30 to 40 minutes. Five minutes greetings, five minutes brainstorming and priming, ten minutes for reading the newspaper article, or screening the short film, and the last ten minutes will be for feedback from the study group participants around the authentic materials. Students will do the activities in groups of three, which will create some kind of challenge and negotiation between groups. This thesis researcher wants to explore learners’ reactions, and engagement to such an authentic material. There will be a week before and a week after the one-month study. The (-) week will be used for profiling, administering the students’ pre-questionnaire and the familiarity sheet. The (+) week will be dedicated for holding interviews, which will be the last week in data elicitation processes in the current field study at Azzaytuna University/ Libya. In order to clearly reveal the tasks in the current study, the following is detailed outline of steps the researcher will take every week. The lesson plan is re-used with a granted permission from the NCSALL, Seminar guide, 2005.

1- **Week One** during this week, this thesis researcher will do the following:

a- The researcher will first meet the Language faculty dean and the English department head at Azzaytuna University and explain the main purpose of his study, to get an official permission/ clearance to initiate his data elicitation processes.

b- Presenting the official clearance approvals from (1)- The research ethics committee, University of Limerick, and (2)-The approval from the Libyan Embassy, cultural attaché office / London

c- Meeting with the target study participants and explain verbally the purpose behind the study, and invite them to contribute by participating in his study, answering the pre-questionnaire, and joining the one-month study.

d- Distributing the students’ pre-questionnaire by the researcher himself

e- Distributing the familiarity sheet with sources of authentic materials two days later by the researcher himself

f- Teachers’ questionnaire will be administered a week later to give the researcher enough time to securely save the already gathered data separately.

g- Confirmation with target study participants and the department head that the next week will be the beginning of the one-month study, and during which the researcher will meet them twice a week. The researcher will arrange with the department head and the study group about the suitable time and days to meet.

h- Briefing the target study participants about the materials which will be presented to them in the next four weeks
2- Week Two

- **Task one: A typical news item**

The first authentic material is an article taken from New York newspaper, entitled “Brutal Cold Weather”. Before introducing the activity, a two-minute talk with study participants about cold weather, seasons of the year, describing the main characteristics of each season. Questions like, what do you know about cold weather in America? Is it the same as here in Libya or different? will be raised before introducing the selected activity

  a- **Level**: Intermediate

  b- **The general aim**: Communication in the target language;

  c- **The specific aim**: Communicative, to explore participants’ reactions and engagement to that authentic written materials

  d- **Initial communicative activity**: Five minutes raising students’ awareness, and brainstorming of the materials that will be presented to them.

  e- **The Reading activity**: A period of ten minutes given to read and skim the newspaper article;

  f- **The main communicative activity**: The study group leads the discussion describing what they comprehend from the newspaper article. The argument here is for offering the opportunity to get involved with authentic materials. Mishan (2005) argues for that when she says working with authentic tasks which represent real language needs in depth learner participation to raise learner’s autonomy.

  g- **Tasks**: a- Discussing learner peer group; b- Main points about the article including key words noted by the reporter. Whole group discussion on reading comprehension on main points, [the researcher starts audio-recording from here]

  h- **Resources**: A computer lab may be used, and tape recorder to record each session with study group participants.

  i- **Finally**: The target study participants will be given the weekly evaluation sheet to take away for reflection with anonymous identifier on it, e.g. A1, A2, A3, to submit each week to the researcher at start of the next class.

- **Task two: A short film clip**

The second authentic material is a short film clip entitled “FIFA 14 Ultimate Team - #2 Own Goal” Published on May 15, 2014

  a- **Level**: intermediate

  b- **The general aim**: Raising L2 learners’ motivation through listening to native speaker speeches
c- **The specific aim**: Communicative, to explore learners’ reactions and engagement to that authentic audio-visual material

d- **Initial communicative activity**: Brainstorming the study participants about sports particularly football

e- **The communicative activity**: Watching the short film clip once

f- **The main communicative activity**: The researcher will observe the learners’ reactions and engagement of contents to that audio-visual material.

g- **Tasks**: Second showing to study group, and same tasks as week 1, different group learners each week, 3 main points before around table [the researcher starts audio-recording from here]

h- **Resources**: A computer and a tape recorder will be used in this activity.

i- **Finally**: The target study participants will be given the weekly evaluation sheet to take away for reflection with anonymous identifier on it, e.g. A1, A2, A3, to submit each week to the researcher at start of the next task, and the film transcript

3- **Week Three**

   - **Task Three: A typical news item**

The third authentic material will be from online Newsweek magazine article entitled, “Mandela Laid to Rest as Mourners Bid Final Farewell” written by Daniel Massey / December 15, 2013

a- **Level**: intermediate

b- **The general aim**: Increasing learners’ L2 motivation through written authentic materials

c- **The specific aim**: Communicative, to explore learners’ reactions and engagement to that authentic written material

d- **Initial communicative activity**: Five-minute discussion about life, death and ceremonies during such occasions. What do people wear in sad occasions? How do people express their sympathy?

e- **The communicative activity**: The study group reads and skims the newspaper article for ten minutes.

f- **The main communicative activity**: The researcher observes participants’ reactions and engagement towards that written authentic material.

g- **Tasks**: a- Discussing learner peer group; b- Main points about the article including key words noted by the reporter. Whole group discussion on reading comprehension on main points, [the researcher starts tape-recording from here]

h- **Resources**: A tape recorder to record the whole session
i- **Finally:** The target study participants will be given the weekly evaluation sheet to take away for reflection with anonymous identifier on it, e.g. A1, A2, A3, to submit each week to the researcher at start of the next task.

- **Task four: A short film clip**

The fourth authentic material is a short film clip entitled “Flying-lion Buffalo Launches predator into the air” Published on Dec 13, 2013

a- **Level:** Intermediate

b- **The general aim:** Increasing learners’ L2 motivation towards language learning through enjoying watching that audio-visual materials

c- **The specific aim:** Communicative, to explore learners’ reactions and engagement to that authentic audio-visual materials

d- **Initial communicative activity:** Questions related to safari trips or visits to national parks will be raised before watching the film

e- **The communicative activity:** The participants watch the short film clip once

f- **The main communicative activity:** Discussing the visual materials between student groups, and whether they comprehend audio-visual materials

g- **Tasks:** Second showing to study group, and same tasks as week 1, different group learners each week, 3 main points before around table, [the researcher starts audio recording here].

h- **Resources:** A tape recorder and computer are used in this activity.

i- **Finally:** The target study participants will be given the weekly evaluation sheet, to take away for reflection with anonymous identifier on it, e.g. A1, A2, A3, to submit each week to the researcher at start of the task and also the film transcript.

4- **Week Four**

- **Task five: A typical news item**

The fifth authentic material is an article downloaded from the Irish Times entitled “Do Gingers Feel the Cold More? Ask the Even Younger Scientists” written by Alan Betson 2014.

a- **Level:** Intermediate

b- **The general aim:** Increasing learners’ L2 motivation and attention towards online target language newspapers

c- **The specific aim:** Communicative, to explore learners’ reactions and engagement to that authentic written material
d- **Initial communicative activity**: Before reading the article, students will be asked about the latest advances made in science, and its beneficial uses to humanities.

e- **The communicative activity**: Students are given 10 minutes to skim and scan the newspaper article.

f- **The main communicative activity**: Discussing the article between study groups, and observes their understanding and reactions towards that article

g- **Tasks**: a- Discussing learner peer group; b- Main points about the article including key words noted by the reporter. Whole group discussion on reading comprehension on main points.[the researcher starts audio-recording here]

h- **Resources**: A tape-recorder is used in this activity.

i- **Finally**: The target study participants will be given the weekly evaluation sheet to take away for reflection with anonymous identifier on it, e.g. A1, A2,A3, to submit each week to the researcher at start of the next task

- **Task six: A short film clip**

The sixth authentic material is a short film from, entitled “**Cell phone crashing at the airport**” Published on Dec 15, 2013

a- **Level**: Intermediate

b- **The general aim**: Increasing learners’ L2 motivation through listening and watching that short film clip

c- **The specific aim**: Communicative, to explore learners’ reactions and engagement to that audio-visual material

d- **Initial communicative activity**: Before watching the film, students will be asked about phones and their usage in public places.

e- **The communicative activity**: Students watch the film once and notice their reactions

f- **The main communicative activity**: Participants will discuss film contents

g- **Tasks**: Second showing to study group, and same tasks as week 1, different group learners each week, 3 main points before around table [the researcher starts audio-recording here]

h- **Resources**: A tape-recorder, and computer will be used in this activity

i- **Finally**: The target study participants will be given the weekly evaluation sheet, to take away for reflection with anonymous identifier on it, e.g. A1,
A2, A3, to submit each week to the researcher at start of the next task and the film transcript.

5- **Week Five**

- **Task seven: A typical news item**

  The seventh authentic material is newspaper article from The Independent/ UK entitled “First nutrient-enriched GM crops could be grown in the UK within months”

  a- **Level**: Intermediate

  b- **The general aim**: Raising students’ awareness and motivation towards L2 learning through online newspapers

  c- **The specific aim**: Communicative, to explore learners’ reactions and engagement to that authentic written materials

  d- **Initial communicative activity**: Before reading the article, students will be asked about differences between organic and non-organic foods and the latest advances in this field

  e- **The communicative activity**: Students asked to skim and scan through the article

  f- **The main communicative activity**: Discussion of article contents and observing learners’ reactions and engagement

  g- **Tasks**: a- Discussing learner peer group; b- Main points about the article including key words noted by the reporter. Whole group discussion on reading comprehension on main points, [the researcher starts audio-recording here]

  h- **Resources**: A tape-recorder will be used in here

  i- **Finally**: The target study participants will be given the weekly evaluation sheet to take away for reflection with anonymous identifier on it, e.g. A1, A2, A3, to submit each week to the researcher at start of the next task.

- **Task eight: A short film clip**

  The final material is a short film clip entitled “Lidl is revealed as the secret behind Dublin’s Secret Garden!” Published on May 9, 2014

  a- **Level**: Intermediate

  b- **The general aim**: Raising learners’ L2 motivation through watching that short film clip from the target language

  c- **The specific aim**: Communicative, to explore learners’ reactions and engagement to that authentic audio-visual material
**d- Initial communicative activity:** Study participants will be asked whether they had watched live cooking programmes before and types of food they like and dislike

**e- The communicative act:** Participants will watch the short film

**f- The main communicative activity:** A discussion of film contents raised among students, observing their reactions

**g- Tasks:** Second showing to study group, and same tasks as week 1, different group learners each week, 3 main points before around table [the researcher starts audio recording here]

**h- Resources:** A tape-recorder and computer will be used in this activity.

**i- Finally:** The target study participants will be given the weekly evaluation sheet to take away for reflection with anonymous identifier on it, e.g. A1, A2, A3, to submit each week to the researcher at start of the next task and the film transcript.

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**6- Week Six**

The target interviewees will be divided into four groups during this final week. Each group consists of five randomly chosen students. There will be 4 sessions and each session lasts between 20 to 30 minutes. There will also be one final interview for the four groups all together. Appropriate days and time will be arranged later with interviewees themselves and the English department head. The researcher will make sure that interviews are not hindering the ongoing EFL classes of the study participants.

- **a-** The interviewees will first be asked to sign the consent forms, which state their rights not to answer any question, or to withdraw from the interviews at any time without giving excuses.

- **b-** They will be given the choice whether interviews are conducted in English or Arabic. This procedure, as the researcher assumes will ensure target interviewees being comfortable in answering questions.

- **c-** They will also be informed that these interviews will be tape-recorded for data analysis only, and that each interviewee will be assigned a pseudonym, to guarantee anonymity. Moreover, the recorded materials will be used by the researcher and his supervisor only for data analysis.

---

**Plan (B)**

In case of failure of plan A, this thesis researcher will move on to plan B, which will be divided into four weeks only. A detailed outline of plan B is as the following:

**1- Week one:**

As it is in plan A, the first week this thesis researcher will do the following:

- **a-** The first thing is to meet the language faculty dean and the English department head and explain the objectives of the current field study.
b- Presenting the official clearance approvals from (1)- the research ethics committee, University of Limerick, and (2)-the approval from, cultural attaché office, Libyan Embassy / London

c- Meeting with the target study participants and explains verbally the purpose behind the study, and invites them to contribute by participating in his study, answering the pre-questionnaire, and joining the follow-up group interviews.

d- Distributing the students’ pre-questionnaire by the researcher himself

e- Distributing the familiarity sheet with sources of authentic materials two days later

f- Teachers’ questionnaire will be administered a week later to give the researcher enough time to securely save the already gathered data separately.

2- **Week two :**

During this week, the target interviewees will be divided into four groups, each group consists of five and will be assigned a unique code that differentiates it from other groups, for instance, group 1 will be assigned ((G I ONE )) and group 2 will be assigned (( G I TWO ))…

d- The interviewees will be asked to sign the consent forms, which state their rights not to answer any question, or to withdraw from the interviews at any time without giving excuses.

e- They will be given the choice whether interviews are conducted in English or Arabic. This procedure, as the researcher assumes will ensure target interviewees being comfortable in answering questions.

f- They will also be informed that these interviews will be tape-recorded for data analysis only, and that each interviewee will be assigned a pseudonym, to guarantee anonymity. Moreover, the recorded materials will be used by the researcher and his supervisor only for data analysis.

g- The interviewees will also be informed that each interview will last between 20 to 30 minutes.

3- **Week Three:**

This is the second week of a plan B during which the researcher will interview some of the target study interviewees

a- The interviewees will be asked to sign the consent forms, which state their rights not to answer any question, or to withdraw from the interviews at any time without giving excuses.

b- The target interviewees will be given the opportunity of conducting interviews either in Arabic or in English.

c- The interviewees will also be informed that each interview will last between 20 to 30 minutes.

4- **Week Four:**

This is the third week of a plan B, during which the researcher will interview some of the target study interviewees

a- The interviewees will be asked to sign the consent forms, which state their rights not to answer any question, or to withdraw from the interviews at any time without giving excuses.
b- The target interviewees will be given the opportunity of conducting interviews either in Arabic or in English.

c- The interviewees will also be informed that each interview will last between 20 to 30 minutes.

5- **Week Five:**

This is the final week of a plan B, during which, the researcher will interview the four groups together. The whole group interview as the researcher assumes will enrich the data collection processes by allowing the four groups to interact and exchange their ideas, reactions and thoughts about the given questions on authentic materials.

a- The interviewees will be asked to sign the consent forms, which state their rights not to answer any question, or to withdraw from the interviews at any time without giving excuses

b- The target interviewees will be given the opportunity of conducting interviews in Arabic or in English

c- The final group interview will last for about 30 minutes

---

**Plan ( C )**

In the current doctoral research, the researcher will move on to plan C, if the two plans, A & B are unsuccessful. A detailed outline of the plan C is as following:

1- **Week one**

a- Meeting with the language faculty dean and the English department head at Azzaytuna University and explain the main purpose of the current field study, to get an official permission/clearance to initiate his data elicitation processes.

b- Presenting the official clearance approvals from (1)- the research ethics committee, University of Limerick, and (2)-the approval from, cultural attaché office, the Libyan Embassy / London

c- Meeting with the target study participants and explain verbally the purpose behind the study, and invite them to contribute by participating in his study, answering the pre-questionnaire,

d- Inviting some language teachers for interviews

2- **Week two**

During this week, the researcher will do the following

a- Administering the students’ pre-questionnaire

b- Students’ familiarity sheet will also be administered two days later

c- Arranging with some language teachers who agreed to be interviewed, either inside or outside the university

3- **Week Three**

a- Administering the teachers’ questionnaire

b- The researcher holds interviews with some language teachers who agree to be interviewed.
c- In case language teachers agree to be interviewed, they will be asked to sign consent forms, and be informed that they will be assigned a unique code to guarantee anonymity.

d- They will be also informed that these interviews will be tape-recorded for data analysis later and that the audio-materials will be saved securely in the researcher’s personal computer and his supervisor’ PC until data analysis is totally completed.

Plan (D)

This is the final plan in case of failure of the previous three plans namely, ((A, B, and C)) this thesis researcher will move on to plan D. A detailed outline of the plan D is as following:

1- First is to meet the Language faculty dean and the English department head and explains the main purpose of his field study.

2- Second is to present the research ethics committee approval, University of Limerick, Ireland, and the approval from the Libyan embassy, cultural attaché office, London.

3- Third is to ask for meeting with the target study participants and arrange with them when to distribute the pre-questionnaire and the familiarity sheet.

a- The researcher will administer the students’ pre-questionnaire
b- The students’ familiarity sheet will be administered a week after the students’ pre-questionnaire
c- The teachers’ questionnaire will be administered a week later
d- The researcher will ask some language teachers to attend some of their on-going EFL classes for classroom observation
e- The researcher will also distribute the teachers’ questionnaire to some other EFL teachers in other Universities, besides Azzaytuna University. This will be done either online or through visiting them personally.
f- The researcher may distribute the students’ pre-questionnaire to some 4th year students in other universities, namely Tripoli, and Azzawia Universities.
Appendix N
An Official Letter Addressed to the Faculty Dean, and the English Department Head at Azzaytuna University

Dr Liam Murray,
Lecturer in French and Language Technologies
Associate Head of School
School of Modern Languages and Applied Linguistics
Course Director of Structured PhD in Applied Language Studies
http://www3.ul.ie/llece/liam-murray/
Tel: 061 202742
E-mail: L.Murray@ul.ie
5 June 2014

To: The Dean of the Faculty of Languages, Azzaytuna University, Libya.
Cc: The Head of the English Department
Re: Field study research

Dear sirs,
Acting as the PhD Supervisor of Abdulhakim Mohamed Aii Belaid here at the University of Limerick, I would like to inform you that Abdul Hakim will be conducting his field study back in Libya from September 1st 2014 to November 30th 2014 at your University. As you may appreciate, this is an essential field study data gathering exercise for his PhD thesis. On a personal note, I would like to thank you both for this invaluable opportunity that you have afforded my researcher.

If you have any queries, please do not hesitate to contact me at the address above.

Dr Liam Murray,
PhD Supervisor.
Appendix O
The Recorded Materials of both Student and Teacher Interviews

- **Transcripts from the recorded materials** (first Group)

The following meeting or interview was conducted at Azzaytuna University/ Libya, on October 28th, 2014. The interviewees were informed beforehand about the nature of the current study, moreover, they were informed that the interview would be recorded. In fact, they were only two students from the eighth semester, a male and a female. First, they were asked to sign the consent forms, which guarantee their rights. In addition, an unsigned copy of the consent form was given to each interviewee for documentation purposes. In order to guarantee the anonymity of the interviewees, each one was given a specific code, e.g. ST1= stands for student one, and ST2= stands for student 2. Occasionally, and inadvertently within the recording, the researcher mentions the students’ names. The interviewees’ names will not be translated in here. Transcripts from the first recorded materials ((WS310062)) the first group of the interviewee. This group consisted of only two students and was given the following code: G.I. One. The following table, table No: 1 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The Abbreviated form</th>
<th>The full form</th>
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</thead>
<tbody>
<tr>
<td>A- R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B- ST1</td>
<td>A student number One</td>
</tr>
<tr>
<td>C- ST2</td>
<td>A student number Two</td>
</tr>
</tbody>
</table>

Table: (1): the abbreviated forms that will be used in the following transcriptions

1- R= First of all, I would like to welcome in the present interview with target students, and there is no need to be embarrassed and you can answer me as you like, either in Arabic or in English. I already gave you a copy of the interview questions, and it is very simple

2- R= let us start right now

3- R= the first question is, Do you prefer using authentic materials in your EFL classes, why? or why not?

4- ST1 = YES

5- ST 2 = YES

6- R= if yes, why and if No, why?

7- ST2= Because it help me develop my English language,

8- R= Ummh, it helps developing your English language

9- ST 1= it helps me understand English language more and more

10- R= It helps you understand English language

11- R= Ummh , let us move to the next question

12- R= How do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

13- ST2= No
14- ST 1 = No
15- R = Why no
16- ST 1 = language teachers depend on using books in teaching
17- R = Ummh ,,  
18- ST2 = they stick to the syllabus, and they don’t use films and videos. 
19- R = They stick to the syllabus, and they don’t make use of authentic 
materials, in other words, they stick to the materials outline. 
20- R = Ummh, ok, the next question is, what kind of activities would help you 
understand authentic materials? 
21- ST 2 = watching films 
22- ST1 = Magazines 
23- ST2 = Novels 
24- R = ummh, 
25- ST 1 = stories 
26- R = Ummh ,  
27- R = question No. four, and you can answer me in Arabic. 
28- R = the question is, any factors if any would hinder the use of authentic 
materials in EFL classes at Libyan universities? 
29- R = certain factors you think they don’t help using authentic materials 
30- ST1 = Noise inside the classes, 
31- R = Ummh, noise inside the EFL classes, anything else doesn’t help using 
authentic materials 
32- ST2 = The university buildings are not equipped for using authentic materials 
33- R = Ummh, so the hindering factors of using authentic materials are related 
to the university buildings which are not suitable for watching films or 
any other authentic materials. 
34- ST2 = Even some language teachers 
35- R = what is wrong with them? 
36- ST2 = They mostly rely on the syllabus 
37- R = they rely on teaching the syllabus 
38- ST2 = They don’t pay attention to developing the learner’s language 
proficiency  
39- R = But sometimes, the learner himself can develop his language proficiency 
by relying on himself. 
40- ST2 = Language teachers say that they have no time for that 
41- R = Have no time for that! 
42- ST2 = It is supposed that the language teacher to be the learner’s model 
43- R = right, right 
44- R = any other comments regarding this 
45- ST1 = No 
46- R = Ok, let us move to the next question. 
47- R = what do you need to succeed in dealing with authentic materials? 
48- R = what do you need, as a student to succeed in using authentic materials? 
49- ST2 = Time! 
50- R = Time, ummh 
51- ST1 = The same answer 
52- R = any other things you need to succeed in dealing with authentic materials 
53- ST1 = time and practice
54- R= any other!
55- ST2= to concentrate
56- R= concentration, uhmmh, uhmmh. Good
57- R= the next question is, which type of authentic materials do you prefer, Spoken? or Written? Or both Why? Or Why not?
58- ST1= written
59- ST2= written
60- R= Written, Why written?
61- ST1= It helps me understand more and more.
62- R= uhmmh ,
63- ST2= when I find difficult words, I can refer to the dictionary.
64- R= right. Right
65- R= Question No 8. Do you have a smart phone?
66- ST1= Yes
67- ST2= No
68- R= Do you use Wechat, Whats app, Twitter, being in touch with family or friends?
69- ST1= Yes
70- ST2= No
71- R= If so, how often do you use it?
72- ST1= All the time
73- R= Always, uhmmh,
74- R= Do you use smart phones for your EFL learning?
75- ST1= Yes
76- ST2= Yes
77- R= Can you explain it more?
78- ST1= smartphones help us downloading dictionaries from the internet, and some other programmes assist in language learning.
79- R= right
80- R= any other comments
81- ST2= it helps translating some texts from English into Arabic and vice versa.
82- R= do you thing such translation is 100 % accurate?
83- ST2= No, but it is good for word for word translation.
84- R= Thank you very much and wish to meet you another time.

- **Transcripts from the recorded materials** (Second group)

The following meeting was conducted in Azzaytuna University/ Libya, on October 28th, 2014. The interviewees were informed beforehand about the nature of the current study, moreover, they were informed that the interview would be recorded. In fact, they were only two students from the eighth semester, a male and a female. First, they were asked to sign the consent forms, which guarantee their rights. In addition, an unsigned copy of the consent form was given to each interviewee for documentation purposes. In order to guarantee the anonymity of the interviewees, each one was given a specific code, e.g.ST3= stands for student three, and ST4= stands for student four. Occasionally, and inadvertently within the recording, the
researcher mentions the students’ names. The interviewees’ names will not be translated in here. Transcripts from the first recorded materials ((WS310064)) the first group of the interviewee. This group consisted of only two students and was given the following code: G.I. TWO. The following table, table No: 2 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The Abbreviated form</th>
<th>The full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B- ST3</td>
<td>A student number Three</td>
</tr>
<tr>
<td>C- ST4</td>
<td>A student number Four</td>
</tr>
</tbody>
</table>

Table: (2): the abbreviated forms that will be used in the following transcriptions

85- R= This is the second group of Azzaytuna University students, the eighth semester, and we will start our interview and recording now.

86- R= first, I would like to welcome you and I have some questions related to my doctoral research at University of Limerick in Ireland.

87- R= the first question says, do you prefer using authentic materials in your EFL classes? Why? Why not?

88- R= if you prefer tell me why, and if not also tell me why?

89- ST3= Yes, I prefer using authentic materials in my EFL classes, because it helps me develop my English language

90- R= So one of the main reasons of your preference is because it helps develop your English language proficiency.

91- ST3= and also it helps me become a fluent language speaker

92- ST4= I prefer authentic materials to be used in my language classes for the same reasons

93- R= To help you become a fluent language speaker

94- ST4= Yes

95- R= Thank you

96- R= next question is, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

97- ST4= No,

98- R= Why no?

99- ST4= the university buildings are not appropriate for using authentic materials, and they do not help in using authentic materials.

100- R= any other comments

101- ST3= Yes, the university buildings and some language teachers are not accustomed to using authentic materials in their EFL classes. Moreover, some teachers use authentic materials in teaching certain subjects which do not need to be used in, such as in teaching writing.

102- R= Right,

103- R= any other comments!

104- ST3= thank you

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105- ST4= thank you
106- R= the next question is, what kind of activities would help you understand authentic materials?
107- ST4= listening
108- ST3= listening
109- R= listening
110- ST3= listening and also watching
111- R= listening and watching television programmes,
112- R= good
113- R= next question is, any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities?
114- ST3= the culture and the traditions of the people
115- R= culture and traditions, like what?
116- ST3= like listening to music for example
117- ST4= listening to music
118- R= next question is, what do you need to succeed in dealing with authentic materials?
119- R= you as a student what do you need?
120- ST3= The Internet
121- R= uhmmh
122- ST4= listening
123- ST3= the Internet helps in listening, watching, moreover, it helps in writing
124- R= Ummm, ummmh, right
125- R= any other comments?
126- R= next question is, which type of authentic materials do you prefer, Spoken? Written? or both? Why? Why not?
127- ST4= both
128- ST4= spoken materials teaches me how speak well, and how to pronounce words accurately, and written teaches me to spell words correctly
129- ST3= the same answer, and it also how to spell words correctly and in learning new vocabulary
130- R= ummh, ummh.
131- R= the next question is, do you have smart phone?
132- R= smart phones, like the iPhone, or Samsung, etc.
133- ST4= No
134- ST3= Yes, I have Samsung
135- R= do you use Wechat, Whatsapp, Twitter, being in touch with family or friends?
136- ST3= Yes
137- ST4= Yes
138- R= if so, how often do you use it? Always, or sometimes?
139- ST4= sometimes, when I have free time
140- R= uhmmh, uhmmh, right
141- ST3= I use English language with my friends and I use Arabic language with my family
142- R= uhmmh, uhmmh, right, right.
143- R= the next question is, do you use smart phones for your EFL learning?
144- ST4= Yes,
145- R= how?
146- ST4= checking the dictionaries and also listening to some conversations
147- ST3= listening to conversations, and music lyrics
148- R= uhmuh, uhmuh, great, great
149- R= thank you very much
150- R= this is the end of the second interview with eighth semester students, University of Azzaytuna, Libya

- **Transcripts from the recorded materials** (Third group)

The following meeting was conducted in Azzaytuna University/ Libya, on November 2\textsuperscript{nd}, 2014, at 12:30 PM. The interviewees were informed beforehand about the nature of the current study, moreover, they were informed that the interview would be recorded. This was the final interview, in which the researcher gathered the two groups together. Number of students were 5, two males, and three females. First, they were asked to sign the consent forms, which guarantee their rights. In addition, an unsigned copy of the consent form was given to each interviewee before the interview for documentation purposes. In order to guarantee the anonymity of the interviewees, each interviewee was given a specific code, e.g. ST1= stands for student one; ST3= stands for student three, and ST4= stands for student four. Occasionally, and inadvertently within the recording, the researcher mentions the students’ names, and in order to guarantee anonymity, the interviewees’ names will not be translated in here.

Transcripts from the first recorded materials ((WS310065)) the two groups of the interviewees were interviewed in that final interview. That group consisted of five students, two males and three females, and was given the following code: G.I. THREE. The following table, table No: 3 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The abbreviated form</th>
<th>The full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B- ST1</td>
<td>A student number one</td>
</tr>
<tr>
<td>C- ST3</td>
<td>A student number three</td>
</tr>
<tr>
<td>D- ST4</td>
<td>A student number four</td>
</tr>
<tr>
<td>E- ST5</td>
<td>A student number five</td>
</tr>
<tr>
<td>F- ST6</td>
<td>A student number six</td>
</tr>
</tbody>
</table>

Table: (3): the abbreviated forms that will be used in the following transcriptions

151- R= the researcher greets the interviewees (Peace be upon you), this is the final meeting with eight semester students, and the number of the interviewees are five. We will start our recording right now.
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152- R= Ok, let us see the first question, Do you prefer using authentic materials in your EFL classes? Why? Why not?
153- ST3= Yes, I prefer using authentic materials
154- R= Why is that?
155- ST3= it helps becoming like native speakers, and saying the words in the correct way
156- R= Ah, that is right,
157- R= anybody else?
158- ST1= Yes, the same answer
159- R= the same answer, uhmmh
160- ST4= Yes, to learn new words
161- R= that is good, that is good
162- ST4= and pronouncing in good way, the words
163- R= it helps you pronouncing the words in the correct way
164- ST4= Yes
165- R= good, good
166- R= Any other comments?
167- ST5= to know grammatical very well
168- R= sorry!
169- ST5= to know grammatical very well
170- R= you mean grammatical structures?
171- ST5= Yes,
172- R= Any other additions?
173- ST6= the same answers
174- R= the same answers
175- ST6= Yes
176- R= good, very good
177- R= Question number two, How do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?
178- ST5= No
179- R= Question number two, How do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?
180- R= how do you think? Sorry, I will say that in Arabic as well.
181- R= Question number two, How do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?
182- ST3= some of them do not use authentic materials.
183- R= But how do you think
184- R= the appropriate way, the best way to use it
185- ST3= Ahaah, teachers or the?
186- R= teachers, yeah, teaching their students English language
187- ST1= By using projectors
188- R= By using overhead projectors, um, what else?
189- ST1= Radio
190- R= radio, radio programmes you mean
191- ST1= Yes,
192- R= Um, good, very good, what else?
193- ST3= watching programmes in classes
194- R= Um, what else?
195- ST3= to,
196- R= Ok, ok, that is good
197- ST3= to give students videos to watch
198- R= videos, you mean YouTube videos as well
199- ST5= Poetry
200- R= and what?
201- ST5= Poetry
202- R= poetry, but poetry is difficult, Am I right?
203- ST1= Literature
204- R= Literature in general in very good interesting, and it is very tough, Am I right?
205- ST5= it is very nice
206- R= it is very nice, actually
207- R= you enjoy it, but it is very tough
208- ST5= uhmnh
209- ST3= Yes, it is very tough
210- R= good, question number 3, what kind of activities would help you as students understand authentic materials?
211- R= what kind of activities would help you as students understand authentic materials?
212- R= the researcher translates the question into Arabic language, what kind of activities would help you as students understand authentic materials?
213- ST3= watching programmes
214- ST4= English- English programmes
215- R= Ummh
216- ST4= watching English-English programmes
217- R= English language programmes? What else?
218- ST5= songs
219- R= songs? You mean lyrics
220- ST5= Yes
221- R= that is right, ok
222- ST3= listening
223- ST1= read stories
224- R= reading stories, uh, uh
225- ST5= the books also
226- R= books
227- ST3= magazines
228- ST4= speak English with
229- R= speak English with who?
230- ST4= with teachers and friends
231- R= with teachers and friends as well, Ahaah
232- R= not just in class, outside you mean
233- ST4= yes
234- R= uh, good, very good
235- R= ok question number 4, any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities
236- R= any factors that does not help
237- R= any factors that does not help using authentic materials in EFL classes
238- ST3= Libyan culture
239- R= culture, could you explain more to me?
240- ST3= Libyan culture, like music, do not watch videos at university
241- R= very good point
242- ST3= Yes, that is it, I think
243- ST4= don’t listen to music
244- R= do you mean because of the culture, Islamic culture
245- ST4= Yes
246- ST3= Yes
247- ST5= but if you were Christian, it is not Haram ((forbidden))
248- R= sorry?
249- R= in Christianity it is not Haram. Ok, I know that. It is not forbidden to listen to music
250- R= different cultures, this is one of the main obstacles, Am I right?
251- ST5= yes
252- R= anything else
253- ST3= but, I , if ,
254- R= it is ok, even in Arabic
255- ST3= but if it is for educational purposes, it is ok, in English language
256- R= good, good, any other comments?
257- ST1= the same answer
258- R= the same answers, good, very good
259- R= So, question number 6 here, What do you need as a student, I am talking to you right now, to succeed, to be successful, in dealing with materials?
260- R= what do you need as a student?
261- R= what do you need as a student?
262- ST4= practice
263- R= practice
264- ST3= Yes
265- ST5= to read hard
266- R= to read hard
267- ST5= it help you
268- R= it helps you
269- ST5= it help you to know how to talk, how to listen, how to.
270- R= Ah, that is right, what else? What do you need as a student, to help, ok succeed or dealing with authentic materials?
271- R= uh, uh
272- ST5= to work hard
273- R= to work hard
274- ST3= native speakers
275- R= to be in touch with native speakers
276- ST3= Yes
277- R= ah, ah that is a very good point. What else?
278- ST6= the same answer
279- ST5= with no feeling shad
R= Do not feel shy
ST5= Yes, if you feel shy, you mean shy, express yourself all the time
ST5= you must be…
R= you have the courage to express yourself
ST5= very good, very good, what else? Even in Arabic, it is ok Karima
ST5= you must have, they called what? Oh, I forget that word
ST5= smiles and smiles
R= smiles also
ST5= even in Arabic, it is ok, you can say it
ST5= No, No, in Arabic I don’t know,
ST5= confidence
R= confidence
ST5= confidence, yes,
R= in yourself or in your ability that you gonna do, very good, very, I really enjoy it today
R= question number 7, which type of authentic materials do you prefer, Spoken? Written? Or both. Why? Why not?
ST4= I think both
ST5= both is better
ST3= both is better
ST1= written
R= Why is written here?
ST1= it helps me understand more
R= good, very good
ST1= both
ST5= but for me both
R= why both?
ST1= because spoken is also important, written also
R= definitely
ST5= Yes
ST1= Abdulhafeed,
ST4= I think both
R= why both?
ST4= spoken to become
ST5= that is right
ST4= speak right when pronounce word
R= that is right
ST4= pronounce the word right
R= correctly
ST4= yes, correctly, and written to learn spelling
R= good, very good
ST3= both
R= both, Why both here?
ST3= um, written helps you save new words, write with the right way
R= correctly
ST3= yes with the correct way, spoken to practice what do you learn in written
R= uh, uh good
327- ST3= yes, and to, to
328- R= it is ok even in Arabic
329- ST3= to review what you have studied
330- R= good, good
331- ST3= that is it
332- R= Karima
333- ST6= both
334- R= both, Why both here? The same in Arabic and English, it is up to you
335- ST6= spoken to learn English,
336- R= pronunciation
337- ST6= Yes, and written to learn spelling
338- R= ah, ah very good, very good
339- R= any other comments?
340- ST5= no that is it
341- ST3= no
342- R= ok, let us go. Do you have smart phone? You know smart phones; this one is a smart phone that one is a smart phone as well?
343- ST5= Yes
344- ST1= Yes
345- ST3= Yes
346- R= Do you use Wechat, Whats app, Twitter being in touch with family or friends?
347- ST1= Yes
348- ST3= Yes
349- ST5= Yes
350- ST6= Yes
351- R= do you use it?
352- R= all of you
353- ST1= Yes
354- ST3= Yes
355- ST5= Yes
356- ST6= Yes
357- R= good
358- R= If so, how often do you use it?
359- R= how often do you use it?
360- ST1= sometimes
361- R= sometimes
362- ST5= me, all the time
363- R= all the time
364- ST5= when I come here, I stopped it, but when I come back home
365- R= you use all the time
366- ST5= Yes
367- R= being in touch with family of friends
368- ST5= yes, with my mother there
369- R= good
370- ST6= sometimes
371- R= sometimes
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372- ST6= yes
373- R= good, very good
374- R= Do you use, Question number 11, do you use smart phones for your EFL learning?
375- ST3= Yes
376- ST5= Yes
377- ST1= Yes
378- ST6= of course
379- R= how?
380- ST5= if you want to check dictionary sometimes, cause I am dumb with dictionary
381- R= good, what else?
382- ST3= use Internet to search about anything you want
383- R= uh, uh
384- ST3= in your study
385- R= um, um, good. The same
386- ST6= Yes
387- ST3= and listening and research about the words
388- R= the new vocabulary
389- ST3= Yes, the new vocabulary, chatting with friends with English language, by English language
390- R= uh, what else? Any other comments?
391- R= thank you so much indeed. Thank you so much
392- The whole group says you welcome
393- R= this is the last or final meeting with eight semester students from Azzaytuna University in Libya. It was on November 2\textsuperscript{nd} 2014.

- **Transcripts from the recorded materials** (Teacher 1)

The following meeting was conducted in Libya, on November 9, 2014, in one of the EFL teacher’s house in Tripoli at 3:30 PM. The interviewee was informed beforehand about the nature of the current field study, moreover, he was informed that the interview would be recorded. This was the only EFL teacher who agreed to be interviewed. The researcher approached other language teachers, but they were not interested. The language teacher was asked to sign the consent form, which guarantees his rights. In addition, an unsigned copy of the consent form was given to him before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, He was given a specific code, e.g. T1= stands for Teacher one; Occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 4 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The Abbreviated form</th>
<th>The full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B- T1</td>
<td>Stands for Teacher One</td>
</tr>
</tbody>
</table>

Table: (4): the abbreviated forms that will be used in the following transcriptions
R= the researcher first greets the interviewee, Assalam Alikum the following meeting is with one of the EFL teachers, from University of Tripoli. The interview has taken place at his house at 3:30 on November 9, 2014.

R= and now we are going to start the interview with you inchallah

R= first I would like to welcome you dear brother Mohamed, and it is pleasure to take part in my field study

T1= you are most welcome, and at your service

R= thank you very much

T1= Of course, I wish you the best inchallah

R= thank you

R= I have got some very very simple questions related to my doctoral research at university of Limerick in Ireland

R= first question is, do you prefer using authentic materials in your EFL classes? Why? Why not?

T1= Actually, I always use authentic materials in my classes, especially in teaching the reading class

R= uh,

T1= for example, in reading classes I use newspaper articles and film clips. Actually, I found these authentic materials are very very important, crucially important for the students

R= why is that?

T1= for the students, to understand new words, to understand the cultures of other countries

R= the target language, you mean

T1= Yes, the target language, to learn new expressions, new formal language expressions

R= good, very good

R= so you are convinced of sing authentic materials all the time, especially reading as you said

T1= Yes

R= good, very good

R= let us move to question number 2, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

T1= would you repeat the question please?

R= uh, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

T1= actually, I always advice my colleagues at university to use authentic materials, for example, from time to time, I give my colleagues newspapers and ask, I always ask them, please try to use authentic materials because it is very important for the
students, and students will learn new expressions, new formal target language, and

421- R= that is good, that is good

422- T1= that is it

423- R= question number 3, what kind of activities would help you understand authentic materials?

424- T1= number of activities, such as, as I told you, newspaper articles, sometimes I use, YOUTUBE films

425- R= YOUTUBE films

426- T1= YOUTUBE films as well and I use flashcards, I take the words from the newspaper articles, and I try, I ask the students to match the synonyms and the antonyms, and I ask them to give me the meaning of new expressions and new items as well.

427- R= that is good, that is good, ok

428- R= number 4, any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities?

429- R= any factors that does not help you, does not allow you as a teacher, as a language teacher from implementing authentic materials, or bringing authentic materials into your EFL class?

430- T1= as I told you, I always use newspaper articles, once, once, I got an article, it is about the alcohol

431- R= uh

432- T1= I asked the head of the English language department, I told that, can I use this kind of article to students? And He said, No, because, it is not our culture to talk about alcoholic,

433- R= of course, yeah, it is ok, since it is forbidden in our culture, in Islamic culture.

434- T1= Yeah, it is forbidden in our culture, alcohol and things like that. So it depends on the topic that you are going to teach.

435- R= uh, ok, let us move to the next question, what do you need to succeed in dealing with authentic materials?

436- T1= Actually, I need, um, up to date newspapers, and in university, we need an Internet connection, unfortunately, we don’t have internet access, just an internet access, and up to date materials

437- R= I think the most important thing is the internet access,

438- T1= yes, internet access

439- R= to teachers and students as well

440- T1= yes, to teaching, as I told you I always use the authentic materials, the newspaper articles

441- R= do you buy them or download them from the internet?

442- T1= No, No, from the internet, I buy them, or I ask friends of mine who are living outside

443- R= abroad

444- T1= Abroad, to send me newspapers, especially up-to-date newspapers.

445- R= uh, uh,

446- T1= So, so

447- R= that is good, that is good, thank you
R= which type of authentic materials do you prefer, spoken? Written? Or both. Why? Why not?

T1= I
R= tell me which one you prefer
T1= as I told you, I prefer,
R= you prefer written, I guess
T1= Written, yes, newspapers
R= why is that?
T1= actually, it is easier that spoken, it is easier than spoken
R= uh, uh, what do you think
T1= once, I used video clips, and couldn’t understand, and one of the students asked me for a word,
R= you could not understand
T1= yeah, yeah, I got stuck
R= because of the rhythm of the speed.
T1= Yeah, yeah, I told him sorry, I did not got it from the video clip
R= uhmmh
T1= so I think written materials, written authentic materials is easier, sure it is
R= uh, do you think written authentic materials improves students’ speaking ability?
T1= Yes,
R= Yes, I think so
R= uh, how?
T1= Yeah, as I told you before, they gonna learn new words, new expressions,
R= uhmmh,
T1= I always ask them, please, learn these expressions by heart. You have to learn it
R= uh, it is very good, it is gonna help you a lot to be a good language speaker.
T1= Yeah, for sure yes, especially, grammatical expressions, phrases, here, new words
R= uhmmh, that is right
T1= so different from the language of the books, here
R= of course, yeah, the next question is a little bit funny question. Do you have a smart phone?
T1= Yes, of course, yes, of course
R= LOL, LOL, so let us the question which follows, Do you use Wechat, Whats app, Twitter, being in touch with family or friends?
T1= Yeah, I use
R= uh, you use all of them or just one?
T1= No, No, I use Wechat, and Whats app
R= Twitter as well?
T1= Twitter, no
R= you are not familiar with twitter
T1= No, No, No,
R= so how often do you use Wechat, and Whats app?
The following meeting was conducted in University of Limerick, Ireland on December 3rd, 2014. The interviewee is one of EFL teachers in Libya, and she is doing her doctoral programme when the interview was held. The interviewee was informed beforehand about the nature of the current field study, moreover, she was informed that the interview would be recorded. The language teacher was asked to sign the consent form, which guarantees her rights. In addition, an unsigned copy of the consent form was given to her before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, she was given a specific code, e.g. T2= stands for Teacher two; Occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 5 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The following abbreviations will be used</th>
<th>The Abbreviated form</th>
<th>The full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B-</td>
<td>T2</td>
<td>Stands for Teacher Two</td>
</tr>
</tbody>
</table>

Table: (5): the abbreviated forms that will be used in the following transcriptions
P.S. the interviewee is female EFL teacher, who has one-year teaching experience at Azzawia University in Libya.

509- R= first, this is one of the interviews with one of English language teachers, which is related to my doctoral programme in University of Limerick, Ireland. We will start our recorded interview with the EFL teacher right now.

510- R= first, I’d like to welcome you

511- T2= hello

512- R= it is great honour to take part in my study

513- T2= thank you

514- R= I have got some simple questions related to my doctoral programme, and I already gave you a copy, it is very simple and you can answer me as you know

515- R= the first question is: do you prefer using authentic materials in your EFL classes? Why? Why not?

516- R= it is up to you, you answer me in Arabic or in English

517- T2= regarding the uses of authentic materials in English classes

518- R= great

519- T2= I prefer using authentic materials

520- R= uhmhm

521- T2= first, it is helpful in providing authentic language, and it gives them a clear idea and view about the English culture, English materials

522- R= you mean the target culture?

523- T2= yeah, the target culture

524- R= um, um, good, very good

525- T2= and it gives them, I mean very clear exposure to the language

526- R= you mean enough exposure to the target language

527- T2= yeah, it is very helpful

528- R= very good, very good

529- T2= and it explains more what the English culture is, because once you teach a language, you should teach culture as well.

530- R= so you mean we cannot teach a language alone, unless you get involved with the target culture.

531- T2= No, it is hard; I mean to separate language from its culture, because students will face some cultural items, and if you teach separately, it is very difficult to explain to them.

532- R= um,

533- T2= they should have a clear idea about how the culture of language is and how people treat, people live and everything.

534- R= um, thank you very much

535- R= question number 2: how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

536- R= the researcher, repeats the question in Arabic for more clarification here.

537- T2= Do you think in future, or for future programmes?
I do not know, it is up to you. It could be, it could be. Even the current situation

You can answer me in Arabic

The best way for using authentic materials is to expose students to authentic materials as much as we can, for example,

you can say that in Arabic

letting them watching films, also following some web sites, I mean giving them some specific websites so they can watch things about it. Songs, yeah, we can use songs for example in conversation classes, we can also use newspapers for reading, and yeah it would be helpful there

good, good thank you very much

you are welcome

question number 3: What kind of activities would help you understand authentic materials?

activities,

yeah

I’m, I’m, I am not sure of this question

you want to move to the next question, it is ok.

I did not get the point exactly, so

what kind of activities which makes you succeed, sorry understand authentic materials, or in dealing with authentic materials?

uh, as a language teacher.

uh,

if you got stuck, we can move to the next question.

OK

ok, question number 4: any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities

what are factors that do not help us using authentic materials?

a significant factor is the culture.

good, very good

second, the student’s acceptance to the material. Some students do not accept to be involved in another culture.

uh, um

they have got some barriers behind which restricts them from getting the language and the culture.

so, there are many reasons, the main as I said, cultural, and students’ attitudes. Also as I told you some of them are very successful language learners, others are not, which affect their language progress as well

uh, good, very good. Thank you very much

the next question is, what do you need to succeed in dealing with authentic materials?

you as a language teacher, what do you need to succeed dealing authentic materials?

what are the things you need to succeed in dealing with authentic materials?

things may be related to the buildings, or may be the syllabus itself
T2= the environment

571- R= ah,

572- T2= we must have a specific environment

573- R= the suitable environment, would you please explain it more?

574- T2= we must have a target like environment

575- R= how can we have a target environment?

576- T2= how can I create

577- R= the suitable atmosphere for teaching

578- T2= the suitable atmosphere for teaching the target language

579- R= uh,

580- T2= also

581- R= good, very good

582- T2= where is it?

583- R= number 5

584- T2= every teacher should have enough exposure to the culture of the target language

585- R= uh,

586- T2= having good knowledge, having good knowledge about the culture, about the society of the target language,

587- R= ok, very good, very good

588- T2= having a clear view about it

589- R= uh, uh

590- T2= it helps the teacher to teach that material.

591- R= thank you

592- T2= the next question is: what type of authentic materials do you prefer, spoken? Written? Or both. Why? Why not?

593- R= I prefer both

594- T2= both of spoken and written forms, you know, they complete each other

595- R= um, um

596- T2= having the main, having the main ideas, and they can get what that the meaning of the words. I mean if they learn from the spoken words, they can see how it used in the written form as well, so I prefer both of them.

597- R= very good

598- R= next question is, do you have a smart phone?

599- T2= yeah, sure. I do have.

600- R= um, do you use Wechat, WhatsApp, Twitter being in touch with family or friends?

601- R= um, yeah, I do use them, yeah, I do use them

602- T2= always, sometimes

603- R= um, um, if so how often do you use them?

604- T2= ah,

605- R= always, sometimes,

606- T2= always
609- R= always, very good
610- R= the last question is, do you use smart phones for your EFL learning?
611- T2= actually, before, I did not use them, but in the future
612- R= LOL, LOL, you are so convinced of using them
613- T2= yeah, as I told you, I have a course, I had a course
614- R= yeah, yeah, yeah
615- T2= the previous month. It gave me a clear idea of how to use smart phones, and it is very
616- R= interesting as well!
617- T2= very interesting as well.
618- R= good, very good
619- T2= for example, using lots of programmes to teach English
620- R= uh, uh,
621- T2= for example, using Wechat with students, messages, homework, and how to make group Wechat. So that is very helpful.
622- R= it is, it is. Indeed, thank you very dear sister
623- T2= you welcome
624- R= this is the end of our meeting with another language teacher done on December 3rd 2014.

- **Transcripts from the recorded materials** (Teacher 3 )
The following meeting was conducted online through Skype on December 22nd, 2014. The interviewee is one of EFL teachers in Libya and has 12 year-experience. He is doing his doctoral programme when the interview was held. The interviewee was informed beforehand about the nature of the current field study, moreover, he was informed that the interview would be recorded. The language teacher was asked to sign the consent form, which guarantees his rights. In addition, an unsigned copy of the consent form was given to him before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, he was given a specific code, e.g. T3= stands for Teacher three; occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 6 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The Abbreviated form</th>
<th>The full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B- T3</td>
<td>Stands for Teacher Three</td>
</tr>
</tbody>
</table>

Table: (6): the abbreviated forms that will be used in the following transcriptions

625- R= first the researcher welcomes the EFL teacher, and says that the present interview is on his doctoral research, and informs the interviewee that the interview would be recorded for data analysis later. I have interviewed a number of language teachers and I need others to be interviewed.
626- R= the following questions are related to my doctoral research in University of Limerick Ireland, and it is great honour to participate in my study.
303

627-  R= first question is, how long have you been teaching as a staff member?
628-  T3= to be precise, twelve years.
629-  R= it is great, wish you all the best inchallah
630-  T3= thank you
631-  R= our first question is, Do you prefer using authentic materials in your EFL classes? Why? Why not?
632-  R= The authentic materials are like, television and radio live programmes, newspaper and magazine articles, YouTube films, and others which are obtained directly without being prepared.
633-  T3= first, this depends on the type of students whom you teach, if their levels are beginners,
634-  R= uh, right
635-  T3= it is little bit difficult
636-  R= ah, ah
637-  T3= because authentic materials like these are usually prepared for native speakers, targeted for native speakers
638-  R= right
639-  T3= it is difficult for them in learning another language
640-  R= what if they are fourth year English language students.
641-  T3= it is preferable in here, at least 70% of their time with authentic materials
642-  R= right
643-  R= do you personally use such materials?
644-  T3= Regretfully, no
645-  R= have you ever taught 3rd and 4th year students?
646-  T3= Yes, I have, first, the subjects I used to teach did not require me to use authentic materials, second, the materials I used to teach such as morphology, grammar, and applied linguistics. Such materials did not require me to search for authentic materials. Because, as you know, in authentic materials, you cannot find advanced grammatical structures, that is why I did not use them
647-  R= right, right, thank you
648-  T3= I used authentic materials only once, when I taught first year students, conversation module
649-  R= which kind of materials did you use?
650-  T3= videos
651-  R= Videos? From where did you get them? From YouTube?
652-  T3= No, No, from the higher institute, they had a recorder and some videos, stories on cartoons; I borrowed them from the institute and used for teaching. It was in Sabratha city. (A small city in the western part of Libya, 50 KM to the west from the Libyan capital Tripoli)
653-  R= great, great
654-  R= next question is, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?
655-  T3= I do not think so
656-  R= what are the reasons behind that?
I think reasons are, the student’s weak qualifications in our universities,

are all students have weak qualifications?

No, No, we have some students like native speakers.

right, right

the other point is from the language teacher himself. Looking for authentic materials takes so much time and effort, because he/ she has to be selective of the materials to be given to students. Unfortunately, not because it is not available in our country, but the teachers do not want to disturb themselves searching for materials. This is what happens with most language teachers. There are of course some exceptions

R= right , right, thank you very much

next question is, what kind of activities would help you understand authentic materials?

what kind of activities help you as a researcher in English language, regardless of its type?

what do you mean by activities?

something that assists you in understanding authentic materials.

you mean types of activities I do to help me comprehend for example, reading newspapers.

it helps you how to use them

exposure, exposure to that materials more than once enables you to use it and understand it.

Right

It becomes easier for you to present that material to your students, because you understand that material

you mean being familiar with that materials

that is it, if you are not familiar with such materials; it becomes difficult in selecting the proper materials to you students.

right, right,

Next question is, any factors in any would hinder the use of authentic materials in EFL classes at Libyan Universities?

any factors which do not help the language teacher using authentic materials in teaching English. Factors may be related to university buildings, or to the teachers themselves, it is up to you here.

certainly, the equipment in our universities, this is one of factors which do not help using authentic materials, second, the unavailability of the authentic materials in our universities which allow you to select the proper one

right, right

for example, we don’t have English magazines and newspapers.

right

in our universities, we do not have video equipment; moreover the number of students in classes.

right

the number of our students in classes are many, is another factor, which does not help using authentic materials.
the number of students could be 40 to 50 students, which definitely hinders using such materials. such numbers you find in our model universities, in our universities you find between 100 and 150 students in only one group.

this is one of main factors which does not help in using authentic materials

our next question is, what do you need to succeed in dealing with authentic materials?

first, being familiar to authentic materials, as I said, exposure to such materials more than once, to be able to select which one you choose,

right

knowing your students’ needs. I mean your students. How they think and the type of motivation they have

right

the types motivation in learning English language

whether intrinsic or extrinsic motivation

correct, you have to know your students very well, the same time being familiar with authentic materials to know which one you select, to ensure it works with their needs and motivations.

right

this will ensure success in dealing with authentic materials, and success in giving your students the best one.

next question is, which types of authentic materials do you prefer, Spoken? Written? Or Both? Why? Why not?

I think if you use authentic materials, you should use both.

ah, ah, Why both here?

Spoken and written, to make students familiar with what is written and what is spoken, for instance, meeting on a radio, or written meeting in a newspaper. I think both are better because a student will deal with them both later in his life.

so you think is better?

definitely, definitely

ah, ah, thank you

the following four questions are related to using smart phones in EFL learning.

Do you have smart phone?

unfortunately no, LOL

LOL, LOL

because you text me sometimes through using Whats app
714- T3= I recently started using such technology like WhatsApp, found them excellent and easy to be used. I am not so familiar with them, but they are very good
715- R= first step as they say
716- T3= exactly
717- R= ok, Doctor, our next question is related to the last one. If so how often do you use it?
718- R= Always, sometimes, when you have free time.
719- T3= when I have free time, and when there is a need to use such social networking services, or when I want to be in touch with one of my friends.
720- R= right, right,
721- R= our last question is, do you use smart phones for your EFL learning?
722- T3= regretfully, I do not have a smart phone to use it, but I think in future, if I get that smart phone and being able to use it, of course, I will use it in learning English language.
723- R= because you see it is very good in learning English language
724- T3= anything related to language learning is very important, such as smart phones or others
725- R= or ipads,
726- R= thank you very much doctor for taking place in my field study, and it is great honour to me

- Transcripts from the recorded materials  ) Teacher 4 )
The following meeting was conducted online through Skype on January 9, 2014, at 5:51PM, and continued for 15 minutes. The interviewee is one of EFL teachers in Libya and has 7 year-experience. He is doing his doctoral programme when the interview was held. The interviewee was informed beforehand about the nature of the current field study, moreover, he was informed that the interview would be recorded. The language teacher was asked to sign the consent form, which guarantees his rights. In addition, an unsigned copy of the consent form was given to him before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, he was given a specific code, e.g. T4= stands for Teacher four; occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 7 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The Abbreviated form</th>
<th>The full form</th>
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<tbody>
<tr>
<td>A-</td>
<td>R</td>
</tr>
<tr>
<td>B-</td>
<td>T4</td>
</tr>
</tbody>
</table>

Table: (7): the abbreviated forms that will be used in the following transcriptions

727- R= first the researcher welcomes the interviewee EFL teacher, saying that it is great honour to participate in my field study. The current questions are on using authentic materials in teaching English as a
foreign language in the Libyan context, particularly at the university level.

728- R= the researcher asks the first question, Do you prefer using authentic materials in your EFL classes? Why? Why not?
729- R= of course you know what I mean by authentic materials, such as TV programmes, Radio, newspaper articles, and YouTube films, stuff like this, taken directly from their sources, you know, without pre-preparation for language teaching

730- T4= yes
731- R= that is great
732- T4= ok, to tell the truth, I prefer using authentic materials in my classes, because this materials give the opportunity to students to being exposed to the real language, which are used by native speakers.

733- R= good, excellent
734- T4= and this will help students to improve their communications, their vocabulary, and having expressions, that are used by native speakers, and through this materials, they are exposed to the culture of the target language.

735- R= thank you,
736- R= another questions, rather personal question, how long have you been teaching English at Azzawia University?
737- T4= about six years
738- R= six years, almost the same as me.
739- R= when did you start teaching at the University?
740- T4= I remember that I was teacher assistant first in 2007, and the actual start was in 2008.

741- R= thank you
742- R= the next question is, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?
743- R= from your point of view as a language teacher
744- T4= from my personal point of view, and to be honest, language teachers do not make appropriate use of authentic materials in their classes, and they do not use intensively. They rarely use such materials.

745- R= what are the reasons behind that?
746- T4= a number of reasons, first one is that language teachers themselves are not aware of the significance of authentic materials and their advantages in language teaching. Second reason, is that the students’ levels are not suitable to use authentic materials, and since it may contain difficult vocabulary, grammatical structures, and expressions, which they do not understand. It could be another third reason; the audio-visual materials cannot be used by teachers because of the unavailability of suitable facilities in our classrooms. This could be another reason.

747- R= so you mean university’s equipment?
748- T4= yeah, yeah, no proper equipment to use audio-visual materials. I am speaking on universities; there are however, some other institutes, such as the Oil Institute, which offer such facilities.

749- R= and also in some private universities
750- T4= some of the private universities, not all of them. These are the three main reasons, which prevent language teachers to use authentic materials.

751- R= thank you

752- R= our next question is, what kind of activities would help you understand authentic materials?

753- R= any types of activities which would help you, as a language teacher or a researcher understand authentic materials.

754- T4= the written authentic materials, for example, I have to read it more than one time. In addition, the listening materials, sometimes, I listen to a song more than one time. I have to practice it, repeat it, to make understandable for me, you understand me?

755- R= yes

756- T4= these are the main things

757- R= thank you

758- R= the fourth question is, any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities

759- R= you mentioned some of them before,

760- T4= I think the same reasons mentioned before, the students’ levels, the facilities,

761- R= um, um, the universities’ equipment do not assist in using authentic materials

762- T4= moreover, and as I told you, language teachers need to be aware of the significance of authentic materials, they need training sessions, they need workshops on how to use such materials.

763- R= um, that is right

764- T4= also, there may be another reason which is the differences between cultures. There are some concepts, and customs and values, which exist in authentic materials not suitable for our cultures.

765- R= some social values are proper in the target culture, but not in our culture, as Muslim society.

766- T4= can you give me any specific authentic materials which could not be used in our society? Any written or visual material, which could not be used in our Muslim society

767- R= some which do not allow us to use some of these materials

768- T4= for example, some films, our senior students in fourth year study novels, which are available also as films. If they watch such novels as films, they would understand it more, and it would help them a lot. However, some things ((scenes)) exist in such films are improper to be used in our culture and society as Muslim one. I guess this in one of things, which do not help

769- R= right, right, thank you

770- R= our next question is, which type of authentic materials do you prefer, Spoken? Written? Or both? Why? Why not?

771- T4= both of them are ok, Spoken and written are very helpful to students to develop their grammatical structures, their speaking skills, their pronunciation. For example, when a student listens to native speaker speaking, he/she will try to imitate him and try to speak like him. In
written materials, students may use and learn some expressions, vocabulary. So both of them are ok

R= you already told me that you used authentic materials.

T4= yes,

R= with fourth year students

T4= I used some articles, magazine articles, and newspapers and gave them to students; we read them together, and tried to find the difficult words, and tries to explain these difficult words and expressions, and the difficult structures. We tried to understand that authentic materials in the classroom, and then asked them to take these articles with them back home and write a summary.

R= was there any positive reaction from students towards authentic materials?

T4= yes, there was. A half or more than half of the students were happy to work on authentic materials. Some of whom were very happy to ….

R= to discover new things

T4= to discover new things, some of them were lazy and paid no attention to. However, the majority of students were so interested and have strong attitudes to such materials.

R= thank you

R= the next four questions are on using the technology in learning English language.

R= do you have smart phone?

T4= Yes, I have one, yes

R= our next question is, do you use Wechat, WhatsApp, Twitter, being in touch with family or friends?

T4= Yes, I use some of them

R= ah, ah. Thank you

R= if so, how often do you use them? Always, or when you have free time, or often?

T4= you can say, sometimes,

R= when you need it

T4= yes, when I need it

R= thank you,

R= our last question is, do you use smart phones for your EFL learning?

T4= of course, I use them,

R= how?

T4= sometimes I use dictionaries, to look up for new words, sometimes, I read articles, especially when I am on the bus on my way to university. I take advantage of the plenty of time to read something. I use them in many things, which is very beneficial to me. For example, in WhatsApp, we have a WhatsApp group chat, those who study Linguistics, sometimes we work together on new things in our field. Members of the group sometimes write something, question or something new, and the other members try to find answers to that raised question. Sometimes, we exchange ideas, which are within our field of study.

R= thank you very much for our time and once more I do apologise for the inconvenience I put you through.

R= thank you very much for our time and once more I do apologise for the inconvenience I put you through.
797- T4= you are welcome, and wish you all the best
798- R= thank you,

• Transcripts from the recorded materials (Teacher 5)
The following meeting was conducted online, through Skype on January 10, 2014, at 2:05PM, and continued for 16 minutes. The interviewee is one of EFL teachers in Libya and has one year-experience at the university level, and almost 19 years in preparatory, secondary schools. He has also worked as a part-time job in some higher institutes. He is doing his doctoral programme when the interview was held. The interviewee was informed beforehand about the nature of the current field study, moreover, he was informed that the interview would be recorded. The language teacher was asked to sign the consent form, which guarantees his rights. In addition, an unsigned copy of the consent form was given to him before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, he was given a specific code, e.g. T5= stands for Teacher five; occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 8 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
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<th>The full form</th>
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</thead>
<tbody>
<tr>
<td>A- R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B- T5</td>
<td>Stands for Teacher Five</td>
</tr>
</tbody>
</table>

Table: (8): the abbreviated forms that will be used in the following transcriptions

799- R= first the researcher welcomes the interviewee teacher and tells him that it is great hour to be in touch with him, and to participate in my field study.
800- T5= thank you, and it is my pleasure to assist you in anything you want.
801- R= all the following questions are on using authentic materials I teaching English at Libyan universities. Authentic materials are like, TV programmes, live radio broadcasting, magazine and newspaper articles, YouTube films which are taken directly from their sources with no prior preparation and at the same time being given to Libyan university students in order to observe their reactions and attitudes. This is what my ten questions investigate about, and they will not take more than ten minutes to be answered. Once more, forgive me for taking some of your precious time. I know PhD students are always short of time.
802- T5= no problem at all, interviews are an essential part of the doctoral programmes.
803- R= thank you
804- R= ok, let us go to our first question, Do you prefer using authentic materials in your EFL classes? Why? Why not?
T5= yes, I prefer using authentic materials, of course in limited amount with what works with our society and culture.

R= right, with our Muslim culture

T5= Yes, with our Muslim, Arab, and especially Libyan culture.

R= why you prefer using authentic materials?

T5= the reason is that it is very essential element in explaining to students the language as it is in the real world.

R= right,

T5= as the language in interviews or films. This is the language used, and not like the language used by books

R= right, different from the language used in books

T5= yes, not the language used in books. As used every day. Such a language is very simple and very good for students. When the student moves from language learning to the real world or the actual world, he/she will find a strong background on how to use the language and become familiar and ready to use it.

R= right, thank you

R= let us move to the next question, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

R= from your point of view as a language teacher or a researcher.

T5= I will answer you from my limited experience of teaching English in the third level, maybe I have enough experience in other things. Language teachers are rarely using authentic materials, and even if they use it, it is not in the right way. This is because some language teachers have no idea on how to use it. Even if some use it, it is because of personal work from the teacher, and not built on the correct theoretical background.

R= right,

R= our third question is, what kind of activities would help you understand authentic materials?

T5= I do not understand the question, is it students or me to understand?

R= it helps you as a teacher to use it in teaching our students.

T5= first, sure if you, as a teacher do not know how to use, or comprehend something, you cannot teach that material. You have to know and be able to transfer that to your students. Moreover, your language skills should be as

R= a native speaker or near native speaker

T5= yes, for example, the listening skill will have the biggest role in here, to be able to use it perfectly, and if your students do not any section, and sure some are very difficult for them, you will be able to help. In using films, despite there are different languages or accents used in films, as a teacher if you understand them, you can explain them, and sure it will help you a lot.

R= right, thank you,

R= our fourth question is, any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities?

R= any factors you think do not help in using authentic materials in teaching English at Libyan universities.
the main factor, as I see, is the number of students in language classes. It is hard when have a large class to use authentic materials and be able to deal with it. The large number of students is the main factor. Other factors are like, the availability of the authentic material itself. The lack of proper equipment to help you use that material, moreover, language teachers are not qualified enough to use that material.

our next question is, what do you need to succeed in dealing with authentic materials?

anything that would assist you, as a teacher or a researcher dealing with authentic materials.

you mean financially or educationally?

it is up to you, here.

many things actually, some could be related to the material itself, some could be related to equipment, the ability of the teacher in understanding and using the material. The students’ attitudes toward such materials, many others as well which would help you succeed in using authentic materials.

our sixth question, which type of authentic materials do you prefer, spoken, written, or both? Why? Why not?

if I try to use authentic materials, I sure will use varieties.

you mean both,

and according to results I get, I will decide which one I use. If did not use before, I have to use it and have an idea whether it suits students or not, their abilities. After than I decide which one I use.

anything that would assist you, as a teacher or a researcher dealing with authentic materials.

you mean financially or educationally?

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many things actually, some could be related to the material itself, some could be related to equipment, the ability of the teacher in understanding and using the material. The students’ attitudes toward such materials, many others as well which would help you succeed in using authentic materials.

our sixth question, which type of authentic materials do you prefer, spoken, written, or both? Why? Why not?

if I try to use authentic materials, I sure will use varieties.

you mean both,

and according to results I get, I will decide which one I use. If did not use before, I have to use it and have an idea whether it suits students or not, their abilities. After than I decide which one I use.

anything that would assist you, as a teacher or a researcher dealing with authentic materials.

you mean financially or educationally?

it is up to you, here.

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anything that would assist you, as a teacher or a researcher dealing with authentic materials.

you mean financially or educationally?
the native speakers are very practical
right,
sometimes, you find some language teachers here in UK, do not have
smart phones
our next question is, do you use Wechat, Whats app, Twitter being in
touch with family or friends?
yes, I do, definitely. Along time ago, I am Facebook since it started a
long time ago
LOL, LOL
how often do you use them? Always, sometimes, when you have free
time?
all the time,
really
yes, even when I study, I always take a break to check on Facebook
and others.
the same as me
do you use smart phones for your EFL learning?
for my own learning or for teaching.
for you and also with your students
I have dictionary, and sometimes I need to get meaning of a certain
word, and sometimes indirectly, I use it for translating certain words.
with you and with your students if you have used it before?
do not think so, even if I use it, I will use only for myself.

something else may be worthwhile for you, is that, when I used to
teach. During the first lecture, I used to give my students, my e-mail,
and all my contact details to be able to reach me if they have
difficulty in understanding anything when they go home. If this
considered under using technology in language learning, I use it all
the time.
yes, this is the core of using technology in language learning. when
you give your Facebook account, or phone number. Students can
contact you through Whats app.
I use it a long time ago, there was something called Yahoo-
Messenger. I use to give my Yahoo-Messenger account to my
students, and check it all the time. Not with university students,
because they are usually large numbers, I use it with teaching-centres
students. The later ones are usually small numbers.
fifteen to twenty students usually
even the attitudes here are very different. They usually have positive
attitudes
one final question, you old me you have been appointed as a staff
member for only one- year.
my actual experience with no exaggeration is since 1993 when I
started teaching in secondary schools.
of course in Al-Khoms area (city to the East of Tripoli)
thank you very much, for your participation and it is my great pleasure
to know you.
T5= thank you for inviting me to take part in your field study, and if you need anything else, I am available any time.

- **Transcripts from the recorded materials** (Teacher 6)
The following meeting was conducted online, through Skype on January 17th, 2014, at 2:22 PM, and continued for 50 minutes. The interviewee is one of EFL teachers in Libya and has seven year-experience at the university level. She has also worked as a part-time job in some higher institutes. She is doing her doctoral programme at Southampton University when the interview was held. The interviewee was informed beforehand about the nature of the current field study, moreover, she was informed that the interview would be recorded. The language teacher was asked to sign the consent form, which guarantees her rights. In addition, an unsigned copy of the consent form was sent to her before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, she was given a specific code, e.g. T6= stands for Teacher six; occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 9 clarifies the abbreviated forms which will be used in transcribing the following recording materials.

<table>
<thead>
<tr>
<th>The Abbreviated form</th>
<th>The full form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-R</td>
<td>Researcher</td>
</tr>
<tr>
<td>B-T6</td>
<td>Stands for Teacher Six</td>
</tr>
</tbody>
</table>

Table: (9): the abbreviated forms that will be used in the following transcriptions

R= first, I’d like to state that the present interview with an EFL female teacher is very interesting for many reasons. The most important is that the interviewee herself is a big advocate of using authentic materials in EFL teaching, and she used them a lot when she was teaching at Azzawia University. Moreover, she used to encourage other language teachers to stop using traditional teaching methods and shift into using authentic materials in English teaching. She used to be my colleague and am quite sure of her modern ways of teaching.

T6= you are most welcome

R= our first question is, Do you prefer using authentic materials in your EFL classes? Why? Why not?

T6= DO you want me to answer you in English or in Arabic?

R= it is up to you.

T6= ok, I will answer you in English, because I used a lot of authentic materials before, and also I wanna give you examples of how I used them in my classrooms

T6= of course I am very very strong advocate of using authentic materials in my classes.
R= Why is that?
T6= because it helps expose students to the real language. Because we are teaching English in the classrooms, and how can we teach it by giving them a realistic view of how to approach the language. I love using authentic materials in my classes, for example listening, to teach speaking and communication skills, etc…
R= uh, uh,
T6= like I said earlier, some of the teachers, I spoke to university tutors, some of them in specific do not advocate using authentic materials, because they think, it is a waste of time and they think that our students’ mentality, their level, and it is time controlling. They do not think it is appropriate for our community, but I strongly support it. I am gonna give you an example of how
R= I’d love too
T6= I used to use authentic materials when I was in university. For example when I used to teach listening, I used CDs produced by real native speakers,
R= good
T6= were students listen to an English native speaker or an American speaker speak the language, interacting the language, for example, in a restaurant or at the airport, etc …
R= good,
T6= I would use authentic listening materials, and at the same time viewing news clips, I would use either my computer or a television where students would listen and view news clips. For example, something said in the news on the weather, something said on the news about a tourist attraction site, etc … I would always use movies, you know clips from movies which shows, for example, two people in a restaurant order a meal by using menus. So after I show students the movie, I’d have already copied samples of menus and would administer them to the students and after that students would look at the menus and then I would ask them to work in pairs or in groups to try to create a conversation between, for example, a customer and server.

R= uh,
T6= after that, I would ask them to role-play, and it was really fun because I would like to bring real food into the classroom, and hen bring someone who has a tray, and when would be the customer and the server. I found it very interesting, and they found it very fun, and that like I said, expose them to the real language, because they watch people in the movies, ordering food, and at the same time, they try to apply that in their conversations. So I notice that they took some of the words in the movie and used them, so that was good, I felt it was good to show them that movie.

R= of course,
T6= I also used to use songs; I do not use them anymore.
R= also
T6= yeah, I used to use songs as well, because some of the lyrics and some songs, especially songs on peace, and democracy and stuff like
that, I used to use songs like that. And then they would like listen to that person speak and how that person express himself, etc… sometimes, in addition to songs and movies and news clips, I would use comedy shows, because sometimes, I want students, you know, to get out of the boring mood that they were in, so I would use comedy shows.

908- R= uh, have you ever used the Simpson cartoons?
909- T6= oh, yeah, I used the Simpsons, I used the movie named “Dumb and dumber”
910- R= cause I have got an article here on using the Simpsons in EFL classes.
911- T6= ok, looks nice, it is
912- T6= I remember using the comedy shows, “the Dumb and Dumber”, they were for example, in a restaurant ordering a food. It was very funny, and at the same time, they got them into the mood as if they are in a restaurant ordering food, and this and that. It was very interesting and they enjoy it very much
913- R= of course
914- T6= I also used a lot of photographs, of course it is still image, I got students to describe what is in the picture, and how the people in the picture are feeling. For example, if you were in this situation, how would you feel? How would you express your feelings? etc.. etc.. .
915- R= Uh,
916- T6= I also used that when I was teaching KET, PET, FCE, Cambridge exams, I remember.
917- R= very good,
918- T6= I also used like postcards and pictures as well. For example, if some would use postcards, try to describe where this picture was, and would not tell them where the picture was, but they would described it, and then they would say, oh, I think this picture was taken in Italy, because it looks like a Mediterranean country. I think this picture was taken in Sub-Saharan country because the picture shows desert, etc.. etc… so I got students a lot of things using pictures, they would use adjectives, I would give them adjectives on the smart board, and I would ask them to use these adjectives to describe the pictures and other adjectives. Before we even start the class, I would brain storm
919- R= so it is a multi-skill class.
920- T6= oh, yeah, it is a multi-skill class. It would be listening, speaking, vocabulary and grammar. Everything, but I think it was very interesting class because they learn a lot from that.
921- R= I entirely agree with you
922- T6= it was not just teaching speaking or listening only, it was all four skills together. I also used printed materials, like newspapers, and movie advertisements and tourist information brochures, that is something I always use
923- R= it is very interesting the last thing you mention, tourist information brochures.
924- T6= Oh, yeah, the Brochures, because I remember I had listening listen, which was about people at the airport, who have just arrives in a
foreign country, and they do not know how to, you know, to, to, change their money, their currency, where to eat something. So it shows someone going to the information desk, and then information desk gave them a tourist information brochures, so again, I would have copies of these tourist brochures, and then students would look at them, what is in it? And from that tourist information brochure, we would create a conversation together, me and the students. So it was very interactive, and at the same time, they are using authentic materials.

R= I agree with you
T6= yeah, they are using something real, so that is the point of my class. To get them using authentic materials to get the feeling like to live in foreign culture, to be exposed to foreign culture, because, as you know, in our country we do not have tourist brochures,

R= No,
T6= used a lot, only a few tourist agencies, which maybe they would have brochures, but in general, I do not think we would use them. I also used to use bus-schedules,

R= uh, bus-schedules
T6= yeah, bus-schedules, it is very interesting. I also had a listen on someone using transportation and one of the transportation was a bus, it showed how people would go to the bus station or coach station and how they are using the bus-schedules, and how would they know whether to stop here or in the next stop, etc., so I also found that very interesting

R= it is actually.
T6= I also had, because, I travel a lot, I used to travel a lot, and still do. When I was teaching those classes at university, I had travelled to UK, US, France, and Spain, and different countries around the world. Therefore, I had many authentic materials belong to me. I do not have to go and access from online or books.

R= right,
T6= I already had authentic materials of my own, so I had for example, coupons from supermarket. I show them how to use coupons whey they go to supermarket to get a bargain for example.

R= LOL, LOL, LOL
T6= Yeah, it was very interesting, I noticed that these authentic materials like menus, maps, advertisements, and travel brochures and catalogues and pamphlets actually help them feel that they are actually learning a language, and not just this is something we have to learn and to do to pass the exams. I actually felt that they were learning a language by using all these authentic materials, so that is why I do think they are very important.

R= right,
T6= the second question is, how you think EFL teachers at Libyan universities…

R= LOL, LOL should I answer you?
T6= LOL, LOL. Sorry
R= it is ok, no problem, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their EFL classes?

T6= like I said earlier, when I spoke to some of the teachers, I do not feel many of them use any kind of authentic materials. It was just a traditional listen, where a teacher would use the white board scribble something on the board and then just leave.

R= that is right.

T6= I remember one of the language teachers, I do not want to mention her name, she was a good teacher but at the same time, I suggested and I actually gave her some authentic materials to use in her grammar listen,

R= oh, yeah, I know her

T6= I am sure you know, she said I do not have time to do that, because the listen was long and time consuming, and this and that. I did not feel that most of the teachers were not interested in using authentic materials. I suggest, because when I meet with some of student outside classrooms, they tell me grammar is boring, and discourse analysis is boring, vocabulary is boring, this is boring. So I suggest for example, teachers who teach vocabulary, listening or speaking, to use authentic materials, especially when they wanna teach communication skills. I suggest using maps, advertisements, and using brochures and showing students how to use a language.

R= that is right,

T6= for example, in writing as well, I used to teach writing, and I used to use authentic materials to teach them writing. How? I used to take for example, a photograph, and ask them

R= try to describe it

T6= yeah, today we are trying to describe emotions, and then I would give all the students different photographs. Some of the photographs were real photographs of me when I was child in the United States, me in the UK, in France, so of the pictures were authentic, real pictures. Some of them are pictures from magazines, I got them up from magazines, from journals, from books, I photo copy them places, I access from the internet. I gave them pictures, and asked them to describe the emotions in the pictures, not the people

R= of course,

T6= how they are feeling but also how that student at the university level would feel if he were in that situation. So another way of teaching writing would be using photographs, would be using objects. For example, if I ask students to write an essay on how to use a dictionary, I would give students a dictionary, a real dictionary, and then with that dictionary being on the table, he can express his feelings, ok, if I don’t understand a particular word I can open a dictionary. So here, the student is learning how to use a dictionary and how to write. Therefore, that is how I suggest university teachers how to use authentic materials.

R= so your answer is that language teachers are not making appropriate use of authentic materials in their EFL classes
T6= I don’t think so, especially with teachers who teach listening and speaking. They do use.
R= I observed that as well.
T6= yeah, they use books, they use books, and tell them oh, you can use this authentic material to express.
R= they ask them to memorise dialogues, sometimes. Which is unacceptable?
R6= yes, it is, it is absolutely. Because learning a language is not about memorising, learning a language is about communicating, expressing your feelings by using words. So, How do students learn to express their feelings or express what they want to say. The only way to do that, I think in my opinion and from my experience is through using authentic materials.
T6= I observed that as well.
R= I observed that as well.
T6= yeah, they use books, they use books, and tell them oh, you can use this authentic material to express.
R= they ask them to memorise dialogues, sometimes. Which is unacceptable?
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R= of course.
T6= that is why I said I advocate using authentic materials.
R= thank you very much.
T6= yeah, you welcome.
R= ok next question is, what kind of activities would help you understand authentic materials?
R= as language teacher or researcher, when you are about to teach students, what are the things which would you understand authentic materials?
T6= for example, if I want to use authentic materials, I ‘d have to know the level of students. I’d have to know their learning styles. I’d have to look access to the materials. Sometimes, I may not have access to the materials. Again, I have to see if this material is a bit of time consuming, I may want to adjust the material to be appropriate. So for example, by using authentic online materials, or materials from books, or activities from books, I, as a university teacher can understand what I want to teach my students by exposing myself as a teacher to those authentic materials through activities.
R= right.
T6= so I do not know if I.
R= that is correct.
T6= LOL, LOL.
R= LOL, ok next question is, any factors if any would hinder the use of authentic materials I EFL classes at Libyan universities?
T6= from my experience, I think the learning styles. The students’ learning styles are very different from students in foreign countries, for example like here in UK. For example, I am gonna give you an example.
R= I’d love too.
T6= from my experience when I was teaching. I remember the first class at the university, was speaking class. In that classroom, it was the first classroom I have ever taught.
R= was it first, second, third or fourth year?
T6= I remember it was second year students, I remember when I approached the students, when I first walked in, of course you know,
when they see a new teacher. They do not know who this teacher is, and her teaching styles. Is she good, bad, is she nice?

976- R= sorry to interrupt, it happened with me once
977- T6= LOL, oh, I am sure, your situation may be different from mine
978- R= I just overheard from some of them saying, who is this arrogant person?
979- T6= LOL, LOL, have heard that before as well. Anyway, I was starting my lesson. I was describing how I wanna teach my lesson. Of course, I was looking at individual students one by one; I was not just focusing on one student or one group of students. I was making an eye contact with all of them, I noticed some of them saying that what is she saying? Where does she think she is? We are Libyans, and not foreign students. So I felt from what they were looking at me, I tried to explain more in details that I am here to teach English, not just what you can do in the exam and pass,

980- R= of course
981- T6= I am teaching you English because you are going to be our future English teachers; you need to know how to communicate and speak English with students you are going to teach. Moreover, if you are not going to learn, and you are not willing to take aboard new ways of teaching, for example by using authentic materials, then you are going to be in a very big dilemma starting teaching.

982- R= of course
983- T6= yeah, because what I was trying to explain to them is, well, I am gonna teach you speaking and during the lesson I am gonna bring authentic materials into the classrooms like menus, food, clothing, shoes, etc...

984- R= correct
985- T6= some of them were looking at me like I was a strange, as an alien, maybe she is not a Libyan. To that extent, One of students put his hands up and said, excuse me teacher, are you from Libya? I said yes, I am from Libya
986- R= LOL, LOL
987- T6= and then started giggling, and laughing. Yeah, that is what happened with me. I do not really care about what they say, so in that lesson I started teaching them and on that day I brought fruits,

988- R= was it real or plastic ones?
989- T6= No, No, it was real ones, oranges, real apples, real avocado, LOL, LOL
990- R= LOL, LOL
991- T6= yeah, I brought something in, lots of fruits, and then started the lesson. When I was teaching the lesson, because it was speaking, I went to one of students and said, oh, this looks like a very nice apple. Would you like nutritious apple to eat? Would you like to eat this apple as nutritious food? So she said, oh, yes, I
would like to eat this apple for breakfast as nutritious food. I said
No, don’t repeat what I am saying. I want you to express using
your own words, even if you are grammatically wrong. So that is
the first lesson I remember. So when I came in the second lesson,
they started getting used to the way I was teaching.

994- R= of course
995- T6= so that is one of the things which would hinder the use of authentic
materials, which is the learning styles of students. The second thing is
the level of those students. Sometimes student would go from first
year to second year but that student would not be in actual second
year. He is just being pushed from first into second year.

996- R= that is a big problem in Libya
997- T6= yes, if I am talking to students about globalization, and this and that,
and she is just looking at me, and saying what is globalization? That
would be difficult for me to use authentic materials in that classroom,
with such level of students, so that is another thing. I think it is very
important to look at is the level of students. Number three is the
access to the materials. Not all teachers have access to the materials,
not all teachers would bring real food into the classroom like me,
maybe I am crazy,

998- R= LOL, LOL no you are not
999- T6= may be other teachers would say, no no, students would laugh at me
and say stupid, I can’t do that. So sometimes, some say I don’t have
access to the materials. Sometimes they don’t have internet,
sometimes they don’t have access to books, etc… so that is another
thing may hinder the use of authentic materials. Then the last thing
is time.

1000- R= uh,
1001- T6= sometimes, using authentic materials is may be time consuming
1002- R= it is actually, it is
1003- T6= Yes, so some teachers say like I said earlier, I gave one of the
teachers authentic materials to use in her grammar lesson. But she
said, oh, no, I don’t have time to do this and that, because I have to
give them the lesson and then activities, so some teachers may not
want to use it, and this also may be difficult to use in the
classrooms, may be time consuming. You know,

1004- R= of course, thank you, our next question is, what do you need to
succeed in dealing with authentic materials?
1005- R= things you need may be related to buildings or anything
1006- T6= yeah, for example English language laboratory, I may need to use
CDs or tape or I may need students to watch a movie, so I need
access to laboratory, or a language lab. For example, at the
university, I remember there was a lab upstairs, but it was a
very old traditional type, I found most of the tape recordings
were not working, most of the CD players were not working, the
microphones were very bad quality, headphones, some of the
students had headphones, some did not. So what I found difficult,
teaching them listening, so what I did, because students were
complaining, oh my headphone is not working. The CD is not
playing. This is not working, so I said listen, you are going to listen to me say the conversation, I am going to read the conversation to you, forget about the headphones, forget about the CDs, listen to me and we are going to do the activities on our own. So that was one of the problems in, so I think in order for teacher to succeed in teaching English by using authentic materials, she would need an English teaching lab. Again, in order for us to succeed using authentic materials I think language teachers should have a good access to a very good library.

1007- R= definitely
1008- T6= we do have a library but the books are very old.
1009- R= it should be updated
1010- T6= yes, they are not updated books. If they had updated books, I think it would be much easier for us to use authentic materials. So what else we need to succeed is sometimes at the end of the lesson, you need time to reflect may be by using authentic materials at the end of the lesson. Oh, I remember teacher Khulud, when she gave us a present perfect, she used for example, she used an apple, she said, I have eaten my apple five minutes. So for example, if I say what did we learn today using an apple? Maybe some students would say we learned the present perfect and you said this and this. I am sure, when students leave the classroom; they will remember that apple and will remember the present perfect. If I did not use authentic materials in that grammar lesson, they may forget, or whatever grammar lesson given to them. So that is very important when we do authentic materials.

1011- R= thank you; our next question is, which type of authentic materials do you prefer, spoken? Written? Or both? Why? Why not?
1012- T6= I prefer both,
1013- R= why is that?
1014- T6= like I said earlier, if I am teaching speaking, I would for example love to use CDs, with native speakers on it, expressing his feelings or ordering food, or using a brochure to get around town, etc... If I were to teach speaking, I would use, for example, like I said, objects to express that situation. If written, you said here written, it may be a postcard something written on the postcard on the back, something that is written on brochure, something that is written for example, in a letter. May I wanna teach students how to write a letter. So I give them a copy of a real letter that I wrote, or maybe that was sent me by e-mail. So I prefer using both.

1015- R= thank you, our next four questions are little bit funny, on using technology in language learning, and their relationship with each other.
1016- R= do you have a smart phone?
1017- T6= yes, I do. I sue my smart phone to look at my e-mails, to go through Facebook, to Google things. So I find a smart phone is very important to me.
R= yes, it is.
R= do you use Wechat, WhatsApp, Twitter, being in touch with family or friends?
T6= yes, I use WhatsApp, I use Viber, I use Twitter, Wechat, no I don’t use Wechat. I use Skype as well. Yes, I keep in touch with friends and family through these.
R= right, if so, how often do you use it?
T6= well, for me I use all the time, for example, I use viber to be in touch with my mum and dad. WhatsApp, I don’t use every day, from time to time. I do use Facebook just to see what is going on in the world especially in our country.
R= our last question is, do you use smart phones for your EFL learning?
T6= at the time, because, I am not teaching, of course, hopefully, after I finish my PhD and go home, I will definitely be using it to teach EFL. I think it is very interesting. Lots of students already have smart phones, so for example if I found an interesting link on a particular website, I can send it to my students through viber, through Twitter, through Facebook, so that is way of using it to teach EFL. I do think it would be beneficial in future to use it.
R= thank you very much for your time and your valuable feedback.

- Transcripts from the recorded materials (Teacher 7)
The following meeting was conducted online, through Skype on January 23rd, 2015, at 2:230 PM, and continued for 15 minutes. The interviewee is one of EFL teachers in Libya and has fifteen year-experience at the university level. He is doing his doctoral programme at Liverpool University when the interview was held. The interviewee was informed beforehand about the nature of the current study, and that the interview would be recorded. The language teacher was asked to sign the consent form, which guarantees his rights. In addition, an unsigned copy of the consent form was sent to him before the interview for documentation purposes. In order to guarantee the anonymity of the interviewee, he was given a specific code, e.g. T7= stands for Teacher seven; occasionally, and inadvertently within the recording, the researcher mentions the teacher’s name, and in order to guarantee anonymity, the interviewee’s name will not be translated in here. The following table, table No: 10 clarify the abbreviated forms, which will be used in transcribing the following recording materials.

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</tbody>
</table>

Table: (10): the abbreviated forms that will be used in the following transcriptions
R= first, I would like to welcome you and it is great honour to take part in my field study.

T7= you are welcome

R= our first question is, do you prefer using authentic materials in your EFL classes? Why? Why not?

T7= yes, I do prefer using authentic materials in my EFL classes, actually,

R= Why is that?

T7= it gives learners the chance to be familiar with language styles, and the use of language itself.

R= another question not included in here, how long have you been teaching English?

T7= more than fifteen years now

R= thank you,

R= next question is, how do you think EFL teachers at Libyan universities would make appropriate use of authentic materials in their English language classes?

T7= actually, and first I believe before starting with authentic materials, we should have the facilities. Actually, the Internet is very slow, very bad. In order to access authentic materials, you need the internet available, to be able to update and get authentic materials. Actually, the facilities in Libya are not good.

R= you mean universities’ equipment?

T7= it is big difficulty facing us, when we trying to use authentic materials.

R= but in your opinion, do you think Libyan EFL teachers make appropriate use of authentic materials or not?

T7= I do not think so,

R= Why is that? It is because of facilities or.. ?

T7= yeah, many factors, the facilities, and up-to-date materials are not available, this is the first thing, second is there are some teachers who do not prefer using authentic materials, because of cultural issues. They think that some things are not possible to be used in the society in their point of views. So it not proper, when you using authentic materials, you have to use as it is, to bridge the gap between the learner and the language.

R= but what if there are some provocative materials you cannot use in such Muslim country as Libya?

T7= actually, the choice will be yours as a teacher. You have to choose what is suitable

R= so it should be filtered here

T7= sorry?

R= should be filtered?

T7= to some extent, I believe. It depends on the learners themselves, or the situation itself.

R= yeah

T7= some things should be filtered; some things should be avoided think.

R= yeah, definitely,
R= but what if your students are mature, fourth year students. Can you use it as it is, or should be filtered as well?

T7= No, No, you have to filtered it, it depends on your students, it depends on the situation, I think you should share information with your students to what extent this materials should be filtered.

R= ah,

T7= I mean it is not your decision; it is shared decision between you and your students.

R= so you should be familiar with your students’ needs. Am I right?

T7= yeah, according to their needs, according to their mentality, according to many things, I think. Do not be a dictator,

T7= no, you have to filtered it, it depends on your students, it depends on the situation, I think you should share information with your students to what extent this materials should be filtered.

R= LOL, LOL,

T7= do not say, who are to say that? Who are you?

R= that is right, let us move to next question. What kind of activities would help you understand authentic materials?

T7= actually, being familiar with the society itself,

R= uh, the target or student society you mean

T7= the target society, since language and culture are inseparable here.

So the most important thing I am facing even when I am doing translation, being familiar with society’s cultures and customs.

R= definitely

T7= so the authentic materials allow you to be familiar with such things, such aspects.

R= that is right, that is right, thank you,

R= our next question is, any factors if any would hinder the use of authentic materials in EFL classes at Libyan universities?

T7= sorry, what do you mean by factors here?

R= any difficulties

T7= yeah, difficulties, as I said before, actually there are a lot of difficulties, the electronic facilities, as well as the mentality of people.

R= of course, it is, it is

T7= these are I think these are the factors

R= of course, yeah, almost the same factors by many other teachers being interviewed

R= let us more to question number 5, what do you need to succeed in dealing with authentic materials?

T7= actually you yourself, you need to be up-to-date with authentic materials. You need to familiarize yourself with all things related to education. You have to be familiar with them, you have to work hard. You have to gain access to up-to-date materials, lectures, and to use techniques.

R= that is right

T7 = it is matter of education. Make yourself up-to-date

R= yeah, definitely

R= our next question is, which type of authentic materials do you prefer, spoken Written, or both? Why? Why not?

T7= actually both
Why is that?

Written and spoken, because each skill serve certain purposes. By being familiar with spoken materials, you pick up the accent; you improve the accent of students. You improve the pronunciation through listening to native speakers. For written, it is the same, you gain writing skills, the language style, the language structure itself. Sometimes you differentiate between English and non-English, because we as non-native speakers always depend on our background, Arabic background, we always translate from Arabic into English, though we sometimes do not get the English sense, because we are not the same. So being familiar with the English way of thinking improves your usage.

Our next four questions are little funny on the using technology and it is relationship with EFL. Do you have smart phone? Of course I have. It is important. I do not think it is a funny question. Do you use Wechat, What app, Twitter, being in touch with family or friends? Family and friends as well. Which one do you use? Wechat, Facebook, mostly Facebook. Actually, I am started using them here extensively, because of the facilities. We face this problem. Definitely. Even the smart phone, I bought it while I was here. If so, how often do you use them? Actually I am keen on them, I use them all the time. I am addicted. To be honest, especially I am away from my home country, to contact the family, to be close with their events. Actually, yeah, thank you. Our last question here, do you smart phones for our EFL learning? Actually and to be honest, no, because there is no such facilities there. Good internet speed is not available. Even the internet itself is not available in our universities. I left the county late in 2012, no such facilities there; we are still suffering from the lack of facilities. To be honest, we are using very old techniques in teaching. Most teachers still books in teaching instead of using authentic materials, audio-visual materials. Actually I still remember when I was teaching in one of the universities, I used to give audio-visuals, I was giving BBC, from 1990, twenty years ago. LOL, LOL. Yeah, that was what available. It is, it is.
1109- R= thank you very much for your time. This is the end of our interview.
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