



MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTEMENT OF ENGLISH LANGUAGE AND
LITERATURE

MASTER THESIS

Letters and Foreign Languages

English Language

Language Sciences

Submitted and Defended by:

Meriem Ben Kedda

**Developing Algerian Pupils' Communicative Competence through
Authentic Texts Based on US Entertainment:**

**An Experimental Investigation with 4th Grade Cid Nouredine Middle School Pupils in
Tolga, Biskra.**

**A dissertation submitted to the department of foreign languages as a partial fulfillment of the
requirements for the degree of Master degree in Science of Language**

Broad of Examiners

Pr. Saliha Chelli	Professor	Chairperson
Dr. Manel Triki	MCA	Supervisor
Mrs. Amina Mansouri	MAA	Examiner

Academic year: 2021/2022

Dedication

This thesis is dedicated to the memory of “Nana” Meriem Zaidi

May Allah the Almighty have mercy upon her

My thanks to my beloved family for their endless love, support and prayers...

My parents *Noureddine and Fatiha Bouchaib* who have always been the source of my ambition and success in my educational journey, I ask Allah to grant you good health and protection

My brothers *Abdelrahman, Abdelmajed and Abdellah* and my little sunshine *Nour Elhouda* whom I have been the luckiest to be their older sister. I wish you happiness and success in every path you choose

May Allah bless you All.

Acknowledgement

First and foremost, all the praises and thanks to Almighty Allah, the most Gracious and the most Merciful

Then, I would like to express my deepest gratitude to my supervisor *Dr. Manal Triki* for her motivation, patience and precise help throughout this work

I would like also to express my thanks to the jury members *Pr. Saliha Chelli and Mrs. Amina Mansouri* for accepting to debate this work, and for their constructive comments on this dissertation

My deepest appreciation to *Cid Noureddine middle school* administrator and participants in this research. Without their contribution this work would never be completed

My dear middle school English teachers *Madam Laala and Hassani, Miss Ben yahia and Sir Attia* who have always believed in me and taught me with care and love. Thank you so much, I could never pay you back

Finally, my thanks to all the people who offered me support, advice and guidance over the years of my study.

Abstract

Authentic materials have always created a sort of debate in applied linguistics; in spite of the consequence development of different foreign language approaches that insist on the use of such materials in foreign language classrooms to develop learners' performance and competencies, authentic materials' effectiveness in a teaching environment is still questioned. The Algerian educational system lacks that advantageous feature of authenticity in middle school curricula despite pupils' need to enhance their communication skills. Thus, the purpose of this study is to investigate the effects of authentic texts in improving pupils' skills, so to provide Algerian EFL learners with a new kind of communication strategies: authentic texts based on learners' interests in US entertainment. In order to reject or confirm the research's hypothesis that adding authentic texts based on pupils' interests to their English textbooks would bring on positive results, a quantitative study with 4th year Cid Noureddine middle school pupils was conducted. A structured survey was administered to (75, 2 %) of the pupils' population aimed to assess their attitudes towards authentic texts and US entertainment. Next, a quasi-experiment involved 50 participants were divided into 2 halves; treatment and control group in addition to structured check-list. The study was carried out through comparison between the means of the pre and post-tests and pupils' level of engagement of both practical groups. The obtained results were statistically significant as it was revealed not only pupils' positive attitudes towards authentic texts and US entertainment, but also significant improvement in pupils' communicative competence and engagement. Hence, the researcher has studied that problem in the Algerian school to accomplish the competency-based approach principles which tends to be learner-centered.

Key Words: Authentic texts, US entertainment, communicative competence, competency-based approach, textbooks.

List of Acronyms

CBA: Communicative Based Approach

CBE: Communicative Based Education

CC: Communicative Competence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ICT: Information and Communication Technology

TLE: The Learning Experience

List of Tables

Table 1. Scores of the experimental and control group in the pre and post-test	66
Table 2. The measures of the experimental group scores	67
Table 3. The measures of the control group scores	68
Table 4. Comparison between the pre and post tests means of both the experimental and control group.....	69
Table 5. The distribution of post-test's scores	71
Table 6. The non-normal distribution of post-test's scores.....	72
Table 7. Post-test ranks	74
Table 8. Mann –Whitney U test results	75
Table 9. The control group level of engagement check-list.....	80
Table 10. The experimental group level of engagement check-list.....	82
Table 11. Frequency of the check-list results.....	83
Table 12. Measures of the check-list results	84
Table 13. The results of the close-ended questionnaire	86
Table 14. Pupils' opinions about studying English	86
Table 15. The percentages of whether pupils face problems when they want to use English .	87
Table 16. Pupils 'opinions about their teacher's way of presenting the lessons	88
Table 17. Teachers that use the texts and examples of the yearly book	89
Table 18. Teachers that bring new teaching material to the classroom.....	91
Table 19. Teachers that bring different texts to the classroom	92
Table 20. Teachers that use entertainment in the class	93
Table 21. Pupils' favorite way of understanding.....	94
Table 22. The skills that pupils are the most good at	95
Table 23. The skills that pupils like to be good at	96

Table 24. Pupils' preferable learning materials	98
Table 25. Pupils' suggestions of their preferable learning materials.....	99
Table 26. Pupils' learning materials that they want every lesson	101
Table 27. What pupils want to add to their English textbook	102
Table 28. Pupils' suggestion of what they want to add to their textbook	103
Table 29. Pupils' favorite type of lessons	104
Table 30. How often pupils speak English in the class.....	106
Table 31. Pupils' level of communication	107
Table 32. How often the teacher communicates with her pupils in English.....	108
Table 33. How much grammar pupils learn in the class.....	109
Table 34. How much grammar pupils learn through entertainment	110
Table 35. How many vocabularies pupils learn in the class	112
Table 36. How many vocabularies pupils learn through entertainment	113
Table 37. How much is important for pupils to communicate in English	116
Table 38. How much is important for pupils to find in the class learning materials based on their interests in US entertainment	117
Table 39. How much is important for pupils to share the same interest in US entertainment with their teacher	117
Table 40. How much pupils agree on studying English through texts of American speakers	119
Table 41. How much pupils agree on adding texts taken from US entertainment to the English yearly book.....	119
Table 42. How much pupils agree that US entertainment has helped you to acquire more English	120

List of Figures

Figure 1. Communicative language teaching aspects (Sinha, 2017).....	13
Figure 2. Communicative language teaching and communicative competence (Sekiziyivu and Mugimu, 2017, p.10)	19
Figure 3. Measurable competencies that help to build life skills (Juraschka, 2019).....	22
Figure 4. CBA conceptual learning model (Voorhees, 2001).....	23
Figure 5. Mapping out a competency based approach to professional development (Rabbit, 2015).....	27
Figure 6. Canal and Swain’s model of communicative competence (Tas and Khan, 2020, p.20).....	33
Figure 7. Bachman’ model of language competence (Bachman, 1990, p.78)	34
Figure 8. Uso-Juan and Martinez-Flor’s framework of CC (Uso-Juan & Martinez-Flor, 2006)	36
Figure 9. The experiment design	63
Figure 10. The differences in means between the experimental and control group.....	69
Figure 11. Histogram of the experimental group distribution of data	72
Figure 12. Histogram of the control group distribution of scores	73
Figure 13. Histogram of the post-test distribution of scores.....	73
Figure 14. The difference in the observation means	84
Figure 15. The percentages of whether pupils like studying English at middle school	87
Figure 16. The percentages of pupils who face problems when they want to use English	88
Figure 17. The percentages of pupils’ opinions about their teacher’s way of presenting the lessons.....	89
Figure 18. The percentages of teachers that use the texts and examples of the yearly book...90	
Figure 19. The percentages of teachers that bring new teaching material to the classroom ...91	

Figure 20. The percentages of Teachers that bring different texts to the classroom.....	92
Figure 21. The percentages of teachers that use entertainment in the class	93
Figure 22. The percentages of pupils' favorite way of understanding	95
Figure 23. The percentages of the skills that pupils are the most good at	96
Figure 24. The percentages of the skills that pupils like to be good at	97
Figure 25. The percentages of pupils' preferable learning materials	99
Figure 26. The percentages of Pupils' suggestions of their preferable learning materials	100
Figure 27. The percentages of Pupils' learning materials that they want every lesson.....	101
Figure 28. The percentages of what pupils want to add to their English textbook	103
Figure 29. The percentages of pupils' suggestions of what they want to add to their textbook	104
Figure 30. The percentages of pupils' favorite type of lessons.....	105
Figure 31. The percentages of how often pupils speak English in the class.....	106
Figure 32. The percentages of pupils' level of communication.....	107
Figure 33. The percentages of how often the teacher communicates with her pupils in English	109
Figure 34. The percentages of How much grammar pupils learn in the class	110
Figure 35. The percentages of how much grammar pupils learn through entertainment	111
Figure 36. A comparison between the obtained results of item 19&20	112
Figure 37. The percentages of how many vocabularies pupils learn in the class	113
Figure 38. The percentages of how many vocabularies pupils learn through entertainment	114
Figure 39. A comparison between the findings of item 21&22	115
Figure 40. The percentages of item n° 23	118
Figure 41. The percentages of item n°24	121

Table of Content

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of Acronyms.....	IV
List of Tables.....	V
List of Figures.....	VII

General Introduction

1. Background of the Study	1
2. Statement of the Problem	2
3. Significance of the Study	3
4. Research Aims	3
5. Research Questions.....	3
6. Research Hypothesis	4
7. Research Methodology	4
7.1 Research Procedure	4
7.2 Sample Population	4
7.3 Data Collection Tools.....	5
7.4 Data Analysis	6
8. Dissertation Structure.....	6

Chapter One: Developing Pupils' Communicative Competence

Introduction	7
I. The Algerian Educational Reform: An Overview on Teaching	
Communication in Algeria.....	8
1. The Emergence of Communicative Language Teaching	11
1.1 The Concept of CLT by main scholars	13
1.2 Communicative Language Teaching in the 21st Century	15
1.3 The Principles and Characteristics of CLT.....	15
1.4 CLT and Communicative Competence.....	17
1.4.1 Widdowson’s perspective on developing communicative capability ...	17
2. Competency Based Education in Algeria: Critical Review	19
2.1 Competency Based Framework	20
2.1.1 The Notion of CBA	20
2.1.2 CBA Basic Requirements to EFL Teachers and Learners	22
3. Algerian EFL teaching concerns.....	27
II. The development of Communicative Competence	30
1. The term Communicative Competence	30
2. Hymes’ conceptualization of Communicative Competence	30
3. Continued Development of Communicative Competence	32
3.1 Canale and Swain’s model	32
3.2 Bachman’s model	33
3.3 Leech’s contribution.....	34
3.4 A Framework of CC integrating the Four Skills.....	35

Conclusion	36
Chapter Two: The Effectiveness of Authentic Texts based on EFL Learners’ Interests of U.S Entertainment	
Introduction	37
I. The Value of Using Authenticity in EFL Teaching	38
.1 Authenticity and Authentic Materials between History and Present: Systematic Review.....	38
2. Problems in Defining Authenticity	41
2.1 What makes a text authentic?.....	44
3. Issues Related to Classroom’s Language.....	46
4. The Relationship of Communicative Competence and The Use of Authentic Texts : Current State in Algeria	48
4.1 The Gap Between Authentic Language and Textbooks Language.....	48
4.2 The Need for Authentic materials to accomplish Competency Based Approach Objectives.....	50
5. The Advantages of Authentic Texts in EFL Classrooms	52
II. Authentic Texts Based on Learners’ interests	55
1. The Importance of Involving Learners’ interests in EFL Classrooms.....	55
1.1 Defining Interest.....	56
1.2 The Importance of involving learning materials based on learners’ interests: Related Studies	57

1.3 Academic Attitudes Towards Using Entertainment in EFL Classrooms.....	58
Conclusion.....	59

Chapter Three: The Analysis and Interpretation of the Results

Introduction	61
I. The Interpretation of the Quasi-Experimental Design.....	62
1. Description of the Quasi-Experiment: Design of the Experiment	62
2. The Pilot Study.....	64
3. Data Analysis.....	64
3.1 Pupils' scores	64
3.2 Distribution of data	70
3.3 Selection of the analysis test:	74
3.4 The significance of Mann Whitney U test results: Hypothesis testing.....	75
3.5 Discussion of the Quasi-experiment Results.....	77
II. Pupils' engagements check-list.....	78
1. The Observation Description	78
2. Data Analysis.....	79
III. Pupils' survey.....	84
1. Description of the Close-ended Questionnaire	84
2. Data Analysis: The Discussion and Interpretation of the Results	85
2.1.1 Section One: Pupils' difficulties	86

2.1.2 Section Two: Pupils' interests and Learning Styles	93
2.1.3 Section Three: Communication Skills	105
2.1.4 Section Four: Pupils' attitudes towards US entertainment	115
Conclusion	121

General Conclusion and Recommendations

1. General Conclusion.....	122
2. Recommendations.....	124
3. A Call for Further Researches	125
References	127

Appendices

Appendix One: Quasi-experiment pre-test

Appendix Two: The authentic text (Peter Pan and Wendy short story)

Appendix Three: The quasi-experiment post-test

Appendix Four: Pupils' level of engagement check-list

Appendix Five: Pupils' questionnaire

ملخص

General Introduction

1. Background of the Study

Algeria had relied on communicative language teaching (CLT) for a decade till the 1980's when different approaches were utilized by the educational system in the period between 1981 and 2002, yet curriculum developers and teachers during those periods continued to rely on the structural approach to teach English at middle school and never really applied communicative principles within English classes. Although in last years it stills promote CLT, it has adopted a new approach called the competency-based approach (CBA) in 2003 as several educational systems around the world did which was a turning point in the Algerian school. According to Benadla (2012) the Algerian educational system adopted CBA and developed new techniques to set the syllabuses of middle school pupils so as to improve their communicative competence (CC) in addition to other skills and competencies. However, the Algerian Educational system is not using enough authentic materials in addition to the tailored texts, and pupils still struggle in terms of being unable to communicate and use English properly. Curriculum developers and syllabus designers should use more authentic materials, and develop learning resources, communication strategies and techniques to set the textbooks' syllabuses based on the interests and learning styles of pupils so as to enhance their CC.

With the growing interest of educators in the learning experience (TLE), many changes have occurred in the designs and strategies of presenting syllabuses to pupils. Demircioglu (2010) reveals that one of the most effective techniques that has been evaluated and utilized to be advantageous in teaching English to young learners is entertainment. The Algerian Ministry of Education should consider the great change that is happening to the world caused by US entertainment industry. Pupils will be more accustomed to written and spoken English language if US entertainment is integrated within their syllabuses. Thus, this

thesis endeavors to study the influence of authentic texts based on pupils' interests in US entertainment in enhancing Algerian middle school pupils' CC.

2. Statement of the Problem

Despite the need of integrating communication within syllabuses so that to keep up with the global shift in the ways of teaching English, Algerian pupils are not getting enough prosperous resources and learning experiences likely to improve their communicative competence.

Beside teachers and textbooks that are used to present the required syllabuses, there are no other effective resources. Yet entertainment plays an important role nowadays in the field of education. Young learners are getting attracted to different types of entertainment as they find it an influential resource of learning new language since its impact is approved globally. And the Algerian teaching environment would not lack that much of communication strategies to develop learners' CC if it were using the positive impact of entertainment. The designed tailored texts are not showing any impressive improvement in learners' CC as they are not designed according to learners' likes and interests. Due to the lack of effective learning resources, middle school pupils face numerous struggles in terms of being unable to communicate in English.

Since Algerian pupils face problems in terms of being unable to improve their CC and rely on today's entertainment as a learning resource of language input and performance, the researcher attempts to suggest a strategy for developing Algerian middle school pupils' CC through adding authentic texts based on their interests in US entertainment to English middle school textbooks so that teachers present the required syllabuses based on learners' learning styles in addition to providing their learners with not only effective learning resources based

on their interests to accomplish their goals but also a learning experience that would influence their learning and career journey in the future.

3. Significance of the Study

The findings of this study will redound to the Algerian English as a foreign language (EFL) learner' benefits as the Algerian educational system attempts to promote English and improve second generation's communication skills for the good of the country at both the national and international level. The great demands of the Algerian learners to be good communicators in English justify the need for more effective resources to develop pupils' communicative competence. Thus, the researcher endeavors to study the effects of authentic texts based on of US entertainment that is nowadays the most popular among youth, so that teachers would be able to use it as a learning resource of authentic written texts to teach English at middle school.

4. Research Aims

- a) The research endeavors to assess the effective role of authentic tests based on US entertainment in improving Algerian EFL learners' communication skills.
- b) To confirm pupils' need for authentic texts based on their interests in EFL classrooms as a learning experience so that to develop their communicative competence.
- c) To compare communication and performance level of middle school pupils who are exposed to authentic texts based on US entertainment with those who are not.
- d) To investigate the abilities that Algerian middle school pupils strongly need to achieve communicative competence in different learning contexts.

5. Research Questions:

- a) Can the exposure to authentic texts based on pupils' interests in US entertainment develop middle school pupils' communicative competence?

6. Research Hypothesis

- a) Pupils who are more exposed to authentic texts based on US entertainment; they are more accustomed to written and spoken English language with developed communication skills.

7. Research Methodology

7.1 Research Procedure:

In order to test the research-work's hypotheses and accomplish the objectives, the researcher chose a quantitative method utilizing a quasi-experimental design at a middle school. The experimental investigation analyzed the cause-effect relationship between the research's two variables; the dependent variable (developing middle school pupils' communicative competence) and the independent variable (the exposure to authentic texts based on pupils' interests of US entertainment). And the independent variable has its own conditions, levels and treatment which the research's population, tools and instruments were based on. The experiment was done based on the results of a descriptive design was conducted at the beginning of the research as a pilot study whose aim was to check the feasibility of the research's work due to the need to describe the selected sample's opinions and perceptions towards the research's concern that emphasizes on involving learners' interests in teaching foreign languages process.

7.2 Sample Population

The participants in the pilot and experimental study were 4th year pupils of Cid Noureddine middle school in Tolga, Biskra. The population stressed on involving all the learners of the 4th year in the chosen school with a variety of sex, age and marks. Hence, the

overall sample of the study contained 92 pupils out of 125 which represent 75, 2% of the whole population.

7.3 Data Collection Tools

The researcher relied on the following tools to collect the essential data for the research-work:

The chosen quantitative design included three phases: first of all, a structured survey with various types of close-ended questions was submitted so as to explore learners' learning styles, interests and preferable materials. The aim of it was to be able to check the validity of the research's work and the flexibility of its topic, in addition, to select an authentic text based on pupils' choices for the experimental study which is what the independent variable of the research indicates. Over and above that it aims to determine pupils' perspective and attitudes towards adding authentic text based on US entertainment to their English textbook. Second, a quasi-experiment consisted of two groups; experiment group for the treatment and a control group for the comparison. The practical groups were formed on the basics of the research's study; non- random selection and assignment was used. Pupils of both groups were tested about the same treatment and most importantly under the same conditions and tests; they took a pre-test before the instructional treatment and a post-test at the end of the experiment. The objective was to be able to compare the attained results and measure the impact of US media and entertainment as a source of authentic texts of native communities on the Algerian young pupils. Furthermore, the researcher followed a structured (non-participate) observation in a form of check-list; she made according to the competency-based approach's features, during the experiment in order to assess and compare pupils' level of engagement and interactions in the classroom with and without the exposure to authentic texts based on US entertainment.

7.4 Data Analysis

The attained findings were interred into two analyzing programs; SPSS (Statistical Package for the Social Sciences) and Microsoft Excel 2007 on Windows 8.1 in order to discuss and interpret the obtained data. Thus, the results were summarized in form of tables and figures.

8. Dissertation Structure

Chapter1 is devoted to present an overview of teaching communication in Algerian middle schools through defining the features and the frameworks of communicative language teaching and competency-based approach by discussing some of the main scholars' perspectives. It also outlines communicative competence models and developments.

Chapter2 mainly provides a brief background of authentic materials between history and present in foreign language classrooms. It identifies issues related to authentic materials and differentiates between authentic language and textbooks language. Also it highlights the importance of involving pupils' interests and learning styles in the teaching environment. Finally, it concludes with a discussion of the main researchers' studies on the impact of entertainment in enhancing learners' skills and knowledge.

Chapter3 seeks to evaluate and analyze both studies of the research-work's quantitative design in order to test and accomplish research hypothesis and aims through studying the cause-effect relationship between pupils' communicative competence and authentic texts based on US entertainment and describing pupils' attitudes towards adding authentic texts based on their interests in US entertainment to their English textbooks.

Chapter One

Developing Pupils' Communicative
Competence

Introduction

The last quarter of the past century has experienced a vast increase and consequent development in language teaching dimensions as an empirical result of research in the fields of linguistics, psycholinguistics, cognitive psychology, sociolinguistics, and socio-semantics. The results show that communication is a vital element in language learning success as the level of success achieved in the language learning process depends considerably on how language code is transmissible communicatively. So that individuals use it to convey a message. Hence, Algeria has adopted a new educational system called “the education reform” characterized by using the competency based approach (CBA) as many countries around the world did owing to the need of maintaining education modernization and development so as to meet nowadays demands of globalization. However, certain problems remain unaddressed especially when it comes to authentic classroom learning experiences of English Foreign Language (EFL) teaching environment that should be promoted by the teacher him/herself. This concern has to be recognized in EFL acquisition planning in order to develop pupils’ communicative competence (CC). Within the premise that identifies CC as a precondition for linguistic competence rather than the other way around, the concern of this theoretical concept, thus, explains the emergence of communicative approaches to EFL teaching and their frameworks with assessing the reasons behind choosing them in order to evaluate the implantations of CBA in the Algerian middle schools and determine the concerns that should be addressed.

I. The Algerian Educational Reform: An Overview on Teaching Communication in Algeria

Despite Algeria's implementation of communicative language teaching, henceforth CLT, starting from the period of the late 1970's which saw the emergence of a widespread movement with important changes in how language should be learnt and eventually taught as a reaction against the approaches that favor teaching discrete items and neglecting the importance of context. Early applied linguists and teachers who used to view language as a structure rather than functions to convey a meaning of a message negotiated within communicative purposes before the last five decades tended to utilize translation and systematic grammatical methods. It has been previously reported in literature that "language has been viewed differently at different times by Linguists and Applied Linguists, It has been thought variously as a system, as a skill, and as a mean of communication" (Sreehari, 2012, p. 87).

As an outcome of such research within different fields related to linguistics, Algeria was one of the CLT pioneering users. However, EFL classrooms lacked numerous necessary implementations concerning the use of an effective EFL acquisition program planning, an appropriate design of the course books based on appropriate standards.

...little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach. English classrooms rarely met the criteria of purposefulness and contextualization that defined CLT tasks at the level of the intended aims and objectives. Such a situation was due to the pedagogical constraints, i.e., the incongruence between

the intended and implemented syllabus. (Benmoussat, S.
& Benmoussat. N. D, 2018, p. 63)

Subsequently, CLT became the standard method used in EFL teaching in Algerian schools. But it was used, most of the time, with no clear specific perspective of its principles that should be embodied among EFL teachers. CLT in Widdowson's words (1990) concentrates on

... It concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform.
(p. 159)

However, Algerian teachers kept relying on the traditional methods, viewing language as structure and teaching it as a structure no more despite many previous theories emphasizing that "language teaching is based on viewing of language as communication, that is, language is seen as a social tool which speakers use to make meaning" (Berns, 1990, p. 140). "Teacher education, curriculum development, program design, research, professional standards, and policy making all reflect to one degree or another implicitly held views of what teaching is and how it should be done"(Freeman & Richards, 1993, p. 193).

Therefore, the Algerian curriculum reforms and the usage of the chosen teaching approaches without precise perceptions rightfully and wrongly explains how the Algerian educational system viewed EFL learning process all this time. Yet, after approximately three

decades of utilizing and depending on different approaches with the main purpose which is to meet learners' needs and develop their accuracy and fluency, the situation did not last long; Algeria has witnessed the emanation of new curricula and approach based on competencies in 2002 called the Competency Based Approach which was introduced as a result of new educational reform in primary, middle and secondary schools.

Consequently, new aims and objectives were set to fit pupils' present level and desire for achieving the main target goal that is to build classroom community that practices English inside the class and in real-life tasks. Algeria has always been aware of the domination of English as it is the most widely spoken language all around the world and used in different research areas such as science, business, and technology. For such reason, new books were published for all the levels, and were entirely different from the previous textbooks whether concerning the acquisition planning or the description of language rules. Since language is now viewed as a mean of communication, rules should be introduced and described in terms of performance.

However, even to write a language course book based on functional principles, many grammatical rules are needed to be included and structured communicatively in addition to those units that have to be defined in grammatical terms. One issue remains unsolved is that "whereas there are many detailed grammatical descriptions of English, there is currently no adequate functional or discourse description" (Turqui, 2022. p, 1). Teachers are trained to maintain language new approaches according to Bloor (2005, as cited in Feng, 2013) who asserts that "a non-native speaker with appropriate professional training and a good understanding of the way that the language works can do an excellent job". Yet Algerian teachers like many other EFL teachers around the world have been confused about the appropriate use of teaching theories and strategies that are designed to account for language use and their applications in classroom teaching.

Despite the seniority of functional grammar theory that is expected to focus on discourse and emphasizes on “the way spoken and written language operate in different social situations” (Feng, 2013, p.86), and being created to take into account how language is used, it is still new to most EFL teachers. Furthermore, while the Algerian educational program works to improve teachers’ proficiency before developing pupils’ level, a large number of teachers neglect the objectives behind using CBA; therefore, Algerian EFL classrooms lack many needed features.

1. The Emergence of Communicative Language Teaching

Since the development of the communicative approach (CA) or communicative language teaching (CLT) in the late 1970’s by British and American scholars, it has been capturing interest in countless EFL classrooms in various parts of the world. And it has seen numerous changes in ideas in the last fifty years considering syllabus design and methodology. Also it has witnessed two phases; classic communicative language teaching (1970s to 1990s) and current communicative language teaching (late 1990s to the present day). CLT arose in Britain in 1960’s as a substitution to the earlier structural methods of teaching grammar and culture when there were many failures in applying those methods. The work of the Council of Europe declares:

The writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists,

curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching as mentioned.

According to Richard and Rogers (1986, p.154)

Early British applied linguists brought to the table new central dimensions as the core of language teaching because they observed the necessity to focus on developing learners' communicative proficiency rather than memorizing mere structures. And since language teaching is a high priority in the European Council major areas of activity, it was motivated expanding alternative methods, publishing books, and financing international conferences about language teaching.

By the 1970's, Wilkins contributed to language teaching by proposing a base for developing communicative syllabus as the base was an analysis of communicative meanings that learners need to produce a discourse rather than describe units in grammatical terms. His project for the European Council that was proposing design for organizing the content for language teaching: notional-functional syllabus was crucial to further development as the syllabus specifies what learners need from meanings and materials to use language in context appropriately. Since the emergence of CLT, it has been aiming to develop the four language skills of EFL learners that serve to build communicative competence.

The figure (1) below illustrates the main concepts that are included in the communicative approach and will be addressed in this theoretical framework:

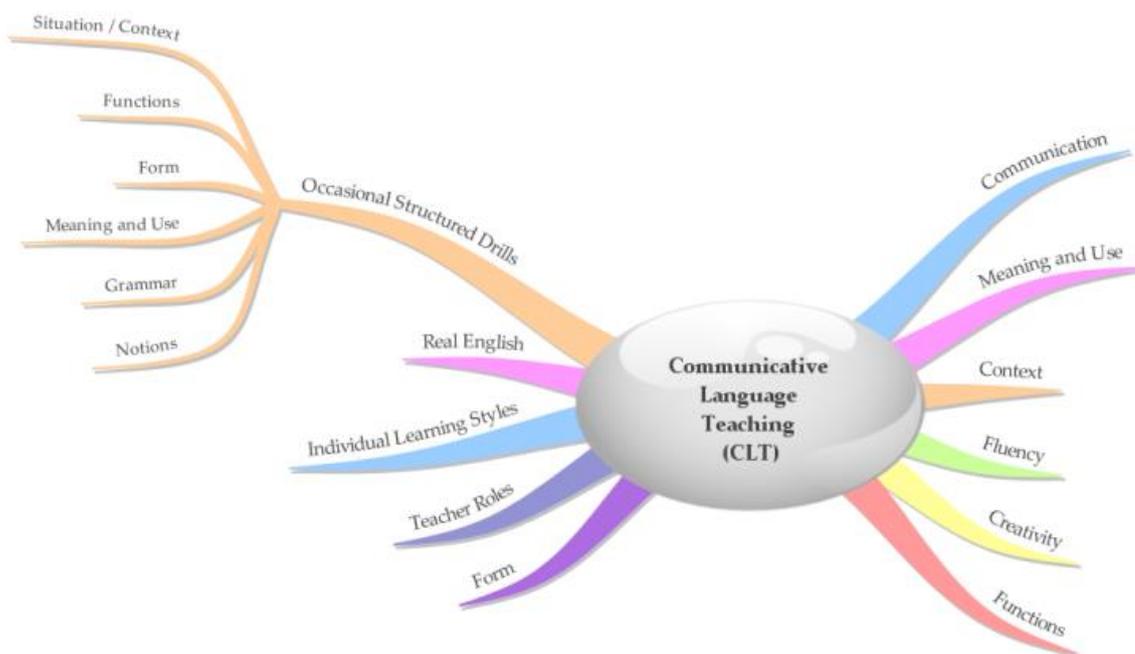


Figure 1. Communicative language teaching aspects (Sinha, 2017)

1.1 The Concept of CLT by main scholars

CLT is a foreign or second language (L2) teaching approach rather than a method as it is believed by most scholars such as Savignon 1991; Brown 1994; Richards and Rodgers 2001 since it emphasizes on presenting language as a functional system that is used to accomplish communicative purposes instead of mere memorization of structures. And its initial and ultimate goal is to develop what Hymes (1972) referred to as functional communicative L2 competence which he contrasted it with Chomsky’s theory of linguistic competence. It is an approach that focuses on improving L2 learners’ communicative ability that is according to Canle (1983) formed by four competencies: 1) grammatical, 2) sociolinguistic, 3) discourse, and 4) strategic competence.

According to leading scholars, CLT is defined as follow:

- CLT “...pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (Littlewood, 1981, p.1). Many other authors in the field view CLT in the same way such as Howatt, 1984; Savignon, 1991; Berns, 1990; Robin and Oxford, 1992.
- In the Dictionary of Language Teaching and Applied Linguistics, Richards, J.C., Pllat, J. and H. Pllat (1992) defined CLT as “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence” (65), also Canale, 1983; Cook, 1991; Littlewood, 1981; O’Malley and Chamot, 1990; Richards and Rodgers 2001; Rivers, 1987 agree on this definition too.
- Savignon (2002) believes that communicative language teaching does not focus only on communicative competence but also on the classroom process.
- Moreover, Richards (2006) states that “CLT can be understood as a set of principles about the goals of language teaching, assumptions about how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom”.(6)
- Whereas, In Harmer’s opinion, CLT is not a defined idea, but rather a broadly “a generalized umbrella term to describe learning sequences which aim to improve the students’ ability to communicate” as opposed to “teaching which is aimed more at learning bits of language just because they exist – without focusing on their use in communication” (2007, p.70).

The authors’ views stress the importance of focusing on CC in foreign language teaching. Besides, the specific linguistic content based on CLT is difficult to convey due to the absence of precise guidelines on how best to present and teach language content. Indeed, the situation was pointed out by Richards and Rodgers (2001, p.155) when they asserted “there is no single text or authority on it, nor any single model that is universally accepted as

authoritative”. And “No single methodology or set of techniques is prescribed” (Berns as cited in Savignon, 2002, p.6) which gave Littlewood the right to comment years later that nobody knows well exactly what CLT is (2011). And that explains the current situation in Algeria because classroom teaching success is not only on teachers’ shoulders or syllabus designers’ decisions but depends on authoritative guidelines as well.

1.2 Communicative Language Teaching in the 21st Century

The evaluation of CLT went through two phases as it has been mentioned above, yet the approach never changed its core and main focus, and continued to develop new principles and features grounded in the notion of communicative competence. The same as the goal of second/foreign language learning/teaching process emphasizes so as to meet the needs and keep up with the changes of the progress of the educational paradigms and aspects theoretically and practically. On the other hand, applied linguists have not agreed yet on certain criteria that could characterize today’s CLT. However, Richards and Rodgers (2006, p.26) were able to draw assumptions to the approach that can reflect approximately the trends of the new CLT practices.

Thus, much attention has been drawn on classroom learning tasks and exercises where learners are engaged in interactions and meaningful communication so that to have the opportunity to explore how language is used and be part of real conversations using authentic language where errors are tolerated. CLT activities in the classroom provide the chance for both inductive and deductive learning of grammar. The teacher should use authentic classroom materials and choose flexible topics that learners share knowledge about so that s/he can increase participation in the class and make learners able to use English in real life.

1.3 The Principles and Characteristics of CLT

It has been reported in literature that CLT is divided into two versions; weak and strong. The former “stresses the importance of providing learners with opportunities to use the target language for communication purposes and integrate such activities into a wider program of language teaching” whereas the latter emphasizes on the fact that “ language is acquired through communication” (Howatt, 1984, as cited in Richards and Rodgers, 2001). On the top of that these forms become the standards to many linguists to develop principles of the approach and its practices. Thus, the basic CLT principles and characteristics are the following:

- A. Language is a mean of communication whose forms and functions serve to fulfill communicative purposes.
- B. Both grammatical and functional aspects are important, yet at times functions may have to take on more importance than grammatical rules.
- C. The approach integrates the four skills and focuses on all the components of communicative competence.
- D. It focuses on both fluency and accuracy, yet errors are tolerated as the approach emphasizes more on fluency.
- E. The approach is learner-centered as the content is depicted according to learners’ needs and interests, abilities and styles.
- F. Classroom’s content is based on collaboration and negotiation; autonomous learning encourages teacher-learner and learner-learner interactions.
- G. Language teaching techniques should be chosen according to what could motivate pupils to use the target language so that to acquire it.
- H. The use of authentic materials provides learners with real learning experience that helps them to use the rules in appropriate socio-cultural context inside and outside the class.

- I. During the presentation of the content, the teacher acts as facilitator/ guider and as adviser during classroom activities.

1.4 CLT and Communicative Competence

1.4.1 Widdowson's perspective on developing communicative capability

“If learners of a language are to become capable in a language, they clearly cannot just learn the patterns of what actually occurs as behavior, but must also have knowledge of the back-up linguistic resource that this behavior presupposes”(Widdowson, 2003, p.177). The British linguist has got different authoritative theories about language teaching thanks to his exceptional view of CLT as he is convinced that language acquisition occurs in a process where the linguistic competence and communicative competence are developed in a parallel way. In other words, he suggested that learners should not acquire linguistic and communicative skills separately but rather at the same time; otherwise, the mere acquisition of structures may inhibit improving communicative capacity.

Widdowson's idea and so his paper of *Directions in the Teaching of Discourse* (1972) are influenced by Hymes' thought as the other points out that “children develop a general theory of speaking appropriately in their community from a finite experience of speech acts and their interdependence with socio-cultural features” (1972). This implies that learners should be competent pragmatically as much as they are linguistically because at the end the main goal of producing discourse is to communicate. “We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes”(Widdowson, 1978). Additionally, Widdowson declares that competence does not necessarily determine performance and completely rejected the opposite idea. Furthermore, he confirms that no matter how many years of instructions the learner has got; six or more, they remain not a guarantee for successful authentic language communication (1972). He believes that the

purpose behind teaching learners rules and how to use them is to help learners be able to produce sentences fit what each situation demands because communicative competence requires a variety of linguistic abilities that are acquired with a purpose to be used in contextually appropriate way. And the process is also intertwined with other cognitive aspects like emotions and motivation that influence communication.

Hence, Widdowson (1978, as cited in Lasala, 2014) suggests that

The selection of content should be made according to its potential occurrence as an example of use in communicative acts rather than as an example of usage in terms of linguistic structure. Grammar must be based on semantic concepts and must help a learner to acquire a practical mastery of language for the natural communicative use of language. (230)

As he made an important equal distinction between two aspects of performance: “usage” and “use” in 1978 to describe CC. The former reflects user’s level of knowledge of linguistic rules meanwhile the latter reflects the user’s ability of using those rules. He also distinguishes two aspects of meaning: “significance” and “value”; Sentences have significance when they are produced in isolation from the context in which they are formed, and the value of a sentence is the meaning that it holds when it is applied to communicate. To conclude, Widdowson’s concept of CLT has been discussed by a panel of researchers who are interested in CC due to his academic view of language teaching.

Figure (2) shows the relationship between CC, CLT, teaching strategies, and teaching learning environment. The authors conceptualize that CC is a factor derives from both CLT and teaching strategies. Furthermore, the more teachers master CLT the more likely they will

employ teaching strategies that improve learners' CC and all of this is influenced by the teaching-learning environment that includes the setting, authentic materials, evaluation, and curriculum program.

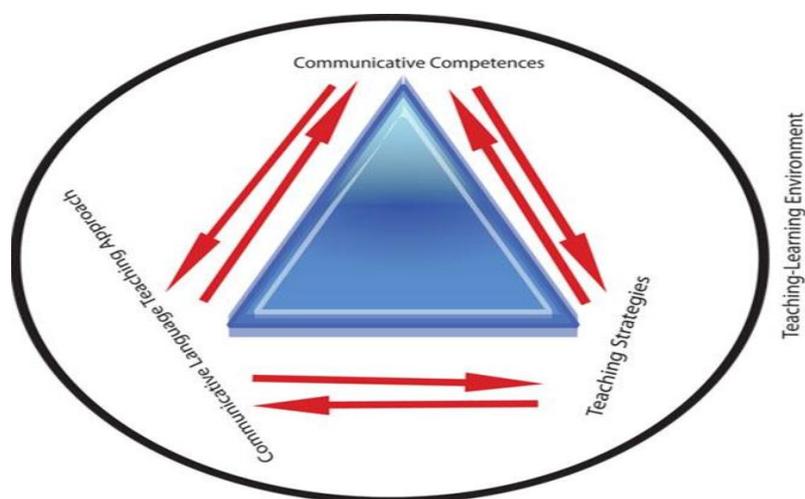


Figure 2. Communicative language teaching and communicative competence

(Sekiziyivu and Mugimu, 2017, p.10)

2. Competency Based Education in Algeria: Critical Review

The Algerian educational system has adopted CBA in 2002, so as to create a competent community that helps to make the country flourish. According to Benadla (2012) EFL learning reached an alarming point during the period of utilizing CLT in which it had separated from its communicative aspects. As a result, students began to regard it as a simple subject that should only be used in the classroom to pass the exam and never be taken outside of it. Algeria has shifted to CBA after it has become a buzz in curriculum discourses relying on new principles yet the new approach's notion is quite similar to CLT as both of them serve to teach communication. Teachers were asked to follow the new guidelines of syllabuses that are in the textbooks. And since it is new and has got unfamiliar technique of teaching, teachers face many constraints in how to apply it in the classroom. Boukhentache

(2020, p.114) asserts that teachers seem to be confused with the practical part of CBA and how to use it to teach language skills. Same for pupils as they always expect to explore the rules then discover how to use them through following the teacher's instructions, now learners are giving more opportunities to show their creativity in using language and improve their knowledge and skills in more personal way. But does it show any improvement? Do the Algerian educators provide EFL classes with the entire approach requirements?

Thus, Algeria has been relying on CBA for two decades. And the educational system seems to have a clear vision of the required principles, and doing what is needed to solve any problem; successive conferences, different teaching strategies, teachers training, and consequent new published textbooks in order to reach high number of proficient pupils. However, the teaching environment still lack many necessary features mainly authenticity to develop skills and reach relevancy. The kind of assessment, textbooks' texts and tasks need to include more authentic language since the approach emphasizes life skills.

2.1 Competency Based Framework

2.1.1 The Notion of CBA

It has been reported in literature that the theoretical features of CBA rely on the behaviorist models of human psychology from 1950s as the notion of CBA emphasizes determined competencies which are the knowledge, skills, abilities, and behaviors that contribute to the individual's performance through repeated drills and tasks. CBA concept was introduced first in the late 1960s in the USA by integrating it to the educational programs including the higher education and professional programs. Then it was used by many other countries in 1970s for vocational training programs such as the UK, Germany, and in Australia in 1990s, so to be later called by competency based language teaching (CBLT). Soon, the approach has spread around the world. And scholars concur on applying it in

schools due to the need to improve pupils' performance outside the class to maintain globalization's demands.

The Algerian ministry of education (2003) defines CBA as follow: "... a know-how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before" (p. 4). Accordingly, the approach is used to empower learner's skills not only presenting abstract learning syllabuses, but pupils are required to build advanced problem-solving, critical thinking, and transferable skills as the approach focuses more on the outcomes and it even takes into accounts what pupils need from knowledge and skills for professional future careers which made multiple countries rely on it to develop the national and international level of the country in many different fields.

Algeria's purpose behind adopting CBA is very similar to what USA did with the waves of immigrants during the first applications of CBA in 1970s as both countries desire to train population fit spoken English countries demands so that to compete globally. The American authorities chose to teach the immigrants and refugees that came to their country from non- English speaking societies only the needed knowledge and skills to communicate with the American society so that they become quickly part of it. And actually this idea of mastering life skills rather than just learn regular rules helped a lot in testing the application and achievement of the approach. Algeria is trying to do quite the same thing to what the American authorities did so as to build professionally trained society in different domains that compete at the international level. CBA was defined by the U.S. Office of Education (1978 as cited in Chelli and Khouni, 2011) as "a performance-based process leading to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society" (99).

As figure (3) displayed below shows, CBA emphasizes on competencies that are based on managing information, understanding the necessary concepts, applying the acquired knowledge in solving meaningful problems, creating opportunities, demonstrating good communication, and mastering relevant life skills (Juraschka, 2019). Consequently, CBA main goal is to give pupils equal chances to master necessary skills in their own personalized learning way to become successful adults. It does not focus on grades and yearly curriculum program but instead on pupils' future journey whether in university or career.

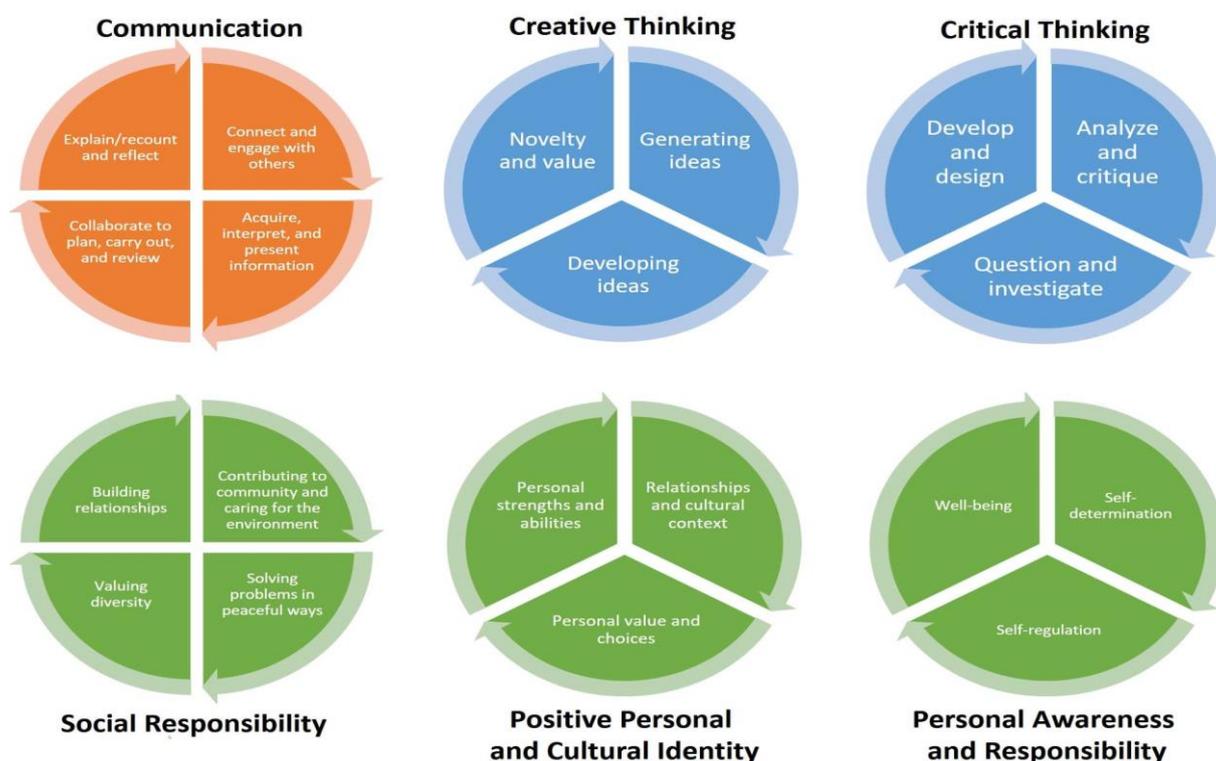


Figure 3. Measurable competencies that help to build life skills (Juraschka, 2019)

2.1.2 CBA Basic Requirements to EFL Teachers and Learners

CBA is characterized by many essential features and principles that are required to occur in EFL classrooms, aimed at achieving the needed knowledge, skills and abilities through acquiring determined competencies and professional performance that enable pupils to keep up with classroom and real -world tasks. Figure (4) below is a conceptual learning

model of CBA by U.S department of education (2001) that explains better the discussed ideas above by showing how they relate to each other, and how one build the other.

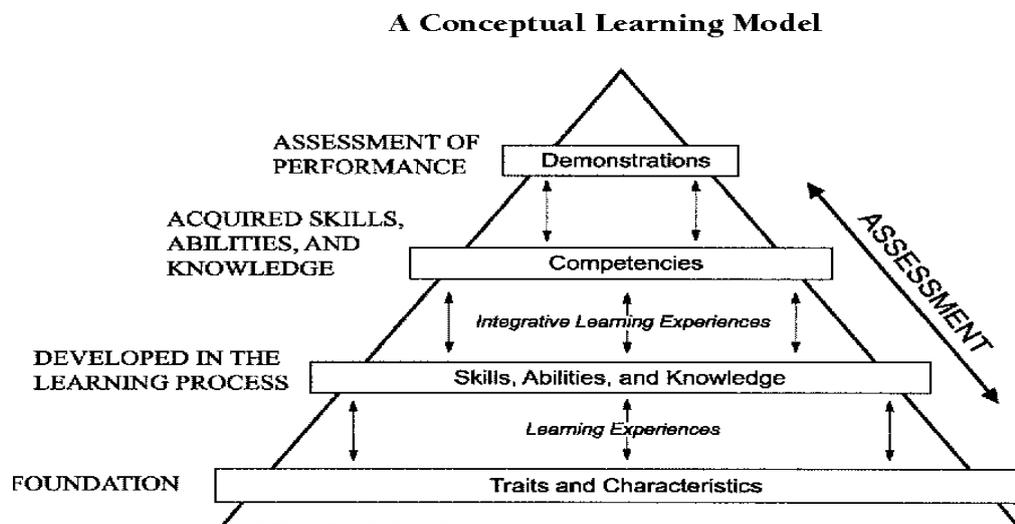


Figure 4. CBA conceptual learning model (Voorhees, 2001)

One might dare to mention CBA requirements in EFL classrooms more in details so as to be able to investigate the approach implantations by the Algerian teachers and pupils' needed abilities. First and foremost, one of the pivotal elements in the language acquisition process is the teacher as s/he has got an alternative role which is to facilitate the acquisition process for learners through the development of appropriate learning strategies as s/he is required to generate hypotheses about his/her learners' level of knowledge and abilities whether through exercises, presentations ...etc in order to be able to plan the suitable tasks and learning strategies for testing them later so as to discover the most beneficial ones that can help the entire class to participate and understand.

Teacher's role requires careful analysis of the attitudes, knowledge and skills of the target society before choosing the content for learners as one of the main concerns of CBA is not to teach abstract knowledge for the sake of knowledge but instead it seeks to prepare pupils through different types of assessment; self and peer assessment including writing letters, emails, job application, short stories and songs...etc in order to achieve a real life

competency. Following this approach is a challenge for teachers as they have to teach through tasks that determine proficiency and sufficient evidence of mastering, so the process of planning appears to be quite challenging and takes time.

Then, since CBA is a problem- solving approach, teachers are required to test and check on their learners' capability of overcoming obstacles and problems consequently which leads learners to learn by doing and relying on themselves more. Next, teachers are called for teaching pupils based on their strengths and weaknesses through giving each individual equal chance to show his/her gained knowledge and abilities, so to know what s/he needs to master in terms of knowledge and skills. Furthermore, CBA is a social constructivist approach as it regards that successful learning occurs through social interactions and for such reason, teachers' instructional activities should involve socio-cultural context to train pupils to be creative communicators in real life situations. Additionally, another important distinctive feature of CBA is that it emphasizes collaboration through project work as a learning strategy which makes it an extension to CLT, so teachers are required to provide that in their classes whether through following textbooks' project tasks or design others so that to increase participation and interactions and by that pupils will share new knowledge and skills with each others.

Moreover, "since CBA is a learner-centered; it does not require teachers' subservience. As "it is action-oriented, it requires teachers in action" (Chelli and Khouni, 2011, p.101). Teachers are demanded to allocate enough time, practices and opportunities for pupils until they show progress and develop social professional skills, they need to utilize methods, content planning that reflect syllabus's objectives. Teachers might use materials to present syllabuses that can increase motivation in the class. Also the content must contains flexible topics; more here and now oriented topics should be involved that are concerned with middle school pupils' daily life in order to attract learners and make them express their

opinions and by this learners will exchange dialogues and discuss different points of view. When teachers know their learners' opinions, they can control the number of participation at the class; they are required to allow pupils switch to other preferable topics if they want to in condition they are related to the main subject. One important concern is that teachers need to choose materials very carefully because learners will express language forms and functions through them, so it is important to check the language and type of words used so that learners acquire the needed forms and use for their level.

Language acquisition is grounded in learners as they have objectives to achieve and requirements to fulfill. Learners' roles lie on: firstly, the use of the foreign/second language as a tool of communication not a subject of study as they are learning through an approach that is designed to train pupils to communicate whether in written or oral form since their first year of middle school education, and the approach sets goals of reaching high level of proficiency where learners are supposed to be creative users of language, critical thinkers and overcome real life problems. And these objectives are designed to be achieved through special steps that surely do not include detailed explanation from teachers but rather giving more opportunities to pupils to explore language by themselves and discover what they have and what they need that makes learners responsible for their learning, so they should know how to manage their learning process.

Furthermore, it has been mentioned earlier in the theoretical framework that CBA does not aim at teaching pupils the four skills only but also they need to master skills that help them to meet real world demands. CBA outcomes emphasize along competencies and language skills, the development of important skills and dispositions that include reasoning, analyzing and even evaluating their level and learning methods, classroom content and activities in addition their teacher's method. But that does not make pupils neglect mastering the essential four skills as they have been viewed as a base of developing further crucial life

skills. Learners are exposed to a variety of content in order to train them on listening, speaking, pronouncing different English sounds, reading and writing since their first year. Learners need to discover their preferable learning styles and strategies so as to use them as a mean to empower their knowledge and abilities by themselves. They may check their classmates' knowledge and learning styles to compare them with their own knowledge and styles. Learners ought to develop cognitive and meta-cognitive techniques that help them to learn by themselves. Moreover, EFL curriculum is based on learner-autonomy; learners should negotiate and collaborate with their teachers for effective learning acquisition. (The requirements are not ordered based on any purposive judgment).

Last but most importantly, CBA framework requirements are not related to teachers and learners only, the authorities have responsibilities to fulfill too, so teachers and learners would be able to achieve CBLT goals and objectives. If the Algerian authorities want to train competent citizens able to compete at the international level, it should provide all the necessities without neglecting any element. Algeria needs more collaboration between professional applied linguists, ethnologists and textbooks designers so that to reach further level in EFL teaching. Pupils need to be exposed to target language culture and environment so that to demonstrate globalization; ethnologists can provide effective analysis of that. Pupils need to explore distinct texts whether authentic or created texts since they are required to master communicative acts, so textbooks' designers should adapt more texts that carry good amount of linguistic forms and functions.

21st century curriculum is structured communicatively; syllabus designers should focus more on presenting speech acts to pupils so as to assure effective communication and performance. To conclude, the English syllabus for middle school four years is designed to achieve linguistic, methodological, communicative and cultural objectives, learners should master language functions using a set of linguistic forms. One cannot deny that learners' level

is in progress, yet the authorities should not be satisfied with the current situation because EFL teaching is still suffering from several problems including teaching communication which is a pivotal standpoint in language acquisition, so this dilemma has to be solved as soon as possible.

Figure (5) presents CBA framework features that must be taken in consideration in EFL teaching environment.



Figure 5. Mapping out a competency based approach to professional development

(Rabbit, 2015)

3. Algerian EFL teaching concerns

In the light of the discussed background above, this part aims to explore EFL teachers' problems under the implementation of CBA and their opinions on the current level of pupils concerning the use of language from some Algerians scholars' points of view. Although it is so clear that pupils' level is in decrease and teachers suffer from a lot of problems to improve learners' knowledge and abilities, there are just a few studies that discussed the current

situation of education in the country and explored attitudes of teachers and learners towards teaching/learning foreign languages as a mean of communication in order to help the authorities to find solutions as soon as possible.

One of the previous studies in last couple of years was conducted by Benzerroug (2019) and published in *Revue Méthodal* acknowledges that there are difficulties in implanting CBA and achieving the needed level of pupils' communicative skills beside the other needed skills due to the lack of trained teachers, teaching aides and technological tools in schools. Also textbooks are not showing any improvement and are not enough, both teachers and learners need more sufficient materials. Moreover, as for assessment, teachers who participated in the academic study declared that the official documents provide unclear and debatable assessments. The researcher indicates that "almost all of respondents state that CBA has to be perfected in the following years because of the difficulties they face in implementing it in their teaching, which is due to their insufficient training" (60) which proves that Algerian EFL teachers need more training because a year later there was a review in literature by Boukhentache (2020) that confirms the situation of current EFL teachers in which he reveals that although teachers were called to utilize the new educational reform since 2002, there are a quite large number of teachers who find difficulties in implementing the approach and teach language skills to pupils, so to achieve further important life skills as it is emphasized by CBA framework.

This implies that not only pupils should be trained to accomplish CBA objectives but teachers also and that must be at earlier stage of the process, so pupils can find well trained teachers that facilitate language acquisition for them to reach high level of competency. Boukhentache in his research (2020) recommends some strategies for teachers to use in order to teach language four skills and tries to explain CBA principles from practical view. This confirms that education in Algeria needs more teachers trained on how to imply CBA

principles and how to use different materials in the class besides other essential elements that have to be applied in EFL classrooms as a solution to improve pupils' level.

Moreover, *Revue Maghrébine des Langues* (2020) published a study about CBLT in Algeria conducted by professor Bouhadiba who insists that the Algerian teacher lacks qualified English language teaching (ELT) professionalism despite the new ELT methodologies and approaches that serve to help teachers to fulfill their roles. He agrees that teaching in Algeria is managed carelessly with no appropriate teaching materials or sufficiently trained instructors. Bouhadiba as a teacher himself proclaims "We have this far failed to develop appropriate curricula. As teachers, we still use English as an educational end ... We do not always see it as a means to an end, i.e. a language that opens up ways to global communication and modernity" (2020, p.172) which indicates that the Algerian system of education needs changes and improvements in many aspects starting from changing teachers' view of second/foreign language acquisition.

One might dare to conclude that in order for pupils to improve their level of knowledge and skills, they need successful learning experiences and only professional teachers with the use of effective materials who can provide that to them. One cannot neglect the problems that face learners in learning a foreign language whether in secondary or middle school anymore because as it is agreed English language nowadays is a needed feature to meet globalization' aspects; pupils will need it in their future whether in their higher education or career. And the authorities should not keep the same argument that the 21st century learner is responsible for his learning by his/her own decided strategies and style because EFL teaching is not about the learner only but there are other elements who are in charge of accomplishing learners' language acquisition and they must fulfill their responsibility.

Thus, one reason behind the reported concerns in EFL teaching environment is that the responsible authorities and EFL teachers stick on one approach for a long period without trying to add or change anything to make the approach fit their teaching environment. For instance, since CBA is more like to be an expand to CLT, there is a chance of profiting from both approaches' principles by adopting or creating communication strategies that fit pupils' characteristics, level and environment which is the main feature that 21st curriculum insists on.

II. The development of Communicative Competence

1. The term Communicative Competence

The term communicative competence is commonly used among applied linguistics and language methodologists, the concept of CC turns to be a vertical standpoint in language teaching/learning within the shift that occurs in language teaching/learning after language being viewed as a human system of communication rather than just forms and structures. It should be pointed out that CC cannot be taught as Kasper (1997) argues; however, learners should receive the required opportunities to develop essential abilities. For instance, a number of studies have explored how English language textbooks present communicative acts (i.e., Boxer and Pickering, 1995; Edwards and Csizér, 2001). And the scholars agree that it is difficult to provide clear suggestions that may help improving the communicative input in textbooks, yet teachers can rely on real-world materials that furnish spontaneous speech to compensate learners' second/foreign language knowledge. Therefore, there are numerous techniques 'tricks' that EFL teachers/learners can either use or create in order to achieve their desired communicative outcomes.

2. Hymes' conceptualization of Communicative Competence

Originally, the term CC was coined by Dell Hymes (1972); he first introduced his perspective of CC in 1966 as a lecture presented at the research planning conference on

developing the language of disadvantaged children at Yeshiva University, so to be published later on as a paper entitled 'On Communicative Competence' in 1972. Hymes' conceptualization of CC has been introduced as a reaction against Chomsky's limiting linguistic theory (1965) owing to his contrast between competence and performance in which the distinction is based on the fundamental linguistic distinction between *langue* and *parole* in Saussure's dualism (1983). Chomsky predicates any error in production may be related to competence that the other reflects performance.

Therefore, Hymes proposed new complementary notion to the earlier linguistic theories which focus mainly on the grammatical features. Unlike Chomsky (1965) who believes competence is "the ideal speaker- listener knowledge of his language", and the cornerstone of the linguistic theory is "to characterize the abstract abilities of the speaker- listener which enable him to produce grammatically correct sentences" (3), Hymes moves further from Chomsky's notion in which his idea of CC does not focus on producing well formed sentences but on how they are appropriately used in socio-cultural context. He (1972) estimates that CC represents both the grammatical and socio-cultural competencies and went step further and indicates that "there are rules of use without which the rules of grammar would be useless" (278). Therefore, he brings the sociolinguistic perspective into Chomsky's linguistic view of competence in which his definition of CC refers to the knowledge gained through experience that enables speakers to produce sentences that are not only syntactically correct and accurate in meaning, but also socially appropriate in culturally defined communication contexts; CC permits speakers to comprehend their communication partner's speech as a function of the discourse's structural and referential qualities as well as the social context in which it occurs.

As a result, further studies relied on Hymes's concept of CC to produce effective approaches (i.e., communicative language teaching approach) and broader models and

definitions of the components of the concept itself and terms related to foreign/second language teaching/learning.

3. Continued Development of Communicative Competence

Hymes' conceptualization of CC has been further developed by scholars that offered different models of the concept and add contributions to the components of CC. Yet before presenting CC components and models, it is important to highlight Savignon (1997, p.14-15) proposed characteristics of CC for better understanding:

- ✓ It is a dynamic concept
- ✓ It applies to both written and spoken language
- ✓ It is context specific
- ✓ It implies a difference between competence and performance
- ✓ It is relative

According to Segueni (2016, p.141) "Savignon emphasizes the negotiative nature of communication, an aspect that was missing in Chomsky's view of the competence performance dichotomy". Thus, Savignon agrees with Hymes' perspective on the social aspect that it is what characterizes competence in communication.

3.1 Canale and Swain's model

Canale and Swain (1980) proposed their model for both instructional and assessment purposes which becomes widely common among linguists. Yet the model was later expanded by Canale (1983) insisting on the importance of the sociolinguistic work that Hymes had emphasized in his model of communicative competence.

He developed a four-dimensional model that is comprised from: The grammatical competence (i.e., the acquisition of language code which refers to phonological, morphological, syntactic, and semantic rules...etc) that emphasizes encoding and decoding of the literal meaning of speech. Sociolinguistic competence (i.e., knowledge of socio-cultural

code of language use in appropriate socio-cultural context; hence refers to the mastery of appropriate application of vocabulary, register, politeness and style according to what each situation demands). And discourse competence (i.e., the ability of achieving coherence and cohesion within combining language structures for example, political or public speech, poems...etc). In addition, the strategic competence is defined as “How to cope in an authentic communicative situation and how to keep the communicative channel open” (Canale and Swain, 1980, p.25); therefore, it refers to the use of communication strategies to handle communication’s breakdowns which occur when the speaker fails to exchange information as result of a lack of communication.

Finally, pragmatic competence is essentially included in this model yet as a subcomponent under sociolinguistic competence and described as “socio-cultural rules of use” (Canale and Swain, 1980, p.30).

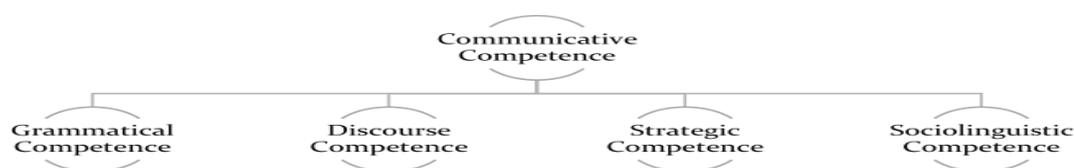


Figure 6. Canal and Swain’s model of communicative competence (Tas and Khan, 2020, p.20)

Consequently, the model was criticized by Shohamy who states “it is not important to emphasize that the acceptance of Canal and swain framework was not necessarily an indication of the strength of the model, but rather an indication of the state of the art in language teaching and learning at the time” (1996, p.144). In other words, she finds the model does not present how the different components interact among each other yet she acknowledges that its framework still contributes to foreign language teaching/learning.

3.2 Bachman’s model

Pragmatic competence turned to be one of the main components of CC in Bachman's model (1990). His model of communicative language ability includes three elements which are language competence, strategic competence which is adopted as a set of meta-cognitive components and physiological mechanisms which carry out the neurological processes of language learning. Language competence consists of two further essential components: organizational competence that refers to the grammatical and textual competence that parallels Canale's (1983) discourse competence. On the other hand, pragmatic competence comprises illocutionary competence refers to the mastery of language functions and speech acts. In addition, strategic competence refers to the ability of using language functions in appropriate context.

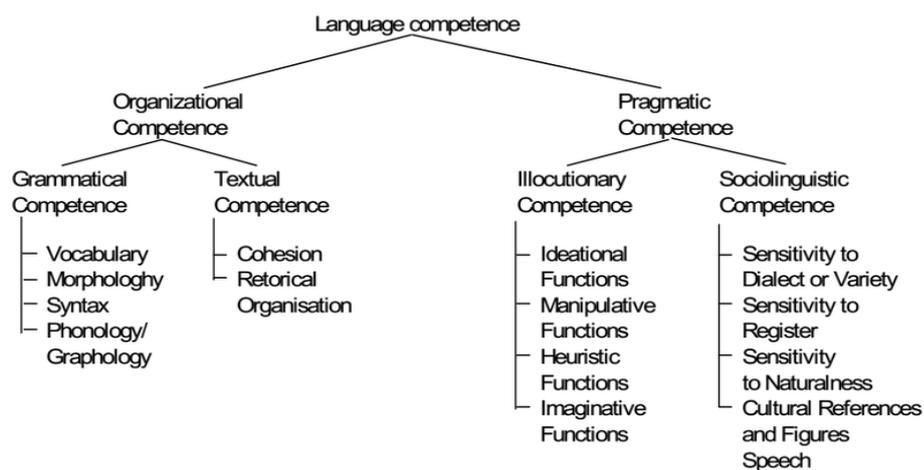


Figure 7. Bachman' model of language competence (Bachman, 1990, p.78)

To conclude, it should be noted that Shohamy (1996) maintains that in Bachman's model language components interact with each other along socio-cultural context in which language use occurs unlike in Canale and Swain model.

3.3 Leech's contribution

Leech and Thomas (1983) divided pragmatics into pragma-linguistics that is the ability to use linguistic elements to convey particular illocutions and socio-pragmatic which is

the ability to “vary speech-act strategies according to the situational or social variables in the act of communication” (Harlow, 1990, p. 1) along with the other language components and strategic competence and physiological mechanisms.

3.4 A Framework of CC integrating the Four Skills

The framework of CC developed by Uso-Juan and Martinez-Flor (2006) presents a further crucial development to Celce-Murcia, Dörnyei and Thurrell (1995) model as they follow Celce-Murcia and Olshtain’s (2000) view of discourse competence is the core of CC; however, they argue that strategic competence should be placed at the same level as the rest of competencies since it serve in building discourse competence too while allowing the communicative ability to develop simultaneously with the other components.

Celce-Murcia et al. model depicts clearly the interrelationship among components; how they, namely linguistic, socio-cultural and actional competence that refers to the ability of understanding speakers’ communicative intent and negotiating messages shape the core, discourse competence, and each others, yet influenced by strategic competence which is placed out of the triangulation. Consequently, Uso-Juan and Martinez-Flor’s model portrays Savignon (2001) view on how all components (i.e., linguistic, pragmatic, intercultural, strategic competence) are interrelated which implies one increase in one component interacts with the other components to produce an overall increase in the whole construct of CC.

To sum up, the current model of Uso-Juan and Mrtinez-Flor (2006) focuses mainly on how the four language skills serve to build discourse competence so that to accomplish communicative purposes and it emphasizes on the importance of intercultural competence which identifies cultural aspects that nowadays are receiving huge interests among researchers.

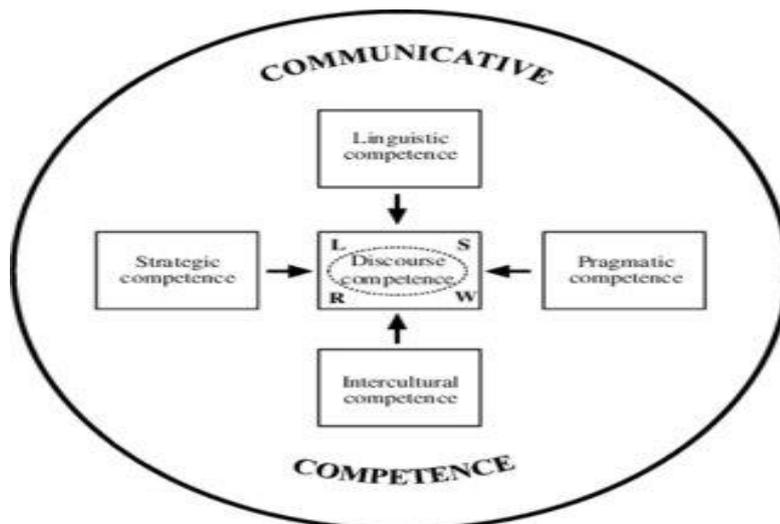


Figure 8. Usó-Juan and Martínez-Flor’s framework of CC (Usó-Juan & Martínez-Flor, 2006)

Conclusion

This chapter has been an attempt to explore the main focus of today’s trends in teaching foreign languages approaches which is to develop language learners’ communicative skills that should be improved in parallel way along the rest of competencies. Consequently, Algeria has adopted various approaches (i.e., CLT and CBA) so as to train competent community that competes at the international level. Therefore, it should be highlighted again that developing pupils’ CC does not only need learners’ efforts but also other requirements that must be fulfilled by teachers and other authorities to solve EFL classroom concerns and avoid further problems in education in order to walk through globalization that demands mastering English because of its domination.

Chapter Two

The Effectiveness of Authentic Texts Based on
EFL Learners' Interests in U.S Entertainment

Introduction

The intent of this chapter is to introduce the concept of learning based on authentic texts in foreign language teaching environment so as to shed lights on the importance of authentic texts in improving learners' communicative competence. Moreover, this chapter is organized in two parts; the 1st part systematically reviews the use of authentic materials before and during the 21st century. It highlights the debate that exists in literature concerning defining authenticity and describes the gap between authentic language and textbook language and what is needed to make a class authentic so that to accomplish the competency based approach objectives which are applied by the Algerian authorities in schools. Whereas, the 2nd part explores the need to involve language learners' interests in the teaching process to achieve the desired learning objectives. Learners' interest that is highlighted in this chapter is U.S entertainment due to its global impact. So, to conclude the chapter with academic attitudes of researchers towards using entertainment in foreign language classrooms all in all to support the researcher's solution of adding authentic texts based on learners' interests in U.S entertainment to develop Algerian pupils' communicative competence.

I. The Value of Using Authenticity in EFL Teaching

Before embarking on presenting this theme, the feature that makes the distinction between both authenticity and authentic materials terms should be outlined at least briefly to avoid any ambiguity in the discussion of this chapter. So, the term “authentic” and “authenticity” are frequently used in English as a foreign language (EFL) teaching environment as it is vital that nowadays authentic materials are receiving huge interests from scholars thanks to their crucial role in the 21st century curriculum in EFL and ESL (English for specific purpose) classes. Umirova (2020) classifies the technical term “authentic” as a reaction that was used towards prefabricated samples to characterize texts (both written and spoken), forms of tasks and assessments and learning materials...etc; which makes the authentic learning materials pedagogical tools that may be used to improve both communicative and cultural competencies of a language learner. The term “authenticity” has a long history and denotes numerous different concepts as follow:

1. Authenticity and Authentic Materials between History and Present: Systematic Review

This part concisely highlights the use of authentic materials from literature between history and present. Beginning from the 19th century that witnessed Henry Sweet’s, one of the first linguists who made use of authentic materials, books that covers amount of authentic texts and single out their prospective strengths over created materials for contending later that

The great advantage of natural, idiomatic texts over artificial ‘methods’ or ‘series’ is that they do justice to every feature of the language” whereas “the artificial systems on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain

elements of the vocabulary, certain combinations of words
to the almost total exclusion of others which are equally,
or perhaps even more, essential. (Sweet, 1899, p.177)

However, such materials witnessed slow movement because during the 20th century the audio-lingual method was released specifically in 1960 to exploit well-structured contrived materials and authorize behaviors on teachers and learners. Accordingly, Howatt (1984) notes that “The authority of the approach resided in the materials themselves, not in the lessons given by the teacher using them, a philosophy which paved the way for the replacement of teachers by machines such as language laboratories” (267). This implies that the role of teachers and learners was underestimated by linguists back at that time within the search of professionalism of creating perfect learning methods as it was previously reported in literature by Howatt 1984, Alderson and Beretta 1992. In spite of this, the reintroduction of authenticity occurs in the 1970’s as a result of the development of communicative competence (CC) that in turn led to the rise of a new teaching approach in EFL circles known as communicative language teaching (CLT) which demands utilizing authentic materials including texts because they illustrate communicating rather than just linguistic forms as it has been accounted in the first chapter.

Today, as it has been asserted by Gilmore (2007) at Cambridge university press of language teaching, the issue of utilizing authentic materials grows among linguists within the emergence of different concepts and learning theories to have supporters that believe in their strengths and others have concerns towards them. Numerous researchers in different fields including discourse, conversational analysis and pragmatics, cross-cultural studies, sociolinguistics and ethnology, second language acquisition, cognitive and social psychology, learner autonomy, information and communication technology (ICT), motivation research and

materials development view learning authenticity differently according to their own specialized area only which makes the debate remains in increase.

Nevertheless, this issue was highlighted by Educause learning initiative association in which one of the researchers; Lombardi (2007) tries to explain the concept of authentic learning and its effectiveness from different points of view of today's dominants fields including the ones that are mentioned above, so that all in all to emphasize the need of authentic materials in the 21st teaching classrooms despite all the conflicting opinions about utilizing such materials because at the end it was and stills an interesting subject that attracts both teachers and learners. Her study reveals the importance of providing learners with the necessary materials so that to accomplish the desired learning objectives which are structured on mastering natural communication outside the classroom, and just as Hedge (2000) explains, learners need to be involved in natural communication inside the class first of all so as to be trained in how to perform outside the classroom and if they listen to unnatural language and receive non-authentic materials, they will fail in using the target spoken language in the real world.

This was evaluates before by Lave and Wenger (1991) who argue that whatever career one want to achieve, s/he needs to be "enculturated" into the discipline which implies the need of mastering life skills that help learners go beyond classroom boundaries through recognizing what actually the real world demands from socio-cultural rules. The last idea was also appraised by Mishan (2005) who despite all the arguments about authenticity believes that the main pedagogical motivation for using authentic materials in EFL classrooms is that authentic texts reflect native speakers' culture, currency in such texts provide different subjects that are relevant to learners through present language in current use and the intrinsic challenge that is created by such materials make learners master the use of authentic language proficiently outside the classroom.

To this end, from the above illustrated background of authentic learning, one cannot deny that using such type of materials comes to language teaching thanks to the communicative approach and the amount of arguments and issues of utilizing authentic materials that exist in literature cannot hide the idea that their value and impact in classrooms are so much appreciated in the field nowadays. To conclude, here some respective publications in the 21st century that conclude authenticity is a main subject in today's teaching environment

- What is authenticity? (Tatsuki, 2006)
- Authentic materials and authenticity in foreign language learning (Gilmore, 2007)
- Authenticity in CALL: Three domains of 'realness' (Buendgens-Kosten, 2013)
- The effect of using Authentic materials in teaching (Al Azri and Al-Rashdi, 2014)
- A case for authentic materials in language teaching (Rahman, 2014)
- Reconceptualising authenticity for English as a global language (Richard Pinner, 2016)

2. Problems in Defining Authenticity

What is problematic is that in academic discourse, terminology precision is important and the terms authentic and authenticity remain indistinct although the question of authenticity is widely discussed in English language teaching (ELT) literature. It is worthwhile to mention that many fail to distinguish and define the different kinds of authenticity; therefore, it is not surprised if teachers are not comfortable with utilizing authentic texts in EFL classrooms because besides the vagueness of the term, there is also another potentially distortive factor which is the term's connotation. This issue was explained by Bachman (1991) as he argues that "when we try to define 'authenticity', however, we notice that it is one of those words like 'real' (as in 'He's really real') that sounds good but leaves us wondering exactly what it means" (689). Indeed Badger and M. MacDonald (2010)

conclude that the concept of authenticity justifies more than it should which makes the discourse related to authenticity problematic. According to Waters, the term's largely positive connotation may have an impact on EFL discourse and possibly lead to ideology: "Discourse promotes or proscribes language teaching ideas on the basis of ideological belief rather than pedagogical value. The debate about 'authenticity' vs. 'artificiality' in language teaching is a representative example of this tendency" (2009, p.138).

To this far, the possible meanings of authenticity that emerge from literature should be outlined in order to effectively examine the efficacy of authentic texts impact on EFL learners:

- ✓ Authenticity according to Kilickaya (2004) is an "exposure to real usage of the everyday life language" (1); a common aspect agreed by scholars among all the existing definitions in literature.
- ✓ Porter and Roberts 1981; Little, Devitt and Singleton; 1989 concur that authenticity refers to a natural language produced by native speakers for native audience in a particular language community. In other words, Morrow 1977; Porter and Roberts 1981; Swaffar 1985; Nunan 1988/9; Benson and Voller 1997 characterize authenticity as a language produced by a real performer for a real audience conveying a real message.
- ✓ Nunan, 1989 classifies authentic materials as materials that have been not produced for language teaching objectives, but for non-pedagogical purposes; written and oral communication according to Bacon and Finnemann (1990).
- ✓ Authentic materials in Wilkins' (1976) words are those that have been originally directed to native listeners as Peacock (1997) explains that they have been produced to fulfill social purposes.

- ✓ Over and above that, Lee (1995) believes that a text is regarded as textually authentic only when it is not written for teaching purposes but for real communicative purposes. Also authenticity according to Widdowson (1978/9) and Breen (1983) is associated to “the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener” as cited in Gilmore (2007, p. 3).

The wide range of definitions leads to a conflict concerning various aspects in determining authenticity, however, the issue is not only related to teaching materials and texts but also related to identifying the authenticity of a context, task or an activity which is receiving less attention although scholars disagree in several points in this topic. It would be worthwhile reviewing Taylor’s (1994) study in which he argues that “In many discussions it is not clear whether we are dealing with authenticity of language, authenticity of task, or authenticity of situation”. In addition, according to Sigueni (2016), Taylor interprets the confusion between authenticity and genuineness by examining the idea of naturalness when he questioned what is meant by naturalness. Is naturalness the same in all contexts? Taylor (1994) states: “We should acknowledge that authenticity is a function not only of the language but also of the participants, the use to which language is put, the setting, the nature of the interaction, and the interpretation the participants bring to both the setting and the activity”(4). Therefore, the focus should be on the use and interpretation of such type of materials rather on the argument over authentic and non-authentic materials.

To wrap up this discussion, it is clear that the suggested definitions above highlight more, if not only, the origin of authentic materials rather than outlining the impact of using such materials. Authenticity is a feature of a text in a certain context rather than a characteristic of the text itself according to Hutchinson and Waters (1987) who recommend that one had better to focus on the practical part of fitness to the learning purpose rather than

searching for some sort of abstract concept of authenticity. Within the same debate, Krash (1993, p.184) singles out that: “All pedagogy is artifact of educational discourse and that we need to measure what goes on in the language classroom, not against some problematically defined criterion of authenticity, but against whatever communicative and cognitive goals are accepted as appropriate in particular educational context”.

All in all, the main authorities and teachers both of them are required to turn their attention to the key issue which is searching for an appropriate response to what do they actually need to accomplish with the already chosen features of classrooms’ language and the designed textbooks, whether they are in the right path or need to change to more authentic language so that to run further miles towards training competent community in the target language in order to solve the existing problems and reach crucial objectives.

2.1 What makes a text authentic?

In order to underline the idea of the current chapter and spot ELT concerns towards involving such different type of texts in EFL classrooms, the researcher tend to explain text authenticity in a way that may help teachers adopting or adapting authentic texts through applauding their features and the purposes that are produced for. One should mention that Michael Breen (1985) subdivides authenticity of language into four types within language which all EFL teachers have to take into consideration during classes; Learner authenticity, task authenticity and authenticity of the classroom; however, the focus of this part is authenticity of texts, so what makes a text authentic is that first of all it has to be written for ‘real world’ purposes and audience whether to entertain, inform or to explain and convince...etc.

Authentic texts help learners to be global citizens as they are written by members of a certain language and culture for an audience speaks the same language and has the same culture so that their value is they bring the target culture into life through letting learners

explore the language use in appropriate socio-cultural context; provides various real-life examples of language used in everyday situations. In addition, what some EFL teachers ignore is that authentic texts can be considered as effective learning sources of language input that learners have to acquire in order to develop communicative competence. Breen (1985) notes the qualities of authentic texts in which he emphasize on the originality of the text also for him authentic texts are any sources of data that help learners master the use of an authentic language as Guariento and Morley (2001) concur that using authentic texts during class enable learners to acquire effective competences by providing a glance to the target language used in real situations.

Last but most important, one problem in ELT in Algeria is that pupils are exposed only to instructional texts that are heavily structured to provide content in clear and accessible manner. Hence such created texts do not prepare learners enough to use the acquired structures and vocabularies outside school in appropriate socio-cultural context. Therefore, the authorities are called to add some appropriate authentic texts that fit pupils' grade level into textbooks besides the created texts so as pupils be able to have the opportunity to explore different texts with wide range of vocabularies and forms and teachers be able to provide their learners with fruitful learning experience.

It may be a worthwhile to review Widdowson's, one of the supporters of the communicative approach, perspective on using authentic texts in EFL classrooms so as to conclude this discussion for further crucial headings. He has a process-oriented view of authenticity as he makes a clear distinction between "authentic" and "genuine" which refers to an example of a native speaker language whereas the former refers to a native speaker response to put an end to the existing argument over the two terms in research. He asserts (1978) that Presenting a group of extracts and requiring them to read not in order to learn relevant communicative activities is a misrepresentation of natural language usage as

genuineness is an absolute trait and a property of the assuager, while authenticity characterizes the link between the passage and the reader.

Therefore, in Widdowson's (1978) opinion, texts are inherently genuine but authenticity is a social construct, so the focus should be on the responses of the audience to the text not on the text itself. Nevertheless, to reach the objective of training learners to be able to communicate effectively in order to cope with any situation of a particular speech community, EFL teachers are required to develop their knowledge of authentic texts and will have to use different texts that fit pupils' level of knowledge and abilities regardless of texts' sources and origin whether authentic or contriving because what matters is the impact that a text makes on learners' knowledge.

3. Issues Related to Classroom's Language

The complaint is that the language used in classroom is artificial which makes communication in the class lacks genuineness. Classroom discourse has to follow essential principals to create the required environment of the teaching process and from what has been suggested from authentic concepts in previous sections, it is understandable that classrooms' situation determines artificiality which is produced quality rather than occurred naturally. On the same aspect of classroom's language, Hughes (1981) recognizes that:

The classroom situation is often labeled artificial .If artificiality can be measured statistically, it means that the 11 million school children in Britain spending 7 hours a day, five days a week, 40 weeks a year in school; a total of 15.400 million hours are not engaged in some form of social interaction, and therefore, of course, the 50 million

hours spent watching football matches is an even less genuine form of interaction. (7)

Therefore, one might question how a teacher can involve native performance that the authorities require from pupils to master as globalization demands within non-native context.

In the same line, Bachman (1991) argues after evaluating the great variety of the characteristics of language use; different contexts, purposes, topics and participants that “it is not at all clear how we might go about distinguishing real life from non real life language use in any meaningful way, so that attempts to characterize authenticity in terms of real life performance are problematic” (10). Despite the features that identify artificiality, one should bear in mind that classroom creates its own authenticity in some points as the language is used in the class is a real language which explains that not all the qualities involved in a classroom should be classified as artificial. On this context, David Taylor (1994) acknowledges:

There is no such thing as an abstract quality "authenticity" which can be defined once and for all and that authenticity is a function not only of the language but also of the participants, the use to which language is put, the setting, the nature of the interaction, and the interpretation the participants bring to both the setting and the activity.

What has been discussed above classifies the use of language in classrooms as a real use of language. However, the situation takes a different direction in a society where English is considered as a foreign language since the motivation behind engaging in authentic activities is to communicate.

Algerian EFL classrooms suffer from this problem; there are neither authentic social interactions outside school that pupils can explore and experienced to acquire a good performance so that to take it to the class nor enough authentic materials especially texts in

the class that help learners to develop communicative competence which makes it difficult to create authentic classroom in non-native environment. Thus, the upcoming parts are attempted to evaluate how both teachers and learners participate in creating classroom's authenticity and how the authorities contribute to provide learners with the necessary aspects of language classroom.

4. The Relationship of Communicative Competence and The Use of Authentic Texts : Current State in Algeria

Developing the communicative competence that was introduced by the communicative approach requires using authentic materials that reflect the real language that is used in spoken English societies such as the UK and USA. Hence, in order to apply the principles of the communicative language teaching in the Algerian middle schools, strong preference of authentic materials and texts should occur in EFL classrooms.

4.1 The Gap Between Authentic Language and Textbooks Language

Textbooks are one of the materials that emphasize teaching linguistic structure (Grammar and vocabulary) as the main part of learning English. It has been reported previously in literature that it is difficult to structure grammar rules communicatively and applied linguists still investigating how to present communicative acts in textbooks due to the need of real use of language in EFL classrooms. Thus, do the Algerian textbooks reflect real performance of English and help learners to use the linguistic rules comprehensibly in socio-cultural context?

Textbooks are considered to be the main resource for providing pupils with the necessary communicative acts as Hutchinson and Torres (1994) believe that a relevant textbook is what complete the teaching/learning process. According to Mohammad and Kumari (2007) textbooks play a foundational role in the education process. With the same meaning, Ahmad and Shah (2014) assert that "Textbooks are at the heart of the language

learning and teaching process and they are the gateway not only to the linguistic elements of a specific language but also to its cultural norms” (13). Nevertheless, the role of textbooks to provide learners with communicative competence in addition to the other essential competencies remains unfulfilled.

There remain numerous gaps between authentic language and textbooks language although it has been long ago a call to textbooks writers to present EFL through real life language with its real context. According to Gilmore (2007) it is the time for a paradigm shift in a way of designing syllabuses, different areas of communicative competence through discourse or conversational analysis, pragmatics and sociolinguistics have been in research for achieving this desired objective. “...Awareness of discourse and a willingness to take on board what a language-as-discourse view implies can only make us better and more efficient syllabus designers, task designers, dialogue-writers, materials adaptors and evaluators of everything we do and handle in the classroom” (McCarthy & Carter 1994, P. 201).

Numerous scholars such as Gilmore (2007) who believes that authentic texts improve learners’ communicative competence and Guo (2012) argue that the main textbooks’ teaching content does not fulfill learners’ needs for communication skills. Gilmore (2007) praises authentic texts for being more effective than textbooks because they present natural language as it is spoken that textbooks could not do, also Guo (2012) states that since textbooks present artificial quality of content, they create a gap between what learners learn inside classrooms and real life English. According to Al Azri and Al-Rashdi (2014) textbooks cannot provide learners with real life language if they are designed for teaching rather than learning .Which is the case of the Algerian middle school textbooks. Tomlinson (2008, p. 3) argues in the same way:

Many ELT materials...currently make a significant contribution to the failure of many learners of English as a

second, foreign or other language to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by focusing on the teaching of linguistic items.

Therefore, as it easy nowadays either to adopt or adapt authentic materials thanks to technology, Algerian textbooks designers should add appropriate authentic texts to textbooks as they are recognized to be excellent learning tool for language learners to develop their communicative competence.

4.2 The Need for Authentic materials to accomplish Competency Based Approach Objectives

The purpose behind this theme is to explain the need of using authentic texts in EFL classes where the competency based approach (CBA) is applied so as to accomplish its objectives. It has been revealed in previous sections of the research that Algeria has been relying on CBA to teach English as a foreign language in middle schools two decades hence and the motivation behind adopting such approach has been explained too. Yet before discovering the value of authentic texts in CBA, it is necessary to outline the approach's objectives:

CBA is an approach designed for helping learners to acquire essential life skills while developing knowledge about language rules so that to be able to perform these skills. According to Docking (1994) CBA is designed around the notion of competency rather on the notion of subject knowledge and the focus is not on what learners know about language but on what learners can really do with language. The approach aims to prepare trained learners to face the challenges of their future journey through empowering them with various knowledge and skills in different fields of study in a flexible educational process that fit each learner.

From this aspect, the approach is applied in Algeria to enable learners to become active learners through shifting from just receiving knowledge about language to using the required knowledge according to what each socio-cultural context demands. CBA demands that language should be connected to a social context rather than being taught in isolation. It requires using language to fulfill communicative purposes. In addition, the objective behind applying CBA in schools is that it allows learners to discover language rules by themselves through engaging in tasks that increase interactions in the class whether between learners or between the teacher and learners so that to make learners acquire linguistic competence in a parallel way with the communicative competence just as how Widdowson's perspective of developing communicative competence illustrates.

Also language four skills are highly required to be mastered as they are necessary for acquiring any other competencies or skills including creativity and critical thinking, problem-solving, communication and collaboration, developing social skills that are important in language use as each socio-cultural context demands certain socio-cultural aspects. Learners' needs dominant CBA as language instructions (grammar and vocabulary) and skills are sequenced according to the needs of learners and communication is what resembles CBA features in EFL classrooms. In order to achieve the designed objectives, different authentic materials are required to be involved in the class and must be oriented on learners' needs, based on learners' styles and interests and they must provide well performance. On the same aspect of CBA, W. I. Griffith and Hye-Yeon Lim (2014) insist in their introduction to competency based language teaching on the need of using authentic materials related to learners' shared knowledge in order to fulfill CBA objectives.

Like the Communicative Approach, the Competency-Based Approach forms its activities on interaction, so authentic materials had better to be used to encourage learners to practice language by producing an effective communication outside the classroom. All in all,

the natural language that is provided by authentic materials develop learners communicative competence and empower their language skills and CBA outcomes are based on performing real-world tasks, so The Algerian authorities are called to take into account adding appropriate authentic texts to textbooks if they want to accomplish CBA objectives. Therefore, here are some different types of authentic texts that can be involved in the classroom; authentic texts can be introduced as any text was written and published for the public (short stories, novels, and poems or journal articles and blog posts, texts from social media... etc). Yet authentic texts do not need to be written words, they can be taken from (speeches, video clips, songs, photos and blueprint, audio files, podcasts and other non-written items that can be transferred to texts).

5. The Advantages of Authentic Texts in EFL Classrooms

In Widdowson's opinion, the language that is presented to learners has not to be simplified in which he acknowledges that nowadays, there are suggestions for presenting authentic language to learners (1990). Both teachers and learners of the 21st century are attracted to authentic texts more than the contrived ones because today, the awareness of the positive effects of authentic language is a hot subject among educators and it even made its way to textbooks in some countries in different forms; newspaper, documents, pictures...etc although literature has not recognized it as a suitable language learning tool yet. The advantages of authentic texts will be discussed from different scholars' points of view as follow:

First, Illeana Ciorei and Aurora Dina (2014) determine four advantages of authentic texts in their conducted study of 'Authentic texts in teaching English' which are:

- a) Authentic texts provide learners with the exact examples of how language is used by native speakers or the vast majority of target language users.

- b) Authentic texts make learners more confident about using language when they realize that they are performing as it is expected from them. Since authentic texts provide learners with vocabularies and expressions used in real-life contexts; learners tend to perform better in informal communications after realizing that they are involved in similar situations of native speakers.
- c) Authentic materials are socially-centered and can be valuable materials to complete the rules and patterns of textbooks
- d) The use of authentic texts in listening and reading instructions provide learners with relevant performance of language.

According to these two researchers, authentic texts can be beneficial at any level just one need to be careful with the selection process of materials; beginners need simpler types of texts as compared to advanced learners.

Moreover, Segueni (2016) evaluates the impact of using authentic language in EFL classrooms to develop learners' pragmatic and communicative competence compared to textbooks data in which he assesses that:

Many textbooks tend to create a climate of socially isolated learning therefore, we need to reduce reliance on those specially concocted materials which exemplify and focus only on specific language aspects of the target language. We will have to overcome obstacles for communication and the restricted use of the target language often created by outdated textbooks and traditional input they provide. (31)

First of all, it is worthwhile to note that the following advantages are selected compared to what Algerian textbooks lack not in a general manner. The evaluation of middle school textbooks: second generation, in recent studies insists on the need of more authentic content. Although the cultural element of the target language is exposed enough to pupils' level of awareness and knowledge, textbooks still lack various features that authentic data can cover which are according to the analysis of Segnuni (2016):

- a) **Making generalization:** Authentic data are considered as natural resources of language input as they provide learners with opportunities to make generalizations of the target language's structure by themselves. Generalization is a crucial element in human learning and occurs as a result of an observation of particular instances. Therefore, authentic language helps learners to observe language usage in different situations, so it increases their awareness of language use in the written and spoken target language. Finally, it provides learners with the necessary input compared to textbooks that often fail to meet learners' needs to adequate and genuine content.
- b) **Developing learners' intercultural awareness:** Authentic data help learners to explore different cultures which enable them to be aware of the similarities and differences between their community and communities of the target language. Realizing the difference between communities help the learner to achieve communicative purposes appropriately because culture plays an important role in individuals' way of thinking and expressing ideas so, through developing knowledge of the target language culture, traditions and people's beliefs and values compared to learners' culture, traditions, beliefs and values will enable learners to understand and communicate properly with native speakers as culturally and pragmatically components individuals in contrast to textbooks that do not deliver enough intercultural content to EFL learners.

c) Learner's involvement: When textbooks and the traditional strategies fail to make learners active participants in the classroom, authentic data can contribute to involve learners in the teaching-learning process. As learners vary in knowledge, abilities and styles, authentic language with its different forms may meet learners' expectations and present lessons according to their likes and interests.

d) Source of motivation: The exposure to authentic materials proves to learners that the acquired language is for real-life purposes not only to be used in the classroom. Therefore, using authentic text in the class can be relevant learning experience more than texts in the tailored books if they succeed to capture learners' interests, simulate their attention and foster their motivation

Segnuni's (2016) conducted study concludes that authentic materials in the teaching context may meet learners' communicative needs.

As a conclusion, the discussed advantages can be taken into account as a proof that authentic materials benefit all the levels of learners besides its needed impact in EFL classrooms that textbooks cannot provide to improve learners' competencies.

II. Authentic Texts Based on Learners' interests

The importance of involving authenticity in EFL classrooms has been illustrated and the advantages have been accounted also yet an important feature has not been discussed which is the importance of involving learners' interests in the process of selecting authentic texts, so they can motivate learners to reach the desired objectives. Thus, what is the importance of involving learners' styles and interests in EFL classrooms?

1. The Importance of Involving Learners' interests in EFL Classrooms

For the past decades, teaching methodology has changed from being a teacher-centered to a learner-centered due to the fact that every class consists from various backgrounds, styles and interests which shape learners' different needs. The Algerian

educational policies focus on improving learners' performance with much less focus on involving learners' interests in the learning process. When learners are interested in a certain learning tool, they become more likely motivated to go to the classroom, engage in tasks and collaborate with their teacher and colleagues which makes them process information in better way.

This paper attempts to explore learners' interests of U.S entertainment, so to evaluate it as a source of authentic texts. However, can the Algerian authorities help instructors to exploit this motivation to develop learners' interests in EFL classrooms?

1.1 Defining Interest

Middle school pupils tend to express their interests to their teachers and understanding a child interests is a major factor to the teacher to success in improving their knowledge and abilities. Interest with its different types basically refers to the traits of an individual's personality and his/her motivating force of wanting an object or doing an activity. Being aware of the clues that learners' interests give about their likes and dislikes leads to significant selection of learning materials which the other empower the educational process.

Hidi and Rinninger (2006) describe interest (as cited in Harackiewicz, Smith, and Priniski, 2016) as “both a psychological state characterized by increased attention, effort, and affect, experienced in a particular moment (situational interest), as well as an enduring predisposition to reengage with a particular object or topic over time (individual interest)”. It is defined also as “heightened attention and emotional engagement that emerges when a person has a positive interaction with a content area or a task” (112). According to Asgari, Ketabi and Amirian (2019) “recent developments in the field of language teaching have led to renewed attention to the role of interest in language teaching. Interest can supposedly result in learners' more interaction and increase their concentration and motivation

to learn”. Therefore, Hidi and Harackiewicz (2000) insist that schools and teachers are supposed to increase learners’ interests so as to improve their achievement.

So what is the importance of involving learners’ interests in the process of learning a foreign language?

1.2 The Importance of involving learning materials based on learners’ interests:

Related Studies

A limited number of studies that has been reported in literature (Amiryousefi, 2016; Ebrahimi and Javanbakht, 2015; Sadeghpour, 2013) examined the role of interest in EFL teaching environment however, there has been an increase in the strategies in which interest may be sparked in language learning classrooms from conducted studies like (Ainley, Hidi, and Berndorff 2002; Hidi and Harackiewicz, 2000; Hidi and Renninger, 2006; Hoffmann, 2002; Renninger and Hidi, 2002; Schraw and Lehman, 2001).

The conducted studies on the effect of using interesting materials in language learning have mostly revealed its pivotal role in the development of the process. It has been argued by Amjah (2014) and Ebbers (2011) that interest may be used to motivate pupils in any topic since learners who are interested in what they are learning are more focused and attentive. On the same context, the study of Schiefele and Krapp (1996) concludes that topic interest significantly leads to better comprehension of texts and ideas. Similarly, Magliano; Durik, and Holt (2011) reveal that topic interest influence learners' performance in standardized text and as a result of their findings, the presence of interest increases the engagement with texts which leads to better comprehension of text’s topic and content since the process is seemed to be more facilitated with interested topics. Moreover, the result of Ainley, Hidi and Berndorff’s (2002) investigation show how texts based on learners’ interests may contribute to the success of the learning process. In addition, the effects of interest- based language teaching methodology has been examined by Celik (2010) in EFL classroom in a high school in

Turkey to highlight at the end that such methodology increases motivation, participation in classroom's activities and produces high quality of learner's performance.

To conclude, since the main part of this chapter's theme is learning texts, this section highlighted studies on topic interest and learning text to reveal the importance of involving learning texts in English language teaching classrooms based on pupils' interests. Yet one of the famous areas and topics nowadays is U.S entertainment in which it attracts young learners and to take into consideration pupils' interests in the process of selection materials and topics and in the process of presenting learning subjects promotes CBA framework as collaboration and meeting learners' needs are main principles of the approach. So what is the impact of U.S entertainment in improving EFL learners' knowledge and performance?

1.3 Academic Attitudes Towards Using Entertainment in EFL Classrooms

U.S media and entertainment is the largest in the world as it represents a third of the global media and entertainment industry with more than 700 \$ billion including motion pictures, television programs and social media, music, video games and publishing books...etc according to Mobility Foresights firm (2022), so it not surprised if young learners are influenced by different types of U.S entertainment nowadays. The positive effects of entertainment has been reported previously in literature as it plays a significant role in determining how much information a learner can retain. Some of the benefits of incorporating entertainment into the learning process as agreed by most scholars are: it makes learners more engaged in learning, gives them freedom to explore language use and provides enough opportunities to experience the real-world also it increases motivation and interest in EFL classrooms. Therefore, here are some researchers' opinions about using entertainment in EFL learning as an encouragement to involve more materials from media and entertainment to improve learners' communicative abilities:

EFL teachers are encouraged to provide their learners with learning experiences based on their interests in order to connect school learning with learners' daily life and experiences. Cowen (1984) points out that entertainment makes concept more accessible to learners and help with later recall. In the same line, Bransford, Brown and Cocking (1999) note that media technology plays a crucial role for creating learning environment as it provides opportunities for communicating and collaborating in areas that require interactive learning. Also, Willingham (2009) questions why learners remember everything that is on television and forget what teachers lecture? He reach to the conclusion that entertainment helps learners to retain ideas and concepts. Furthermore, Yang and Fang (2008) study ways to improve learners' thinking and practicing using entertainment and their reaction was that using media to create context in which to teach English has unique advantages. Last study should be mentioned; Gilakjani (2012) investigates the relation between multimedia and learning in which he states that media is a strong factor in English teaching environment.

To this far, this part was conducted to outline the dominance of U.S entertainment industry in the world to justify why young learners are so attracted to it, also it highlighted some academic attitudes were reported in literature towards the advantages of entertainment in learning environment so that to strengthen the research's suggested solution of using authentic texts based on EFL learners' interests of U.S entertainment to improve their communication skills since the Algerian ministry of education does not maintain discovering learners' different interests and learning styles, so to benefits from them by motivating pupils to enhance their level of knowledge and performance.

Conclusion

The use of authentic language resources is widespread over the last decades as it is supported by numerous researchers to be used in EFL classrooms and even made its way to textbooks in some parts of the world despite all the criticism and conflict that occur in

literature about the difficulty of selecting such type of materials because learning materials should fit learners' level of knowledge and skills. Nevertheless, this chapter highlights a prospective idea to make authentic materials and texts more effective to help learners master the required skills and competencies which is involving learners' interests of U.S entertainment in the process of selecting such type of materials and texts. Finally, the chapter points out the necessity of authentic language in EFL classrooms as a basis of language inputs and a resource of real-world performance and natural communication.

Chapter Three: Field Work

Analysis and Interpretation of the Results

Introduction

With the existing debate about using authentic materials in foreign languages classrooms in applied linguistics, scholars' abstract points of view are not considered enough to prove the effectiveness of this research's independent variable (the effect of authentic texts based on US entertainment). For this reason, the researcher has chosen to do her mixed approach (descriptive & experimental) design with the selected tools and instruments reported previously in the introductory chapter so that to examine as much as possible data from various sources. As this chapter deals with the empirical part of this research, it aims to provide a clear description of the methods and their tools and instruments used in the research and to investigate the positive effects of authentic texts based on US entertainment on developing pupils' communicative competence. Therefore, as the researcher used a quantitative design, the study deals theoretically and practically with the obtained findings in which it describes the used research's tools and instruments design. Besides it discusses and analyzes the findings. This research's practical work took place at a middle schools in Tolga, Biskra; Cid Nouredine. The researcher was content with Cid Nouredine middle school to do her quantitative study because of its perspective of teaching that helps the school to rank in the top. By the end of this chapter, there will be concrete evidence that can help the ministry of education to add authentic texts based on pupils' interests in US entertainment to the English yearly book by reviewing learners' opinions about integrating such material in their classrooms and lastly but most importantly how can authentic texts based on US entertainment be an advantageous resource of language input and performance so as to develop pupils' communicative competence. To conclude, it is worthwhile to mention the programs that helped to describe and analyze the attained findings that were SPSS and Excel which helped also in summarizing and depicting the necessary figures and tables.

I. The Interpretation of the Quasi-Experimental Design

1. Description of the Quasi-Experiment: Design of the Experiment

First and foremost, the researcher chose non-equivalent groups quasi-experimental design with a pre and post-test in which she chose two existing groups that appear to be equal and similar but only one group experienced the treatment; the treatment (experiment) group were exposed to a special treatment which was an authentic text based on their interests of US entertainment according to their responses to a survey structured by simple, clear language and short sentences that do not exceed twelve lines as middle school curriculum insists. However, the control group did not receive any treatment and the researcher asked their English teacher to keep her usual techniques and materials of presenting a new lesson. Second, the quasi-experiment was made with fourth year middle school pupils as they are in a level where they are required to perform skilful communicative performances, yet the most important reason for choosing 4th year is that since they are in the last grade, discovering new learning materials that suit their level of knowledge and abilities with the aim to develop their communicative skills are likely to adjust easily with the new environment and curriculum in high school. Furthermore, the researcher chose with the English teacher to explore and compare pupils' communicative skills during the lesson of 'past continuous and past simple with when and while' because of the following reasons:

First, pupils are required in this lesson to use their critical thinking so that to elicit the new target structure and to interpret verbal and non-verbal messages for improving their intellectual competence. Then, this type of lessons helps the teacher to make pupils work in pairs or within the whole group which increase collaboration and interaction in the class, also pupils can mobilize their knowledge and resources in English. Next, the chosen lesson involves both productive skills (speaking and writing). Last but not least, pupils are required to develop their communicative competence through gathering information from different

sources using English which helps the researcher to make her experiment using unusual learning material to pupils in order to increase their level of engagement.

In addition, the teacher chose to use a created text and printed photos to present the lesson which was helpful to compare between the effectiveness of created and authentic texts. Also the authentic text was selected according to the opinions of pupils as most of the participants in the questionnaire chose films’ dialogues and short stories as effective materials to learn English. This is why the researcher mixed the two choices by selecting a text from a film based on a short story of children as the main variable of this research asserts authentic texts based on pupils’ interests of US entertainment would improve their communicative competence and the use of texts followed by certain activities after reading will help improving pupils language four skills.

Thus, a quasi-experimental design was used because it helps understanding “the causal effects of various educational policies and interventions by focusing on internal validity—did the policy or intervention being studied cause a significant change in the observed outcome (and if so by how much)—thereby yielding an unbiased estimate of the average treatment effect” (Campbell, 1957 as cited in Gopalan, Rosinger and Jee Bin Ahn, 2020, p. 220).

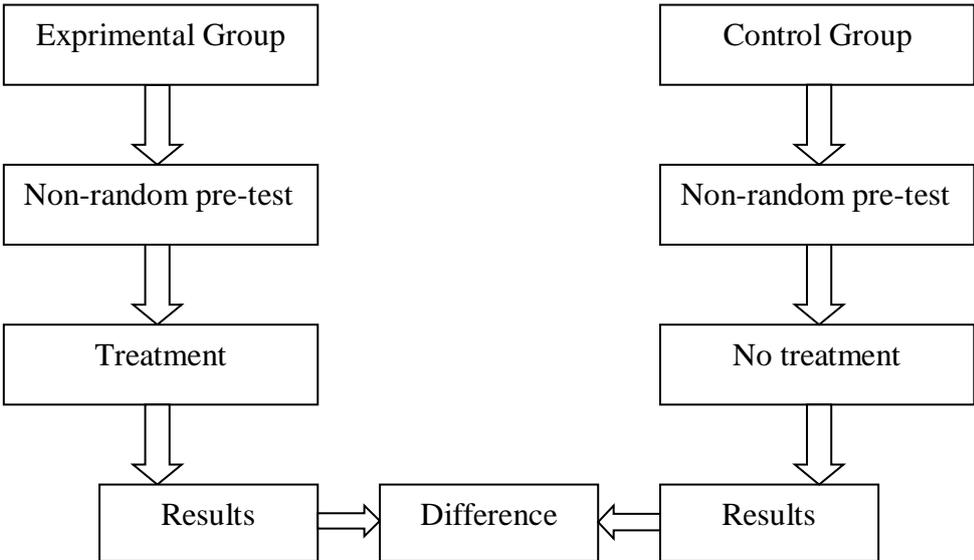


Figure 9. The experiment design

2. The Pilot Study

A structured survey was administered for a week to the allotted sample two months before the experiment in order to check the chosen design of the experiment and validate its feasibility. The feasibility study was conducted to examine whether middle school pupils encounter difficulties when they want to communicate in English in terms of having communication breakdowns or no. The researcher asked pupils to state their level of communication and perceptions towards involving authentic texts based on their interests of US entertainment in syllabuses that require communicating and interacting in the class. Hence, the selected authentic text for the experiment was chosen according to pupils' suggestions and opinions. In addition, the content and structure of the authentic text and the design of the assessments (the pre and post-tests) were validated by the English teacher of the studied sample, therefore; to obtain significant results as Teijlingen and Hundley (2001) demonstrate the pilot study is important for designing the research's protocol, developing and testing the adequacy of the research' instruments and establishing whether the sampling frame and technique are effective.

3. Data Analysis

The number of participants in the quasi-experiment is 50 pupils altogether as each group has 25 pupils out of 5 groups (125 pupils) which mean the selected sample represents 40% of 4th grade pupils. Furthermore, as the quasi-experimental differs from the true – experimental design and insist on non-random assignment, the sample; 4th grade pupils, was allotted owing to certain reasons as it has been explained above in the description of the experiment. Firstly, the 4th grade classrooms were categorized by the English teacher and researcher and then put into experimental and control group.

3.1 Pupils' scores

The scores of both the experimental and control group are organized in the next table as follow:

The experimental group			The control group		
Participants	Pre-test	Post-test	Participants	Pre-test	Post-test
01	2,5	4	01	3	4,5
02	3	4	02	3	4
03	2,5	2,5	03	2,5	3
04	2	3,5	04	2	3
05	1,5	2,5	05	1,5	2
06	3,5	3	06	3	3
07	2,5	4	07	3	3
08	3	4	08	2,5	4,5
09	3	2,5	09	1,5	3
10	4,5	5,5	10	2,5	2
11	4	5,5	11	1,5	3
12	5,5	5,5	12	1	3
13	4	5,5	13	4,5	5
14	4	5,5	14	3,5	4

15	2	4	15	2,5	1,5
16	1	4	16	2	2,5
17	1,5	4,5	17	2	2,5
18	2,5	5,5	18	1,5	2
19	1,5	3,5	19	1,5	2
20	2,5	3	20	3	3,5
21	1	2,5	21	2,5	3
22	2	3,5	22	1,5	2,5
23	2,5	5,5	23	2	3
24	2,5	4	24	4,5	5
25	3	4,5	25	3,5	4
N= 25	$\Sigma xi = 67,5$	$\Sigma xi = 102$	N = 25	$\Sigma xi= 61,5$	$\Sigma xi = 78,5$
Mean= $\Sigma x / N$	$\bar{x}= 67,5/25$ = 2,70	$\bar{x}= 67,5/25$ = 4,08	Mean= $\Sigma x / N$	$\bar{x}= 61,5/25$ = 2,46	$\bar{x}= 78,5/25$ = 3,14

Table 1. Scores of the experimental and control group in the pre and post-test

In order to outline the frequencies and percentages of the obtained scores, the mentioned findings above in table n° 1 are summarized in the next tables below (n° 2&3);

each table highlights the scores for each test of each group so that to high spot the difference first of all between the pre and post- test of each group then between the two practical groups.

The experimental group							
Pre-test				Post-test			
Scores (.../6)	Frequency	Percentage %	Rank	Scores (.../6)	Frequency	Percentage %	Rank
1	2	8	9	2,5	4	16	6
1,5	3	12	8	3	2	8	5
2	3	12	7	3,5	3	12	4
2,5	7	28	6	4	7	28	3
3	4	16	5	4.5	2	8	2
3,5	1	4	4	5.5	7	28	1
4	3	12	3	X			
4,5	1	4	2				
5,5	1	4	1				
Mode: 2,5	Median: 2,5	Variance: 1,2	Std. Deviation: 1,09	Mode: 4 & 5.5	Median: 4	Variance: 1,16	Std. Deviation: 1,07

Table 2. The measures of the experimental group scores

The control group							
Pre-test				Post-test			
Scores (.../6)	Frequency	Percentage %	Rank	Scores (.../6)	Frequency	Percentage %	Rank
1	1	4	7	1,5	1	4	8
1,5	6	24	6	2	4	16	7
2	4	16	5	2,5	3	12	6
2,5	5	20	4	3	9	36	5
3	5	20	3	3,5	1	4	4
3,5	2	8	2	4	3	12	3
4,5	2	8	1	4,5	2	8	2
				5	2	8	1
Mode: 1,5	Median: 2,5	Variance: 0,85	Std. Deviation : 0,92	Mode: 3	Median: 3	Variance: 0,92	Std. Deviation : 0,96

Table 3. The measures of the control group scores

Although the progress and development in pupils' scores that occurred is well-highlighted in table n° 2 & 3, the researcher tends to compare between the means of the scores

of the pre and post-test means of both groups in order to start testing the research's hypothesis. The results are organized as follow:

		Pre-test	Post-test	Difference in means
Experimental group (N 25)	Means	2,70	4,08	1.38
Control group (N 25)	Means	2,46	3,14	0,68

Table 4. Comparison between the pre and post tests means of both the experimental and control group

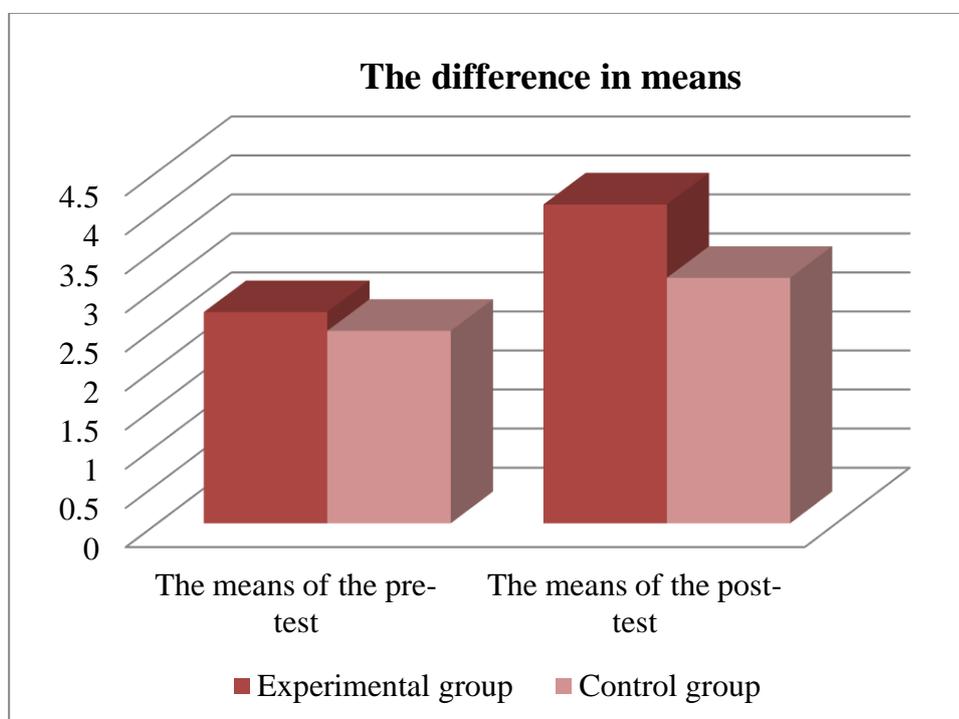


Figure 10. The differences in means between the experimental and control group

Note. Figure n° 10 illustrates the difference in means of the pre & post- tests that is summarized in table n° 4 between both the experimental and control group.

First and foremost, the obtained findings from both the pre and post-tests were classified and compared as seen before in table n°1. Such comparison aims to determine pupils' level of proficiency and check if there is any difference between the practical groups. The effectiveness of the experimental treatment is well noticed from all the designed tables

above (1&2&3&4) in which the researcher had to compare between the total sum and the means of each test. Furthermore, tables (2&3) picture also the frequency distribution of all the attained scores of all tests. And the outlined means of the pre-tests in table n°4 indicate that the experimental group recorded numerically the same as the control group as the mean of the pre-test of the control group is (2,46) which is approximately close to the mean of the experimental group post-test that is (2,70) which confirms the similarity of the chosen groups, also it should be highlighted again that both groups were tested with the same tests.

Moreover, the experiment group after were introduced to a new lesson that the researcher chose with the participants' teacher through being exposed to a treatment which is an authentic text was chosen also by the researcher and revised by the teacher to present this experiment achieved more progress and development in scores as table n° 2 shows. However, table n°3 indicates there is no significant difference in the scores of the control group who were not exposed to any treatment yet were taught the same lesson as the experimental group based on the usual materials of their teacher which proves that the scores of the experimental group may be attributed to the use of the authentic texts in the classroom to present the lessons to pupils.

Consequently; on average, the experimental group outscored the control group as it high spotted in table n°4 where the mean of the post-test of the experimental group is higher than the mean of the control group (4,08 < 3,14) due to the effects of the research's independent variable. And the compared scores in table n°1 that indicates the participants in the control group achieved less than the experimental group with a slight progress and a tiny difference between pre-post tests during the confirm the inefficiency and inactivity of the used traditional teaching methods in Algerian middle schools that did not lead to any positive development.

3.2 Distribution of data

After discovering the frequency distribution of the attained data, it is also important to check the normality of the distribution of the post-tests data set before conducting any inferential test so that the researcher would be able to choose the right statistical test to gain at the end high quality results. Statistically, a parametric test should be used if the data are normally distributed and if the data are not normally distributed, the researcher should follow a non parametric test. The SPSS results of data distribution are organized as follow:

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Significance	Statistic	df	Significance
Post-test of the experimental group	,186	25	,025	,881	25	,007
Post-test of the control group	,238	25	,001	,929	25	,081

a. Lilliefors Significance Correction

Table 5. The distribution of post-test's scores

Since Kolmogorov-Smirnov statistical test generated the significance level that depicts the “p- value” (the probability that research's data are either normal or not normal distributed) of both groups' post-test is less than 0.05; the experimental group has (0, 025/.025 <0, 05) and the control group has (0, 001/.001 <0, 05) which technically means the obtained data are not normally distributed. And to confirm that with combining all post-test's scores of both groups together, the researcher made another normality test shows that the obtained data are not normally distributed as the significance of this last test is (0.001/.001<0, 05) which is illustrated in table n° 6.

Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Significance	Statistic	df	Significance
Post-test's scores	,167	50	,001	,937	50	,010

a. Lilliefors Significance Correction

Table 6. The non-normal distribution of post-test's scores

Thus, based on tables n° 5 & 6, the researcher has to follow a non-parametric test; the Mann Whitney U test, so that to test the research's hypothesis. The histograms displayed below picture the width of the scores' distribution as follow:

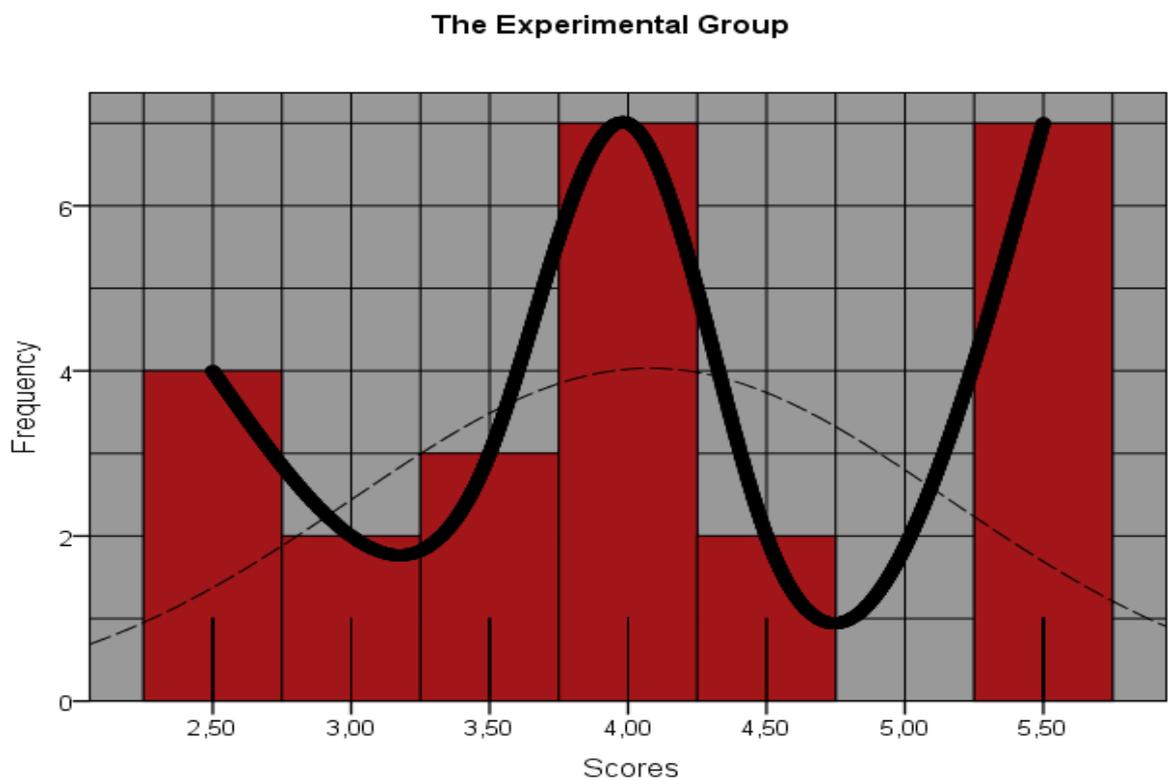


Figure 11. Histogram of the experimental group distribution of data

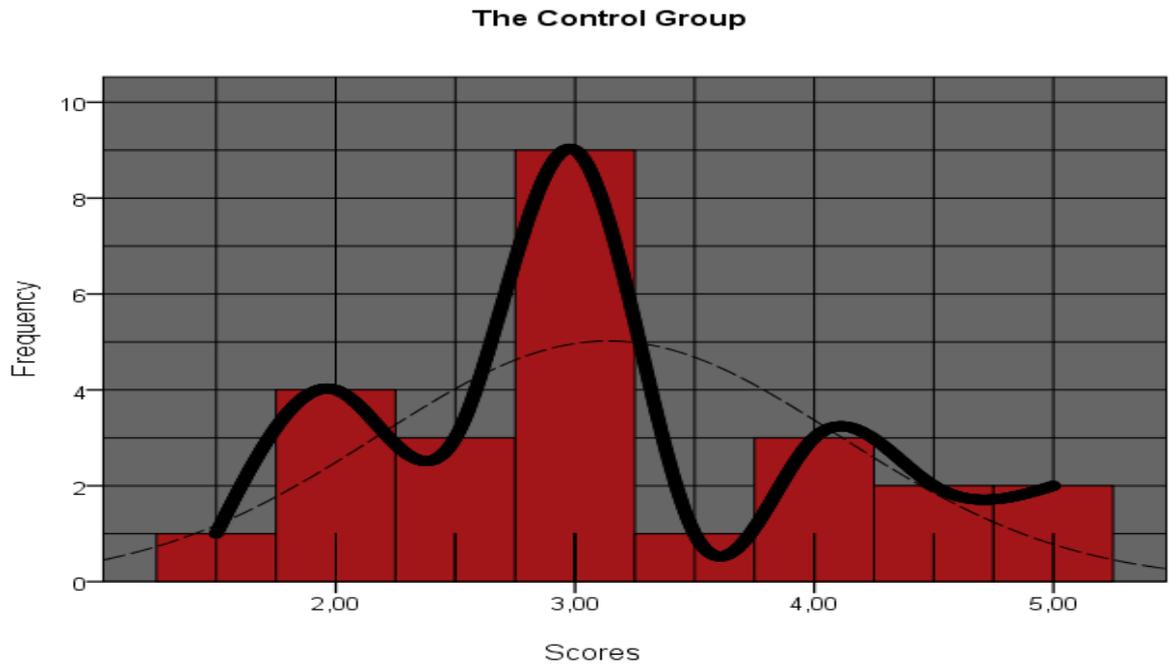


Figure 12. Histogram of the control group distribution of scores

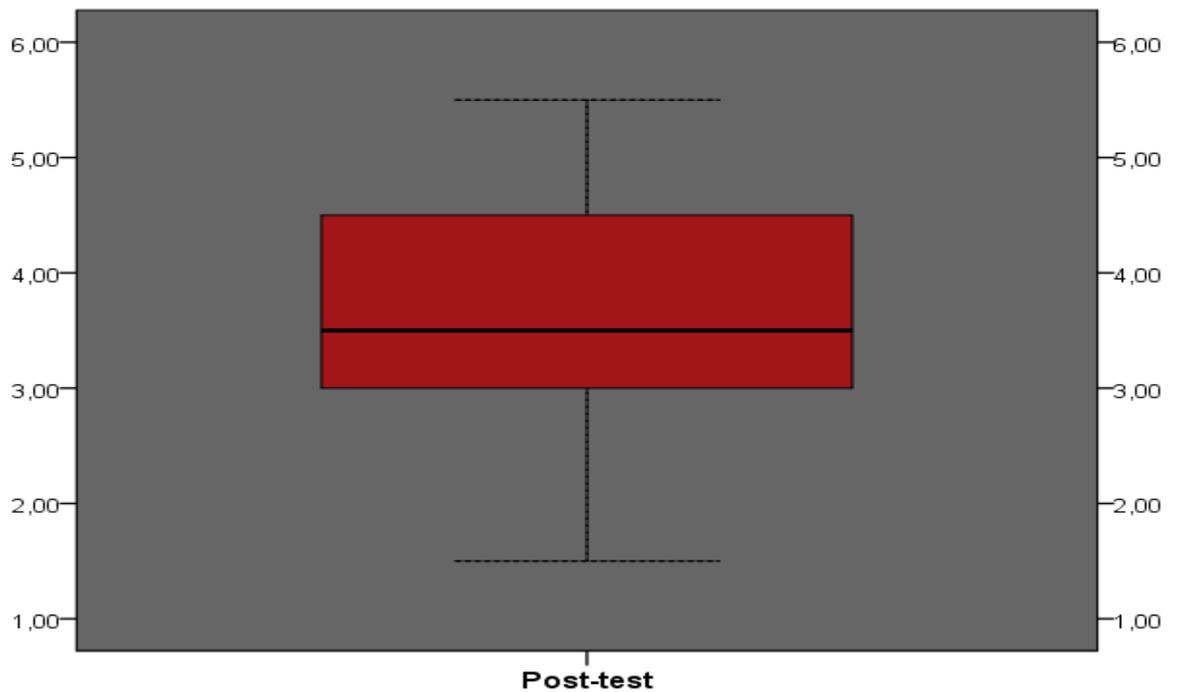


Figure 13. Histogram of the post-test distribution of scores

As can be seen in figure (13), the three measures of central tendency of the combined scores of both the experimental and control group (mean: 3, 61 and median: 3, 50) do not coincide at the exact midpoint except for the mode that is 3. Hence, our obtained results are

not evenly clustering around the mean which makes the behavior of the post- test scores in the dataset not normally distributed.

3.3 Selection of the analysis test:

There are three conditions of choosing the appropriate inferential statistical test for a cause and effect experimental design study; the type of data, sample size and the distribution of results. And those conditions are obligatory for avoiding any risk of making a false inference while analyzing the obtained data. The research’s work consists of rational data and large sample size; however, as seen previously the obtained data are not normally distributed this is why the researcher chooses non-parametric test; the Mann Whitney U test, for testing the significance of her hypothesis through testing the difference between the means of the two independent samples that are the experimental and control group. Non-parametric tests are also important for applied linguistics research although parametric tests are more preferable in quantitative research because the researcher does not always obtain strongly interval or continuous data according to Paltridge and Phakiti (2010) which is the case of this study. SPSS results of the chosen inferential test are organized in the next two tables as follow:

Ranks

	Group	N	Mean rank	Sum of ranks
Post-test	experimental	25	31,36	784,00
	control	25	19,64	491,00
	Total	50		

Table 7. Post-test ranks

Test^a

	Post-test
Mann-Whitney U	166,000
Wilcoxon W	491,000
Z	-2,879
Asymp. Sig (2-tailed)	,004

a. Grouping variable: Group

Table 8. Mann –Whitney U test results

After conducting the inferential test in SPSS, the generated significance level; the alpha level, as illustrated in table n^o7 is less than the p-value ($0,004 < 0,05$).

3.4 The significance of Mann Whitney U test results: Hypothesis testing

The principal goal behind conducting the current investigation is to confirm pupils' need to an instructional program of authentic texts to improve their communicative competence. After collecting all the needed scores and means achieved in different stages of the experiment and comparing between the means of the two practical groups, the use of the Mann-Whitney U test with the appropriate statistical tables that are displayed above (7&8) helped the researcher to investigate the effects of an authentic teaching material in middle school classrooms and find out the exact probability that the difference obtained between the two means of post-test is owing to chance factors or the effects of the independent variable. The researcher has computed the difference between the two groups' means of post-test and which is 0,94. Furthermore, it is worthwhile to mention that the Mann-Whitney U test of difference between means is used for comparing between two groups' (experimental & control) means which takes into consideration the difference in the two groups variation and size. Also it provides evidence for the treatment's effects.

In addition, the two following steps are considered to test the research's hypothesis:

1st Step: Two hypotheses have to be considered which are called the null (H_0) and alternative (H_1) hypotheses because they contain opposing viewpoints. The null hypothesis says that there is no statistical significance between the two variables. Whereas, the alternative hypothesis indicates that there is a statistical significance between the two variables being measured. To confirm the computed difference in post-test means that had been computed before and that there is a statistical significant between the research's variables, the next step should be followed.

2nd Step: Last but most important, if the researcher want to reject the null hypothesis and support the research hypothesis, she/he has to approach a significant value less than the p-value which is the probability that the null hypothesis is true. The obtained value through the inferential test will assert whether the difference in means observed between the experimental and control group is due to a random chance or to the experimental treatment that is "exposure to authentic texts based on US entertainment".

First of all, the probability level fixed for such type of study is 0.05. Next, the null hypothesis is (H_0 = there is no difference between the means of the two groups), and the research hypothesis is (H_1 : there is difference between the means of the two groups). Then, as illustrated in the above table n°8, the analysis of the independent samples test calculated on the means of both groups post- test reviews that the Sig (2-tailed) which refers to the significance level (.004/0,004) is less than (.05/0,05) which indicates that there is a statistically significant difference between the means of post-test. And that leads to reject the null hypothesis in which the variability of the obtained scores is not the same and significantly different. Also, Statistics above further confirmed a noteworthy difference in which the means of the post- test's scores are higher than the ones of pre-test's scores which proves that this change happens thanks to the new manipulation. This significant variability reveals that

authentic texts based on pupils' interest of US entertainment can develop middle school pupils' communicative competence and performance which leads to the conclusion that the experimental group who was exposed to an authentic text is significantly better than the control group who was taught using the old conventional contrived teaching method in which pupils fail to improve their skills.

3.5 Discussion of the Quasi-experiment Results

Throughout the different stages of the quasi-experiment that lasted for a whole week during the academic year 2021-2022, the researcher attempted to confirm how well middle school pupils' communicative competence would be improved through an exposure to authentic texts based on pupils' interests of US entertainment. The hypothesis of the experiment is that the level of pupils' linguistic competence will be developed as a result of a longer exposure to authentic texts which the other leads to the development of their communicative competence as it was explained previously from different applied linguists' perspectives in the first two chapters.

Furthermore; as it was reported in this chapter, the participants of the experimental group were taught through being exposed to authentic texts that ensured a close contact with authentic real language and native speakers to check whether this sample of pupils can develop their communicative abilities. The difference between the pre and post-test's means as well as the difference in the gains between the experimental and control group clearly point out the effectiveness of the exposure to authentic texts based on US entertainment. Language functions together with the essential language features (grammar and lexicon) are better acquired when learners are taught through overwhelmingly authentic texts that contains communicative goals. Moreover, the analysis of the data obtained revealed a significant progress during the stages of the experiment which proved that the implemented treatment was efficient and has a positive impact on pupils' vocabulary and grammar levels.

Finally, the obtained results can be taken as a proof and achievement of the research's objectives stated early in the beginning of the research which aimed to check the cause/effect relationship between the use of authentic texts and the development of pupils' performance, also to show the advantages of integrating such material in middle school classes to enhance pupils' communicative skills with examining to what extent the exposure of such language inputs increases learners' engagements and achievements level. In that respect, thus, the researcher believes that the use of such materials will build up learners' self-confidence and independence as they will experience English as it is used in real life with all its features and thereby will be able to use the target language more competently.

II. Pupils' engagements check-list

1. The Observation Description

During the experiment with middle school fourth year pupils, the researcher attended as a non-participate observer with both practical groups for discovering pupils' engagements with the chosen authentic text and their teacher's materials to present a new lesson to them through relaying on a check-list she made of some characteristics of pupils' attitudes and levels according to the competency based approach for investigating first of all pupils' oral performance, level of knowledge and communicative skills but most important how well or bad will the control group interact and engage with their teacher's usual materials and the experimental group with the new material; authentic text based on US entertainment, so at the end to be able to compare between the observations of the two groups. The distinctive feature of structured observation is that it is very systematic and according to Cohen (2007) it provides the researcher the opportunity to gather live data from naturally occurring social situations which made the researcher to follow a structured check-list in order to investigate pupils' level of knowledge and skills in their classrooms.

2. Data Analysis

The structured observation involves two parts of findings; pupils' attitudes and level of engagement and each part has a different characteristic. Hence, the obtained results are organized as follow:

First and foremost, the keys of the check-list are: 1) Very low 2) Low 3) Medium 4) High 5) Very high. Next, beginning by the control group which had no special treatment and was taught the chosen lesson for the experimental investigation by their usual teacher's presentation and materials; yet their teacher chose to use a created text and some created printed photos to present the lesson to them and the researcher had agreed so that to analyze the level of pupils' engagement and interaction with created texts in compared to the level of the experimental group pupils with authentic texts. Table n° 9 summarizes the obtained results.

Group: Control group		Learning materials: Created text and printed photos.				
Quality	Characteristics	Level of engagement				
		1	2	3	4	5
1. Pupils' attitudes						
Positive body language :	Pupils exhibit body posters indicate that they are paying attention to the teacher.			✓		
Consistent focus:	All pupils are focused on the learning activity without minimum disruption.			✓		
Fun and excitement:	Showing interest towards the learning material.	✓				

2. Active engagement						
Discussions:	Number of pupils who attend to ask questions and add either further ideas or give examples.	✓				
Doing the tasks:	Number of pupils who do their tasks at the class.			✓		
Reading:	Pupils read the created text and examples that are given by their teacher.		✓			
Verbal participation:	Expressing reflective answers.		✓			
Performance orientation:	Understanding what quality work is. How it should be answered and will be assessed.		✓			
Communication skills:	Level of Grammar and structure of sentences, pronunciation and words choices.		✓			
3. Overall level of pupils:	In terms of interaction and engagement.			✓		

Table 9. The control group level of engagement check-list

The calculated frequencies of the above results and the situations behind them, are described as follow: the key n° 2 (Low) is what had been used the most throughout the whole observation; four times with (44, 4 %) because only very few pupils who made sure to read the tailored text that were given to them by their teacher and her examples that were written on the board for them in order to understand that day's lesson also the group did not really perform well at the tasks and tests as they did not understand very well the context of the lesson which made them do not understand their assignments, they did not give reflective answers, and their level of communication skills in terms of words' choice, sentence structure and pronunciation was not impressive at all as a result of the lack of interaction and engagement in the class. Then, key n°3 (Medium) was used three times with (33, 3%) as only

half of the group showed positive body language and consistent focus towards the lesson's topic; teacher's way of presentation, and only the half did their task . Finally, key n°1 (very low) was used twice with (22, 2%) for indicating that pupils of the control group barely showed any excitement towards the chosen materials as they are used to them and barely discuss the lesson with their teacher and add further ideas and examples. The keys n° 4 & 5 (High & Very high) were never used as it is seen in the above table. And the mentioned findings above leads the researcher to hypothesis at the end that 'medium' is the right conclusion of the overall level of interactions of the control group.

Then, for the experimental group, they were exposed to a certain authentic text based on pupils' interests of US entertainment and the results were more interesting as pupils' interactions and engagements were quite better than the control group as table n° 10 outlines:

Group: Experimental group		Learning materials: Authentic text based on pupils' interests' of US entertainment.				
Quality	Characteristics	Level of engagement				
		1	2	3	4	5
1. Pupils' attitudes						
Positive body language :	Pupils exhibit body posters indicate that they are paying attention to the teacher.				✓	
Consistent focus:	All pupils are focused on the learning activity without minimum disruption.				✓	
Fun and excitement:	Showing interest toward the learning material.					✓
2. Active engagement						
Discussions:	Number of pupils who attend to ask questions and add either further ideas or give examples.			✓		

Doing the tasks:	Number of pupils who do their tasks at the class.					✓
Reading:	Pupils read the authentic text and examples that are given by their teacher.					✓
Verbal participation:	Expressing reflective answers.				✓	
Performance orientation:	Understanding what quality work is. How it should be answered and will be assessed.				✓	
Communication skills:	Level of Grammar and structure of sentences, pronunciation and words choices.			✓		
3. Overall level of pupils:	In terms of interaction and engagement.					✓

Table 10. The experimental group level of engagement check-list

Table n°10 outlines that the experimental group performed much better than the control group; number of participation and interaction is much higher as it can be noticed the key n°4 (high) was used the most throughout the observation with (44, 4%) in which most of pupils of this particular group expressed a positive body language and focused contently with the new learning material also they perform very well whether in the oral or written activities by expressing reflective answers. Next, there is key n°5 (very high) was used (33, 3 %) of the time so that to depict how much pupils felt excited and enjoyed learning a new lesson through reading an authentic text based n their interests of US entertainment in which most of pupils; if not all of them, read the authentic text and did all the tasks they were asked to answer. Finally, the number of pupils who attended to present further ideas and ask questions can be represented by key n°3 (medium) which was used (22,2 %) in the observation. As a conclusion, from the above table and interpretation of its results, the researcher can conclude that the overall level of the experimental group; on average, was ‘high’ owing to their high

participation and performance. Hence, table n°11 displayed below summarizes the frequencies and percentages of the obtained results.

Possibilities	Control group		Experimental group	
	Frequencies	Percentages%	Frequencies	Percentages%
Very Low (1)	2	22,2		
Low (2)	4	44,4		
Medium (3)	3	33,3	2	22,2
High (4)			4	44,4
Very high (5)			3	33,3

Table 11. Frequency of the check-list results

Through analyzing the measures of the obtained results, the researcher discovered that the mean of the experimental group is approximately the double of the mean of the control group in which the mean of the experimental group is 4, 11 and the mean of the other group is 2, 11. Therefore, the difference in means indicates the effectiveness of the chosen treatment in which pupils’ level of interaction and engagement was higher with the exposure to authentic text based on US entertainment unlike in the control group who did not receive any treatment.

Figure (14) displayed below highlights the attained difference in means:

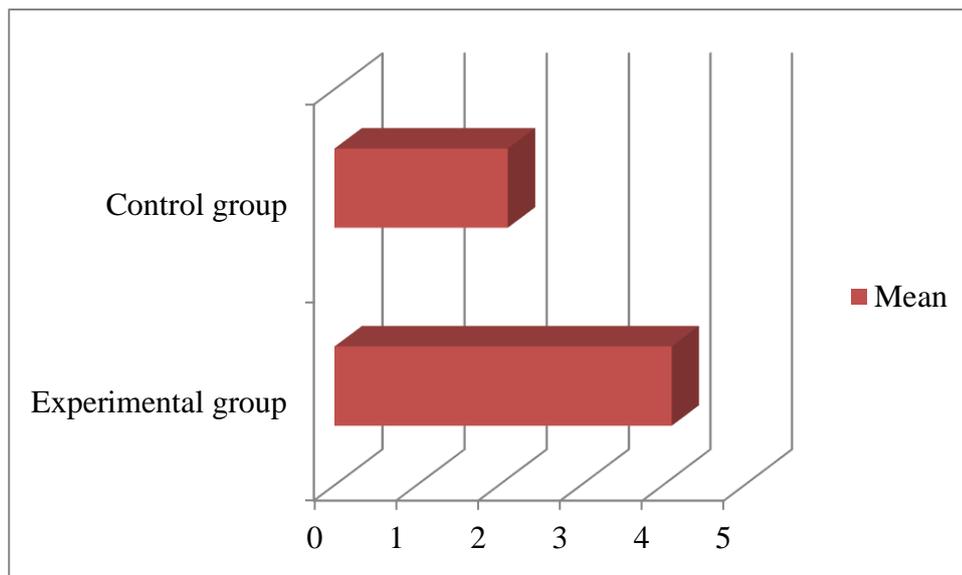


Figure 14. The difference in the observation means

The means and the other necessary measures for this conducted study are highlighted below in table n°12:

Control Group				Experimental Group			
Mean	Median	Variance	Std. Deviation	Mean	Median	Variance	Std. Deviation
2,11	2	0,61	0,78	4,11	4	0,61	0,78

Table 12. Measures of the check-list results

III. Pupils' survey

1. Description of the Close-ended Questionnaire

The close-ended questionnaire contains four rubrics; each part deals with a certain type of data, the researcher tends to categorize the next part of data analysis into four sections also. The first part contains findings about Algerian pupils' difficulties. And the second one supplies findings about middle school pupils' interests and learning styles, their preferable learning materials and their opinions about English textbooks. Then the next part investigates

pupils' communication skills and the amount of knowledge they gain from both school and US entertainment. Finally, the last part provides pupils' attitudes towards using US entertainment in classrooms and whether they agree to add texts from US entertainments sources to their English yearly book. The researcher used different types of close-ended questions; dichotomous questions, multiple choices questions and likert scale questions in order to collect various opinions and explore pupils' different interests. The researcher chose to use the close-ended questionnaire besides piloting the design of the experiment since it allows the researcher to describe the characteristics of the studied population and helps to develop generalizations about middle school population in Algeria only through inferring to the attained findings from the studied sample in the case study of the research.

2. Data Analysis: The Discussion and Interpretation of the Results

There was probability sampling in the submission of the questionnaire in which the whole population of 4th grade pupils had equal chance to participate and was selected randomly because probability sampling is more representative and leads to higher quality results as it provides an unbiased presentation of the population. This questionnaire was used as has been reported previously to check the validity of the experiment, yet the researcher administrated it later also to the rest of 4th year pupils to answer in addition to the participants in the experimental group to collect multiple opinions from different individuals of a large sample so that to generate representative data for generalization. Furthermore, it is worthwhile to mention in the beginning of the analysis that the survey was piloted and validated before it was given to pupils in order to make the necessary changes on the design, questions and language used in which the researcher asked the participated English teacher to administrate it to a small group of 4th year pupils after she validates it. Hence, the questions of the survey for each rubric were all answered as there are 94 answers for each question from 94 pupils out of

125 fourth grade pupils of the selected middle school for the study which represents (75,2%) of the population. And the total number of answers is illustrated as follow:

Answers	Number of Participants	Percentages (%)
94	94	100%
No answer	0	0%
Total	94	100%

Table 13. The results of the close-ended questionnaire

2.1.1 Section One: Pupils’ difficulties

➤ **Item 01: Do you like Studying English at middle school?**

The first item tends to know whether pupils like studying English at middle school or no in which the following table summarizes the obtained answers.

Answers	Number of Participants	Percentages (%)
Yes	69	73,40
No	25	26,60

Table 14. Pupils’ opinions about studying English

The results attained from this question indicate that (73, 40%) of the participants like studying English as a subject in middle school whereas the rest (26, 60%) do not. These findings are represented in figure (14).

Do you like studying English at middle school?

■ Yes
■ No

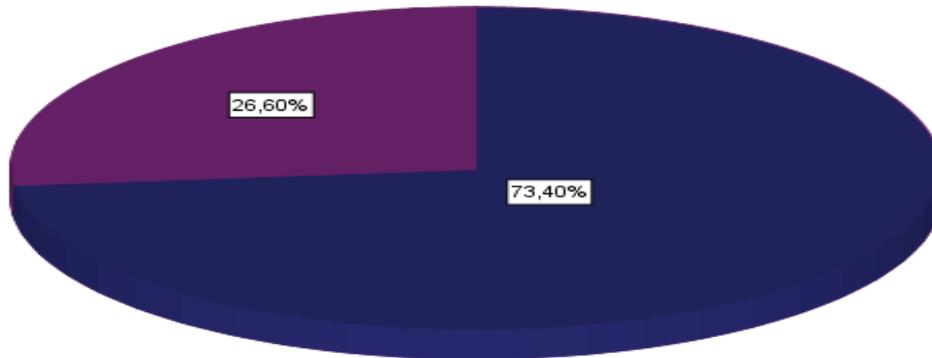


Figure 15. The percentages of whether pupils like studying English at middle school

➤ **Item 02: Do you face problems when you want to use English?**

The second question was asked to figure out whether middle school pupils face problems when they want to use the English language or no in which the results are organized in the following table.

Answers	Number of Participants	Percentages (%)
Yes	75	79,79
No	19	20,21

Table 15. The percentages of whether pupils face problems when they want to use English

The obtained findings revealed that the majority of learners (79, 79%) face problems when they want to use English while the remaining percentage (20, 21%) answered with no. The answers are organized in the following figure.

Do you face problems when you want to use English?

■ Yes
■ No

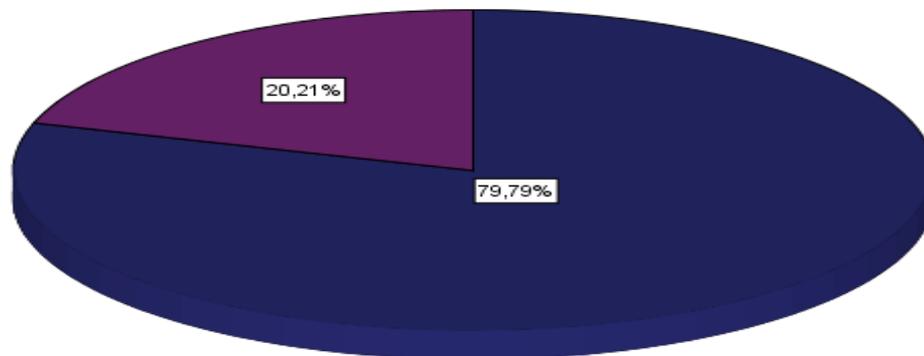


Figure 16. The percentages of pupils who face problems when they want to use English

➤ **Item 03: Do you like your Teacher’s way of presenting the lessons?**

This question is designed to know whether middle school pupils like their English teacher’s way of presenting the lessons to them or no. And the results are summarized in the next table.

Answers	Number of Participants	Percentages (%)
Yes	58	61,70
No	36	38,30

Table 16. Pupils ‘opinions about their teacher’s way of presenting the lessons

Figure (16) summarizes that (61, 70%) of the learners chose ‘Yes’ as their answer whereas the remaining informants (38, 30%) chose ‘No’ which means that more than half of the participants like their English teacher’s way of presenting the lessons.

Do you like your teacher's way of presenting the lessons?

■ Yes
■ No

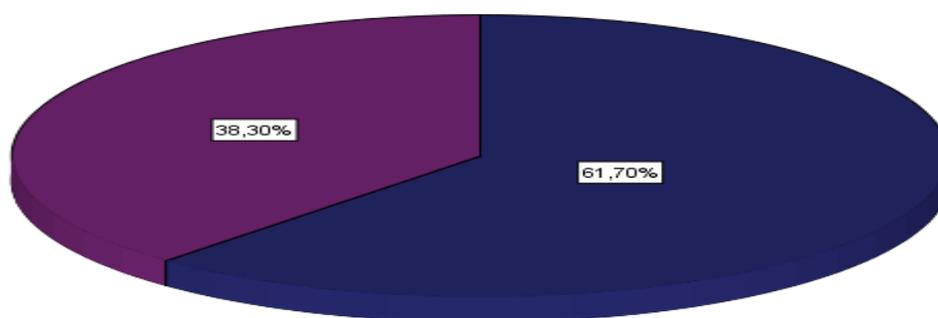


Figure 17. The percentages of pupils' opinions about their teacher's way of presenting the lessons

➤ **Item 04: Does your teacher ask you to read the texts and examples that are in the yearly book?**

As a way of presenting a new lesson to middle school pupils is to use the textbook or provide them with texts that contains the language input that the teacher want from his/her learners to gain. That's why the fourth and the following questions in this section were asked to link between their results and the results of the previous question so that to investigate more how a learner likes a certain way of a teacher of presenting a new lesson or no. Table (17) and Figure (17) organize the obtained findings for better understanding.

Answers	Number of the Participants	Percentages (%)
Yes	73	77,66
No	21	22,34

Table 17. Teachers that use the texts and examples of the yearly book

Does your teacher ask you to read the texts and examples that are in the yearly book?

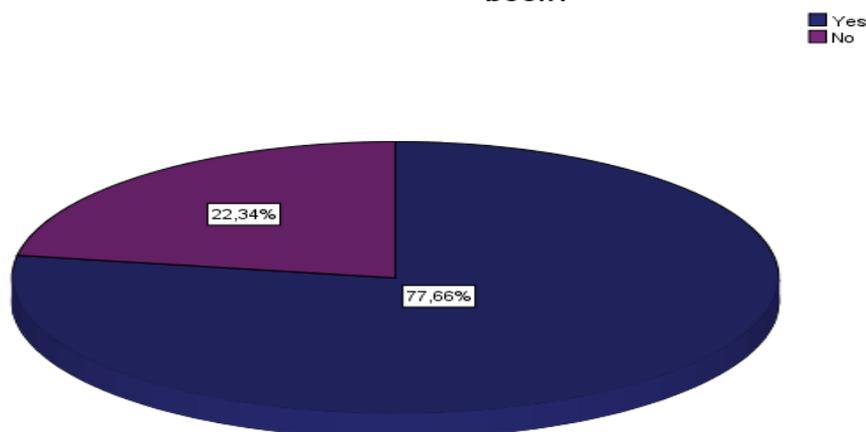


Figure 18. The percentages of teachers that use the texts and examples of the yearly book

According to both (Table 17) and (figure 17), the percentage of (77, 66%) of pupils answered with ‘Yes’; their teacher asks them to read the texts and examples of the yearly book whereas the percentage of (22, 34%) of pupils chose ‘No’. The obtained results show the role of textbooks in foreign language classrooms in which more than half of the participants like their teacher’s way of presenting lessons who this item reveals that she uses the English textbook to present the required syllabuses.

➤ **Item 05: Has ever your teacher brought new material of teaching to the class?**

As it is mentioned before, the last questions of this section were designed to investigate what does make a learner like or dislike his/her teacher’ way of presenting the lessons. Therefore, the obtained answers of the this question are categorized in the following table

Answers	Number of Participants	Percentages (%)
Yes	48	51,06

No	46	48,94
----	----	-------

Table 18. Teachers that bring new teaching material to the classroom

Approximately pupils' answers are close to each other According to (table 18) in which 48 pupils (51, 06%) out of 94 pupils answered with 'Yes' whereas the rest 46 pupils (48, 94%) chose 'No' which means their teacher tends to bring new teaching materials to the class. And such obtained findings lead to certain assumptions about the reasons that make pupils like or dislike their teacher's way of presenting new lessons which was the main goal behind this question. Hence, the obtained results are illustrated in the following figure.

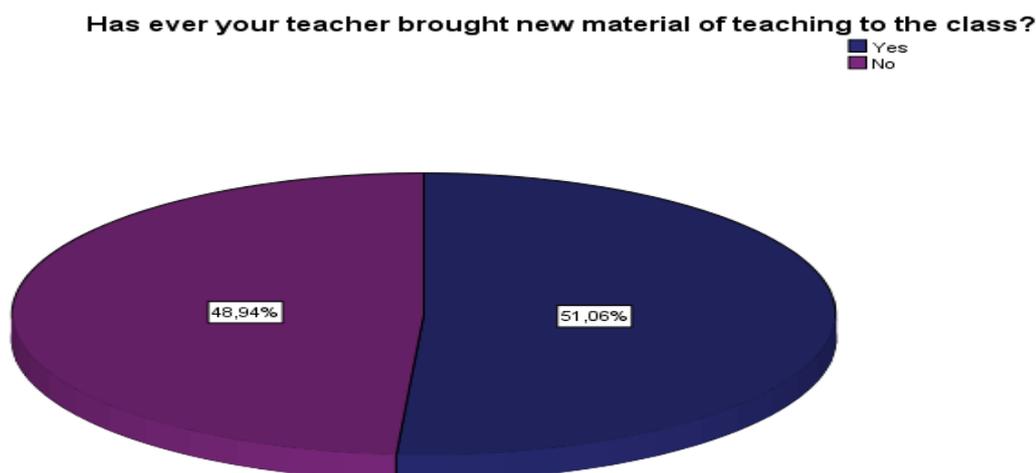


Figure 19. The percentages of teachers that bring new teaching material to the classroom

➤ **Item 06: Has ever your teacher brought different texts from the textbook to the class?**

Answers	Number of Participants	Percentages (%)
Yes	55	58,51

No	39	41,49
----	----	-------

Table 19. Teachers that bring different texts to the classroom

As seen in table number (19), (58, 51%) of pupils said ‘Yes’ their teacher bring different texts from the ones in the yearly book to the classroom whereas the rest (41, 49%) said ‘No’. The reported percentages assess that there are teachers who like to use different texts from the ones that are in the textbooks whether to vary the teaching materials, so pupils will be interested to learn or may be the texts of the English textbook still lack some essential features that are needed to enhance pupils’ skills and knowledge and to fit the current teaching/learning environment. The percentages of the findings are pictured in the following figure.

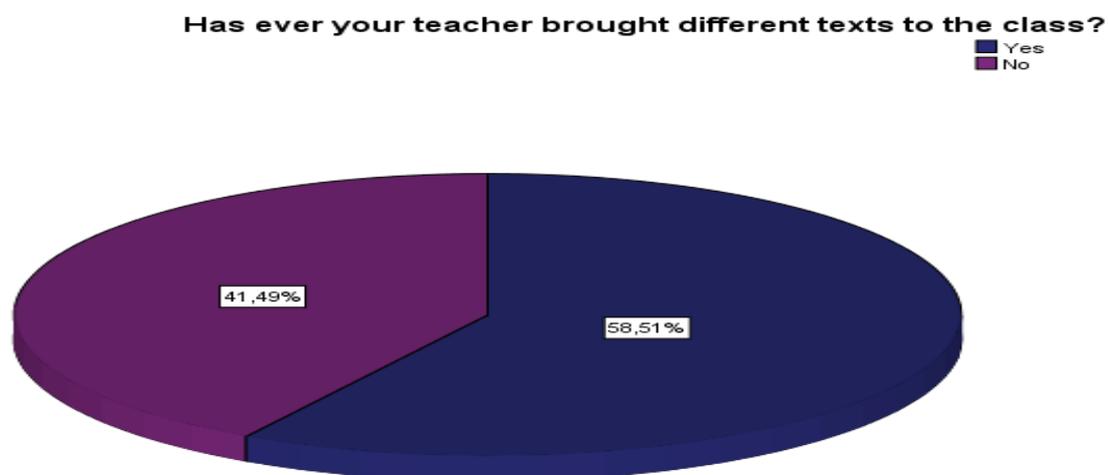


Figure 20. The percentages of Teachers that bring different texts to the classroom

➤ **Item 07: Has ever your teacher used entertainment in the class?**

Answers	Number of Participants	Percentages (%)
No	67	71,28

Yes	27	28,72
-----	----	-------

Table 20. Teachers that use entertainment in the class

The attained findings indicate that the majority of pupils with (71, 28%) percentage assume that their English teacher does not use materials of entertainment in the class, unlike the rest responses (28, 72%) that assume the opposite. The difference in percentages highlights what it is needed in the 21st century English classrooms in the Algerian middle schools.

Figure (21) organizes the attained responses.

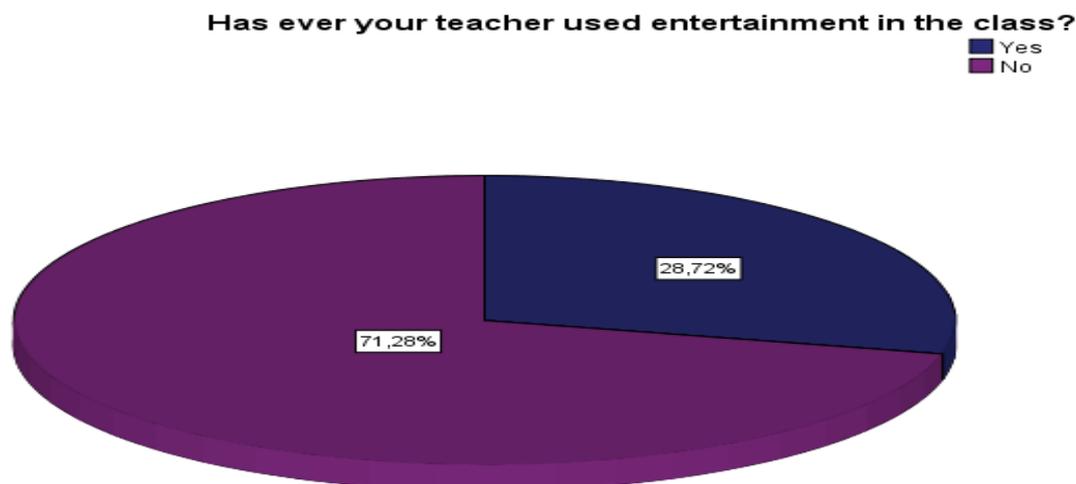


Figure 21. The percentages of teachers that use entertainment in the class

2.1.2 Section Two: Pupils' interests and Learning Styles

➤ **Item 08: From which of the following you understand the most?**

This question is followed by five choices in which each pupil chooses the answer that suits her/him so as to figure out pupils' favorite ways of understanding. Pupils' answers are organized as follow:

Choices	Number of Answers	Percentages (%)
Reading the texts of the yearly book.	14	14,89
Teacher's written explanation on the board.	22	23,40
Oral explanation.	8	8,51
Different examples	37	39,36
Through exercises	13	13,83

Table 21. Pupils' favorite way of understanding

From the results that are presented in table (21), it is clear that (39, 36%) of pupils understand their lessons through getting different examples, examples of authentic performance may be suggested here for such learning style of pupils. A percentage of (23, 40%) prefer the teacher's written explanation on the board which reminds of need to written extracts in foreign language classrooms. (14, 89%) of pupils chose reading the texts of the yearly book as a technique to understand language input and such a result outlines the importance of texts and textbooks in foreign language learning process, whereas; with close percentage of the previous one, (13, 83%) of pupils understand their lessons through exercises. And the rest respondents (8, 51%) prefer oral explanation. Therefore, the above results support the research's suggested solution; adding authentic texts to the yearly books, for improving pupils' level. Figure (22) summarizes the results.

From which way of the following you understand the most?

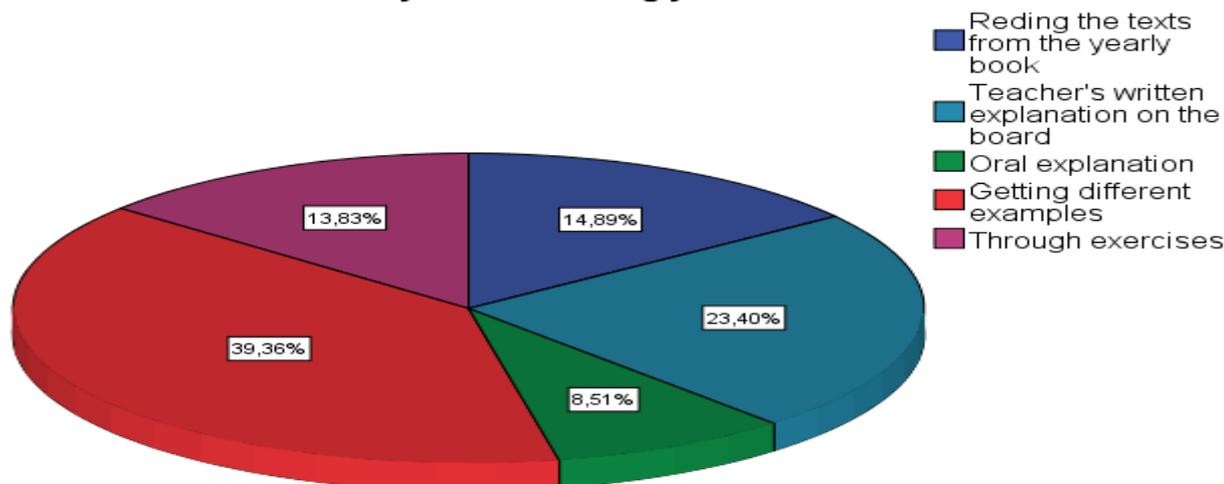


Figure 22. The percentages of pupils' favorite way of understanding

➤ **Item 09: Which one of the following skills you are the most good at?**

Pupils were giving the language four skills as choices so that to choose the skill that are the most good at and their answers were as follow:

Choices	Number of answers	Percentages (%)
Reading	34	36, 17
Writing	18	19, 14
Listening	32	34, 04
Speaking	10	10, 63

Table 22. The skills that pupils are the most good at

According to the above table, we can see that (36, 17%) of pupils are mostly good in reading. (34, 04%) of pupils are mostly good in listening. Whereas, (19, 14%) of pupils chose

writing and the rest (10, 63%) chose speaking. The percentages are pictured in the following chart.

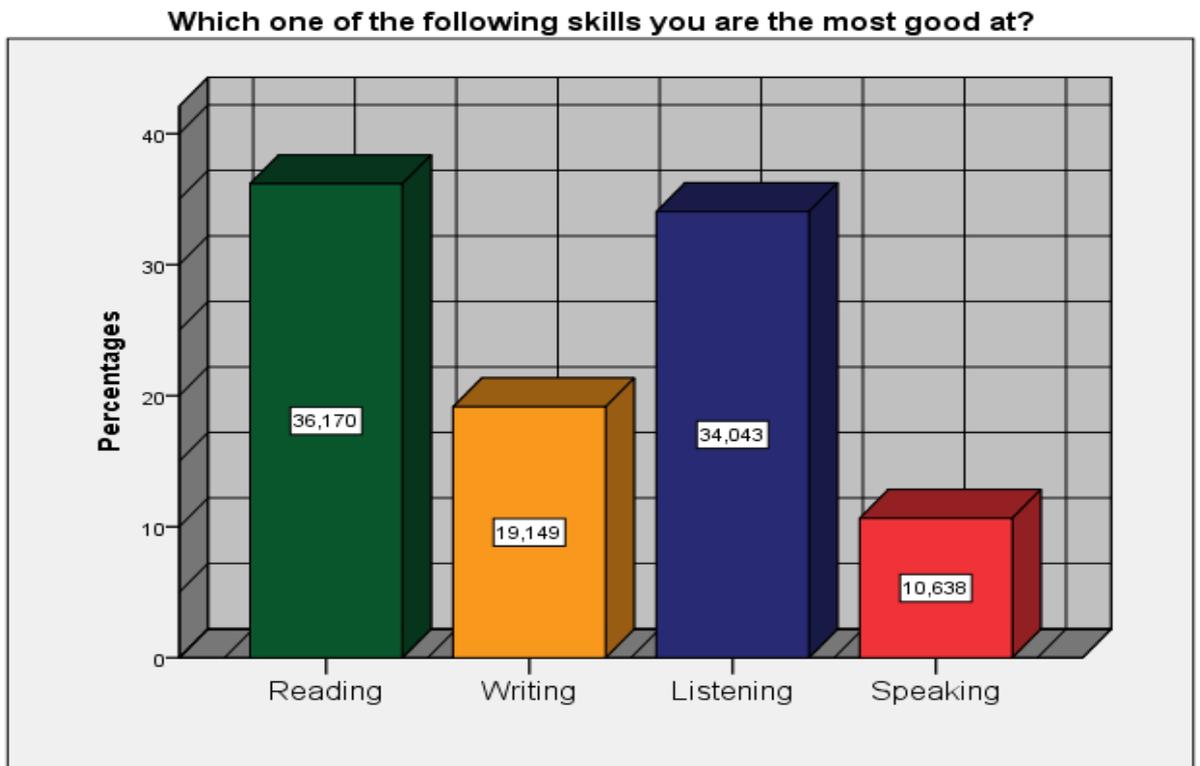


Figure 23. The percentages of the skills that pupils are the most good at

➤ **Item 10: Which of the following skills you like to be good at?**

Choices	Number of answers	Percentages (%)
Reading	30	31, 91
Writing	28	29,78
Listening	2	2, 12
Speaking	34	36, 17

Table 23. The skills that pupils like to be good at

As we can see in table (23), the results about pupils’ desired skills to learn are approximately close to each others expect listening in which (36, 17%) of pupils like to be good in speaking. (31, 91%) of pupils like to be good in reading. (29, 78%) of pupils like to be good in writing, whereas; very few pupils (2, 12%) like to be good in listening. The skills that pupils most like to be good at can be improved as a result to a long exposure to different types of entertainment. Thus, the obtained results are illustrated in the following chart.

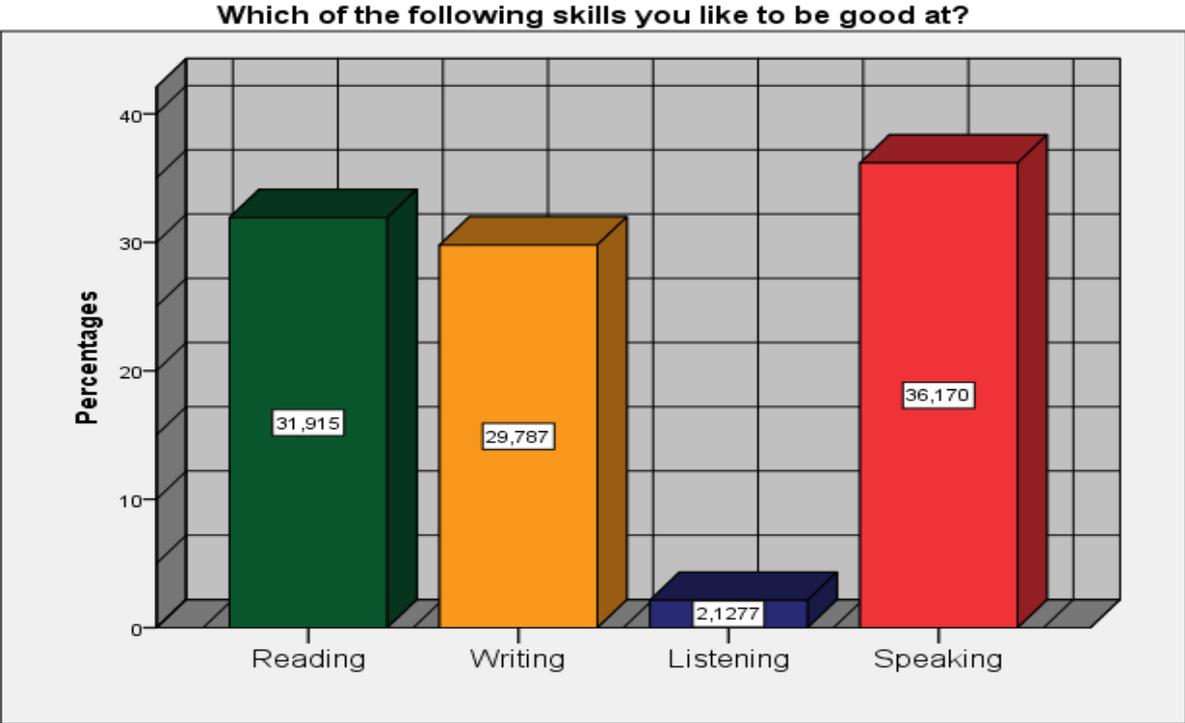


Figure 24. The percentages of the skills that pupils like to be good at

To conclude the discussion of this item, as a comparison between the results of item 09 and 10, the researcher notices first, that pupils are mostly good in reading, yet they still choose to improve their reading skill which brings out the prerequisite of reading so that to accomplish communicative purposes. Second, speaking and writing are the skills that pupils mostly not good at and mostly chosen by pupils as the skills they like to improve. And according to the obtained findings, as reading is highly requested, authentic texts based on pupils’ interests of US entertainment can be used to develop their productive skills.

➤ **Item 11: Which one of the following is your preferable learning material?**

Pupils were given four suggestions to choose their preferable materials and their answers were distributed as follow:

Choices	Number of answers	Percentages (%)
Textbooks	28	29,79
Short stories	22	23,40
Videos	35	37,23
Images	9	9,57

Table 24. Pupils' preferable learning materials

According to table (24), 35 (37, 23%) out of 94 pupils prefer videos as their favorite learning material. Then, 28 (29, 79%) pupils prefer textbooks. 22 (23, 40%) pupils prefer short stories whereas images are preferred by 9 (9, 57%) pupils. As a solution to provide all learners with their preferable learning materials, authentic texts based on learners' interests of different types of entertainment can be involved in foreign language classrooms. Pupils answers are summarizes in the following figure.

Which one of the following is your preferable learning material?

- Textbooks
- Short stories
- Videos
- Images

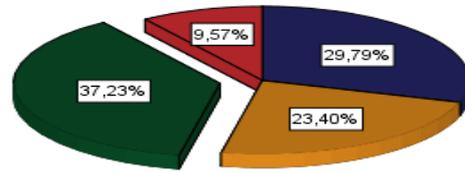


Figure 25. The percentages of pupils' preferable learning materials

- ✓ **Pupils' suggestions:** Pupils were asked to give other suggestions of their preferable learning materials besides the ones that were given to them as choices. And there were suggestions as follow:

Pupils' suggestions	Number of answers	Percentages (%)
No suggestion	91	96, 81
Copybook	1	1, 06
Podcast	1	1, 06
Materials with translation	1	1, 06
Total	94	100%

Table 25. Pupils' suggestions of their preferable learning materials

Pupils' other suggestions of their preferable learning materials

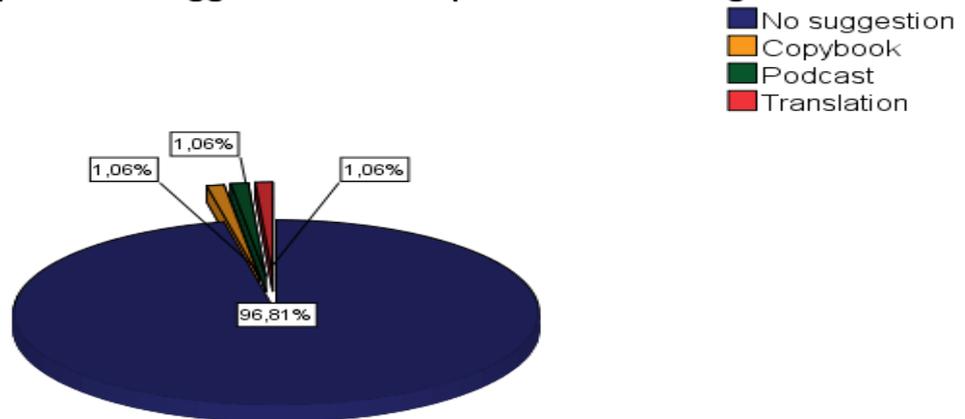


Figure 26. The percentages of Pupils' suggestions of their preferable learning materials

As seen in table and figure (25), the majority of pupils; 91 (96, 81%) pupils out of 94 preferred not to suggest any other learning material besides the choices that were given to them, unlike three other pupils who suggest three other possibilities. (1, 06%) suggests copybook, another (1, 06%) suggests podcast, and the last (1, 06%) suggests any material that contains translation.

➤ **Item 12: If you could choose one of the following materials to be always used in every lesson, what would be?**

Pupils were given four suggestions to choose the material they want to use every lesson if they could and their choices were as follow:

Choices	Number of answers	Percentages (%)
Different texts from the yearly book	31	32, 98
Videos	24	25, 53

Images	12	12, 77
Games	27	28, 72

Table 26. Pupils' learning materials that they want every lesson

According to table (26), (32, 98 %) of pupils want different texts from their English yearly book's texts to be used every lesson. And (28, 72%) of them want games to be used every lesson. Then, (25, 53%) chose videos. Whereas, (12, 77%) of pupils chose images to be used. The most chosen learning material by pupils to be used every lesson indicates pupils' recommend of involving different type of texts whether in the yearly book that is full of created texts or in the classroom. Hence, pupils' answers are pictured in the next figure.

If you could choose one of the following materials to be always used in every lesson, what would be?

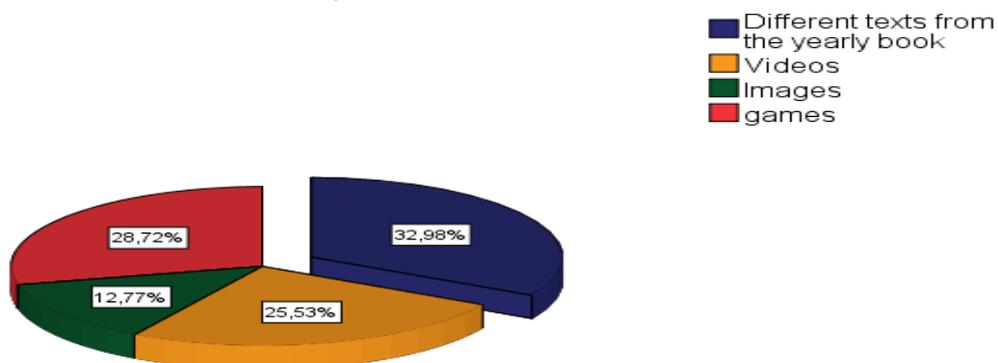


Figure 27. The percentages of Pupils' learning materials that they want every lesson

Note. Pupils were also asked to suggest other possibilities under question (12).

However, there was no suggestion.

➤ **Item 13: Choose one of the following sources to be added to your book of English?**

Pupils were given five choices to choose what they want to add to their English textbook. And the results were as follow:

Choices	Number of answers	Percentages (%)
Real photos	24	25, 53
Films' dialogues	31	32, 98
Speeches of leaders	10	10, 64
Texts from media	5	5, 32
Short stories	24	25, 53

Table 27. What pupils want to add to their English textbook

The results in table (27) indicate that (32, 98%) of pupils want films' dialogues to be added to their English textbook. Whereas, (25, 53%) of them want real photos and the other (25, 53%) want short stories to be added, unlike very few pupils (5, 32%) chose texts from media as a source of language input to be added to their textbooks. The high percentage of 32, 98% of pupils who like to add films' dialogues to their English textbook spotlights the highly recommend of involving entertainment in education due to its dominance and its coverage of perfect dominion language forms and performances that help learners develop their communicative competence which is the main goal behind learning a foreign language.

The below figure illustrates the participants' answers.

Choose one of the following possibilities to be added to your book of English?

- Real photos
- Films' dialogues
- Speeches of leaders
- Texts from media
- Short stories

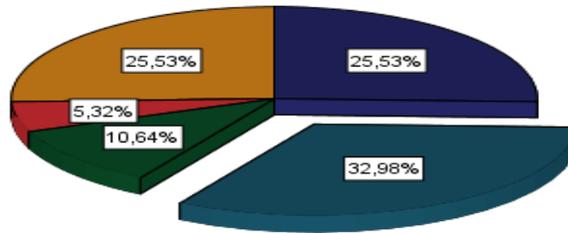


Figure 28. The percentages of what pupils want to add to their English textbook

✓ **Pupils' suggestions:** Like the previous two questions, pupils were asked to add further suggestions if they have and the results were as follow:

Pupils' suggestions	Number of answers	Percentages (%)
No suggestion	93	96, 81
plays	1	1, 06
Total	94	100%

Table 28. Pupils' suggestion of what they want to add to their textbook

As we can see in table (28), only one pupil (1, 06%) suggests a possibility to be added to the English textbook beside the choices that were given to them in the questionnaire which is 'Plays'. And figure (28) illustrates the results.

Pupils' suggestions of what they want to add to their English textbook

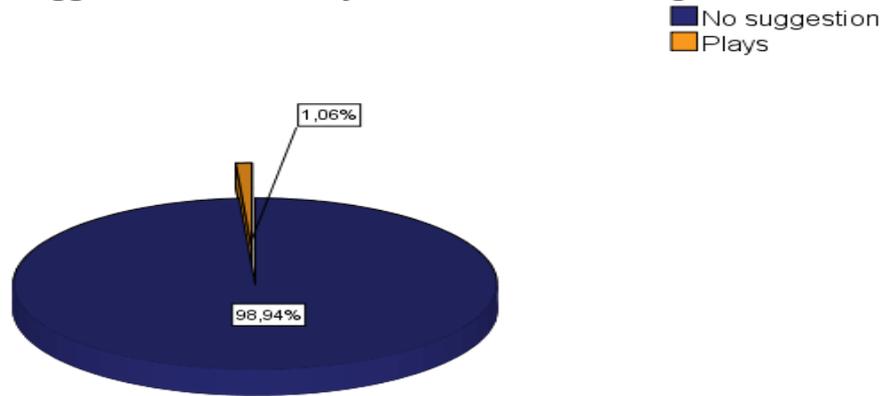


Figure 29. The percentages of pupils' suggestions of what they want to add to their textbook

➤ **Item 15: What type of lessons do you like to study the most?**

This question seeks to figure out what type of lessons pupils like to study the most. And middle school pupils are demanded to acquire the grammar of the desired foreign language and certain amount of vocabularies. Pupils' choices are organized as follow in table (29)

Choices	Number of answers	Percentages (%)
Grammar	57	60, 64
Vocabulary	37	39, 36

Table 29. Pupils' favorite type of lessons

As it can be seen, most pupils, (60, 39%) of them, like to study grammar the most unlike (39, 36%) who prefer learning vocabularies. And authentic texts based on US entertainment are recommended by the researcher to be used in learning or teaching linguistic input that is the main base to develop good performance and communicative skills because

entertainment does not only show native speakers' performance but also provides heavy package of grammar rules. The obtained results are illustrated in the next figure.

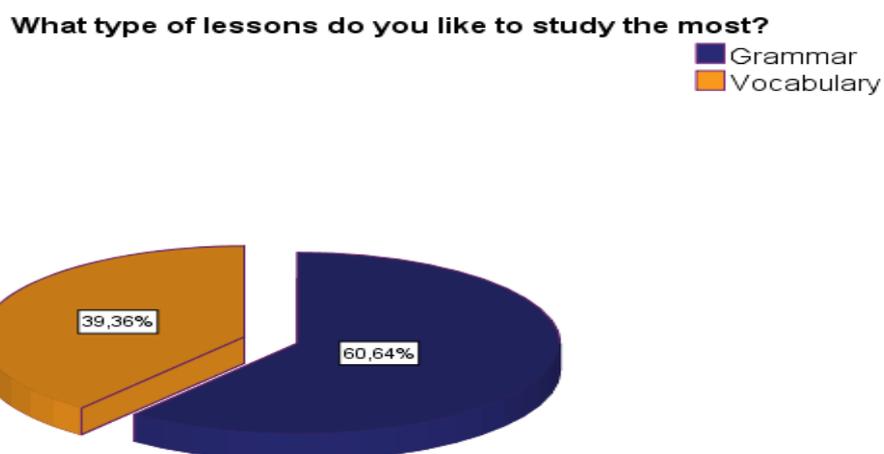


Figure 30. The percentages of pupils' favorite type of lessons

2.1.3 Section Three: Communication Skills

➤ **Item 16: How often do you speak English at the class?**

This question seeks to figure out how often pupils tend to speak English in the classroom in which their answers were as follow:

Possibilities	Number of answers	Percentages (%)
Always	8	8,51
Often	18	19,14
Sometimes	28	29,78
Rarely	19	20,21
Never	21	22,34

Table 30. How often pupils speak English in the class

The obtained results in table (30) illustrate that (29, 78%) of pupils sometimes speak English in the class. (22, 34%) of them never speak English in the class. (20, 21%) of pupils rarely speak English in the class. And (19, 14%) of pupils often speak English in the class. Whereas, few pupils (8, 51%) who always speak English in the classroom. The mentioned results depict the current level of Algerian pupils' abilities in which they are summarized as follow:

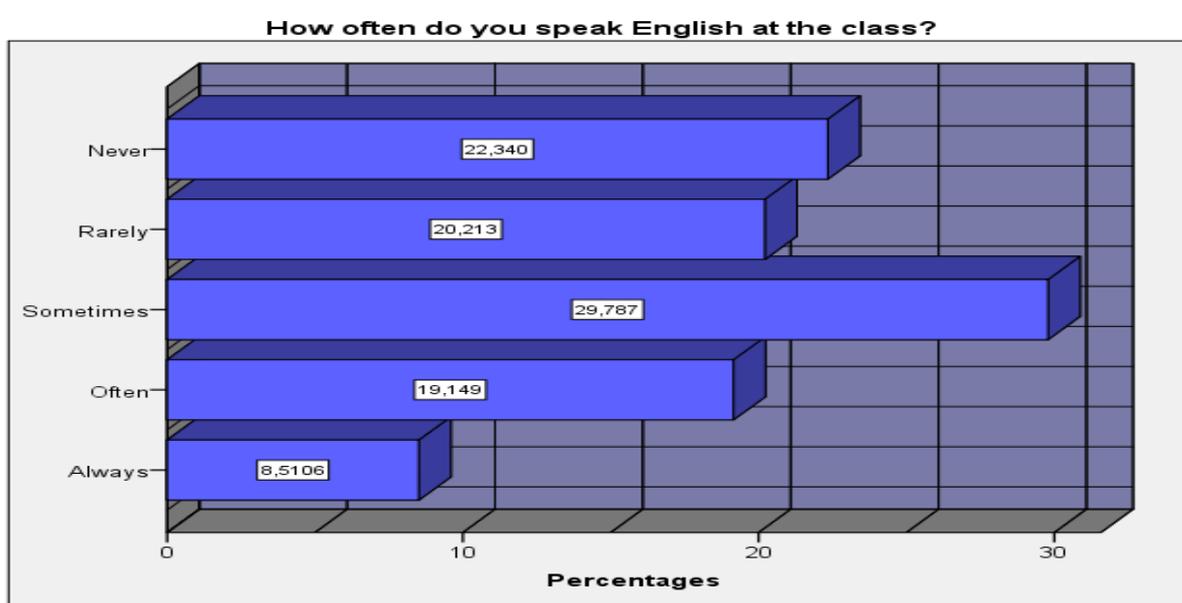


Figure 31. The percentages of how often pupils speak English in the class

➤ **Item 17: How do you consider your level of communication in English:**

This question seeks to ascertain pupils' level of communication in English and the attained results of this question vary as follow:

Possibilities	Number of answers	Percentages (%)
Very good	5	5,31
Good	17	18,08
A little bit good	27	28,72

Not at all good	45	47,87
-----------------	----	-------

Table 31. Pupils' level of communication

The attained findings in table (31) illustrate that approximately half of the participants (47, 87%) are not good at all in communicating in English whereas the other half distribute as the following: (28, 72%) of pupils are a little bit good, and (18, 08%) of them consider themselves good unlike very few pupils (5, 31%) who consider themselves very good in communicating in English. Pupils' self-description of their communication level states that the Algerian learner needs new communication strategies and the current level of pupils' communication is due to the lack of language four skills as it has been analyzed previously. Figure (32) organizes the attained findings.

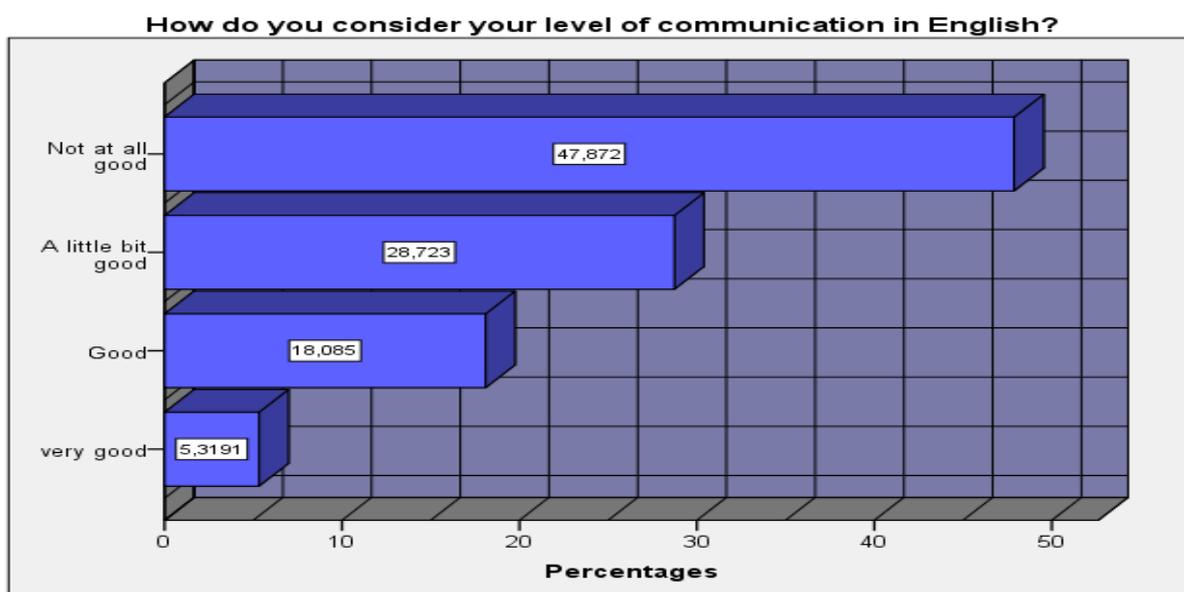


Figure 32. The percentages of pupils' level of communication

➤ **Item 18: How often does your teacher communicate with you in the class using English?**

This question seeks to find out how often the participants' English teacher communicate with them using English and the results are organized in the next table

Possibilities	Number of answers	Percentages (%)
Always	58	61,70
Often	27	28,72
Sometimes	6	6,38
Rarely	0	0
Never	3	3,19

Table 32. How often the teacher communicates with her pupils in English

The organized findings in table (32) summarize that more than half of pupils (61, 70%) claim that their English teacher always communicate with them in English in the class. Whereas, the rest; (28, 72%) of them claim that she often use English to communicate with them. Unlike, (6, 38%) of pupils claim she sometimes use English to communicate with them. And the final (3, 19%) of pupils claim she never does. The findings reveal that pupils face problems in communicating in English not because of the teacher as she makes sure to always use it but because of the traditional learning materials that are not designed with communicative purposes. Figure (33) pictures the obtained findings

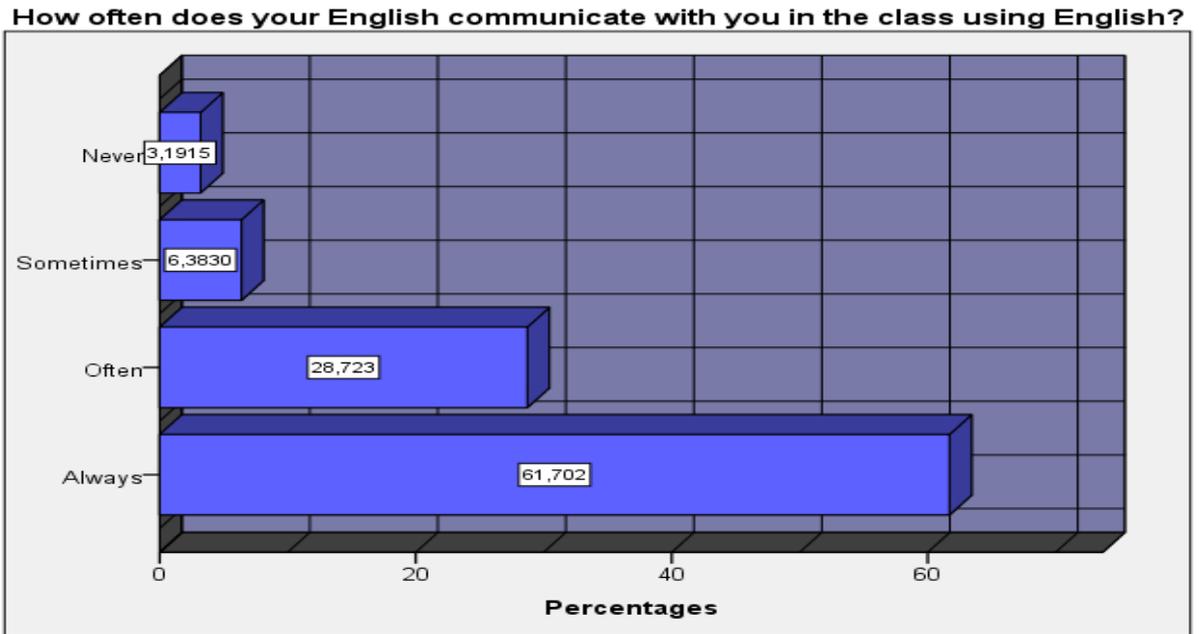


Figure 33. The percentages of how often the teacher communicates with her pupils in English

➤ **Item 19: How much grammar do you learn in the class?**

The amount of grammar that pupils learn in the class according to their answers was as follow:

Possibilities	Number of answers	Percentages (%)
Very much	39	41,48
A little bit	41	43,61
Not at all	14	14,89

Table 33. How much grammar pupils learn in the class

Table (33) summarizes that (43, 61%) of the participant learn a little bit of grammar in the class. And (41, 48%) of them learn so much grammar in the class whereas (14, 89%) of pupils assume that they do not learn at all grammar in the class. The participants' answers explain the results of item n° 15 where pupils preferred to study grammar the most in which

high percentage of pupils acquire only a little bit of grammar and the second high percentage state they learn so much grammar in the class, so the reasons behind preferring to study grammar the most in the class can be owing to the 1st two reported results. Figure (33) outlines the attained findings

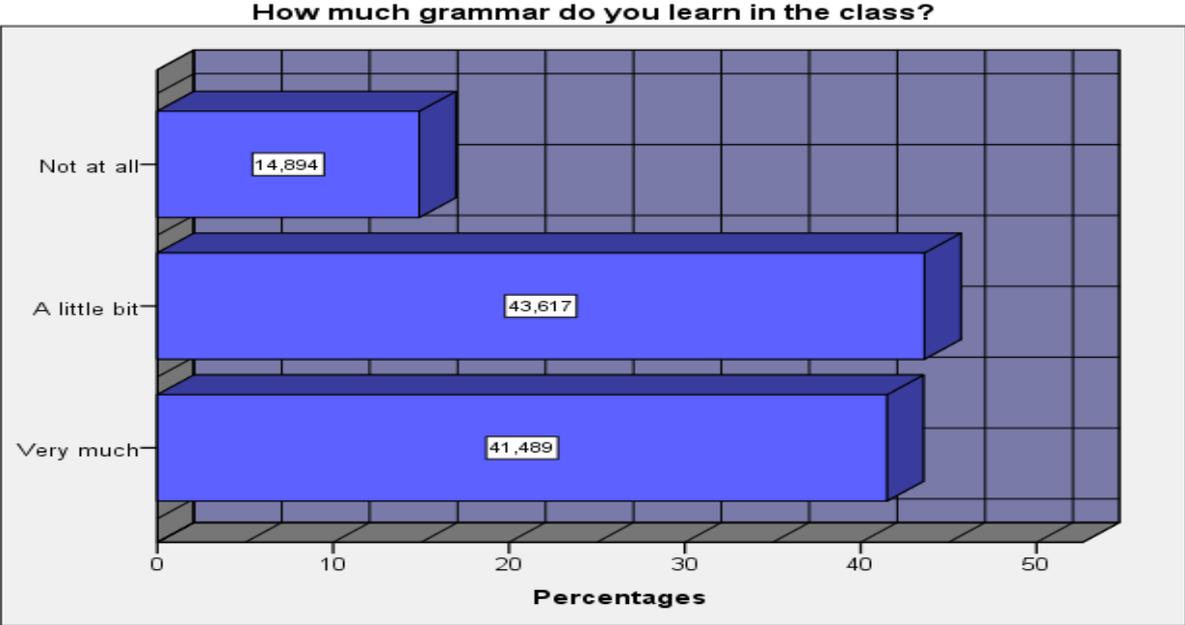


Figure 34. The percentages of How much grammar pupils learn in the class

➤ **Item 20: How much grammar do you learn through entertainment?**

This question seeks to discover how much entertainment helps pupils to learn grammar. And pupils’ answers were distributed as follow:

Possibilities	Number of answers	Percentages (%)
Very much	52	55,31
A little bit	36	38,29
Not at all	6	6,38

Table 34. How much grammar pupils lean through entertainment

Table (34) reviews that half of pupils (55, 31%) claim that they learn so much grammar through entertainment. And (38, 29%) of them claim that they learn a little bit of grammar through entertainment. Whereas, very few pupils (6, 38%) claim that entertainment does not help them at all in learning grammar. The results of this item and the previous ones about grammar (item n°15&19) indicate that pupils preferred to study grammar the most as a high percentage of pupils stated that they learn only a little bit of grammar in the class, yet most of them stated entertainment helped them to acquire so much grammar unlike in the classroom. The obtained findings are summarized in the following figure

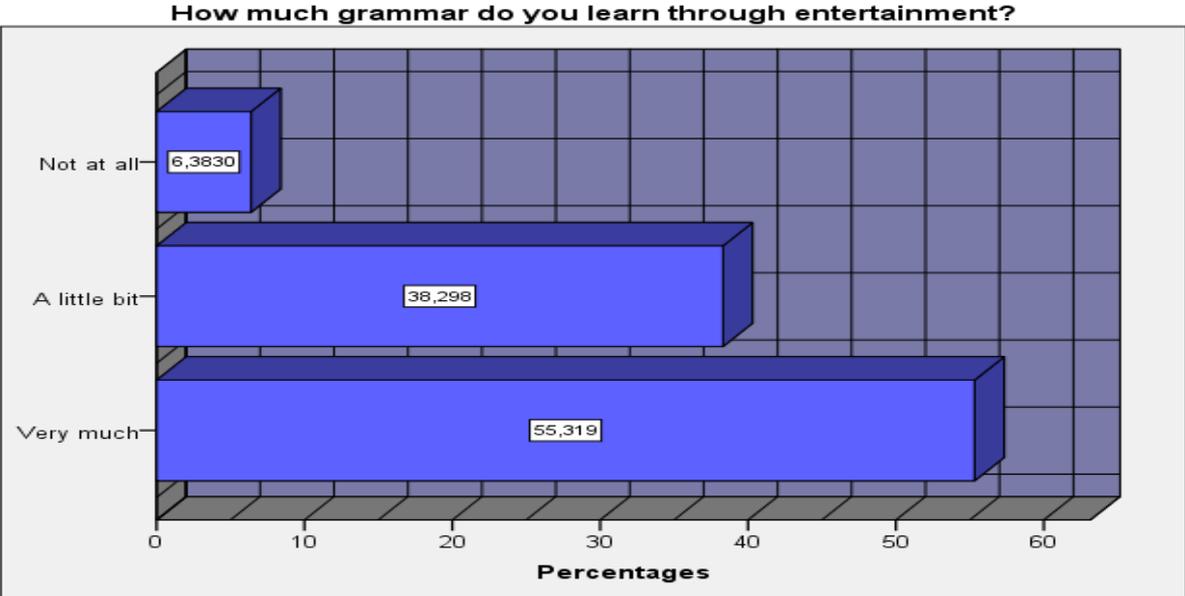


Figure 35. The percentages of how much grammar pupils learn through entertainment

The researcher tends to compare between the results of item (19) and item (20) so as to highlight the difference of the amount of grammar pupils learn in both the class and through entertainment. And figure (35) highlights that difference in which it outlines that the grammar that pupils learn through entertainment is much more than what they learn in the class as follow:

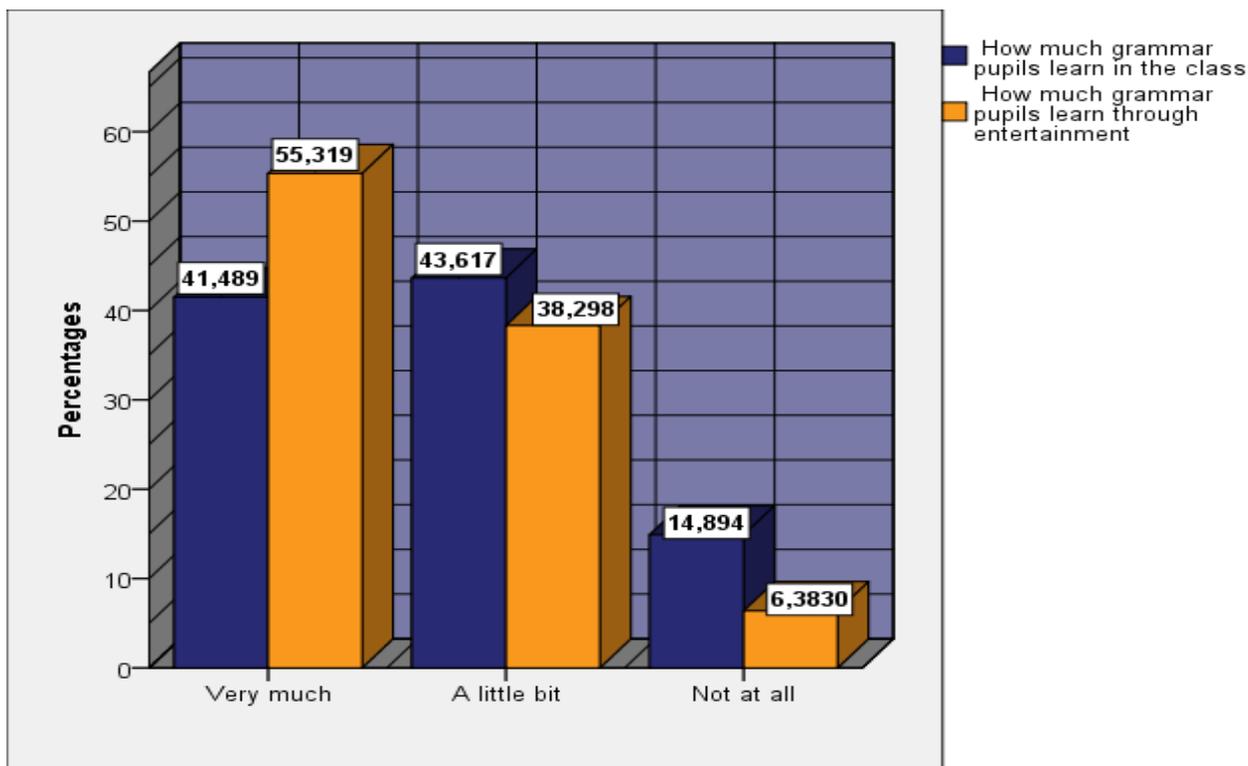


Figure 36. A comparison between the obtained results of item 19&20

➤ **Item 21: How many vocabularies do you learn in the class?**

The amount of vocabularies that pupils learn in the class according to their answers was as follow:

Possibilities	Number of answers	Percentages (%)
A lot	42	47, 87
A little bit	45	44, 68
Not at all	7	7, 44

Table 35. How many vocabularies pupils learn in the class

Table (35) reviews that (47, 87%) of pupils claim that they learn just a little bit of vocabularies in the class. And (44, 68%) of them claim that they do learn a lot of vocabularies in the classroom. Whereas, the rest (7, 44) claim that they do not learn at all vocabularies in the class. Figure (36) sums up the obtained results bellow

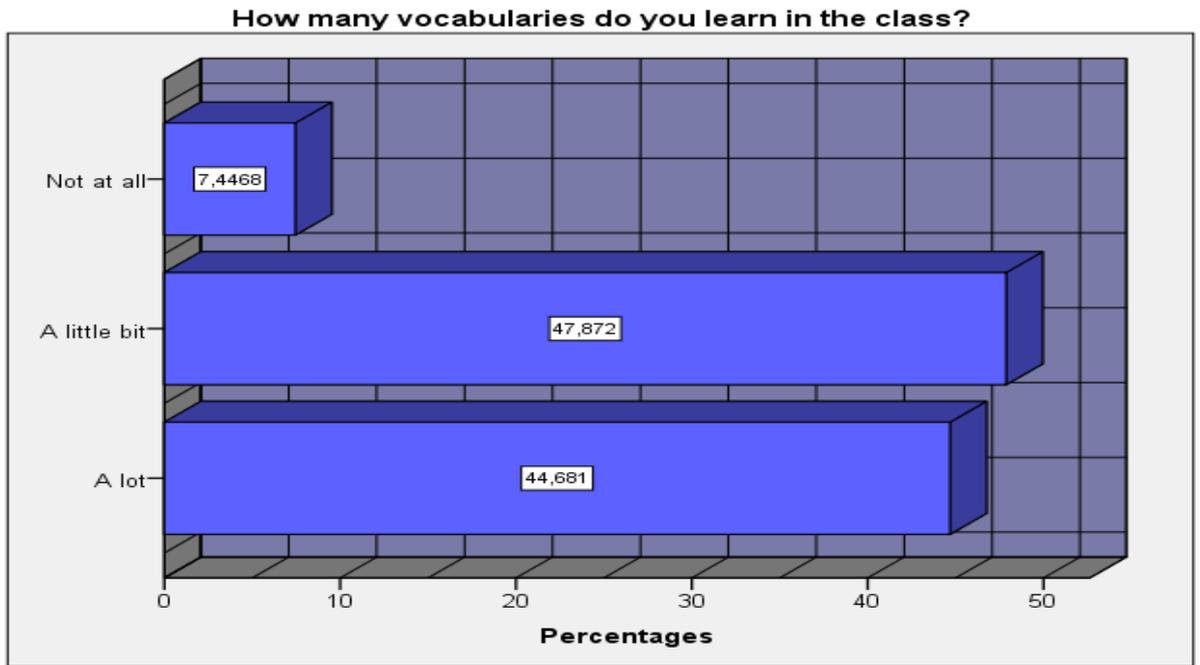


Figure 37. The percentages of how many vocabularies pupils learn in the class

➤ **Item 22: How many vocabularies do you learn through entertainment?**

This question seeks to discover how much entertainment helps pupils to acquire new vocabularies. Therefore, pupils' answers were stated as follow:

Possibilities	Number of answers	Percentages (%)
A lot	53	56,38
A little bit	38	40,42
Not at all	3	3,19

Table 36. How many vocabularies pupils learn through entertainment

Table (36) illustrates that the majority of pupils (56, 38%) learn a lot of vocabularies through entertainment. And (40, 42%) of pupils acquire a little bit of vocabularies through entertainment. Whereas, only three pupils (3, 19%) claim that they do not learn at all vocabularies through entertainment. Figure (38) summarizes the obtained results.

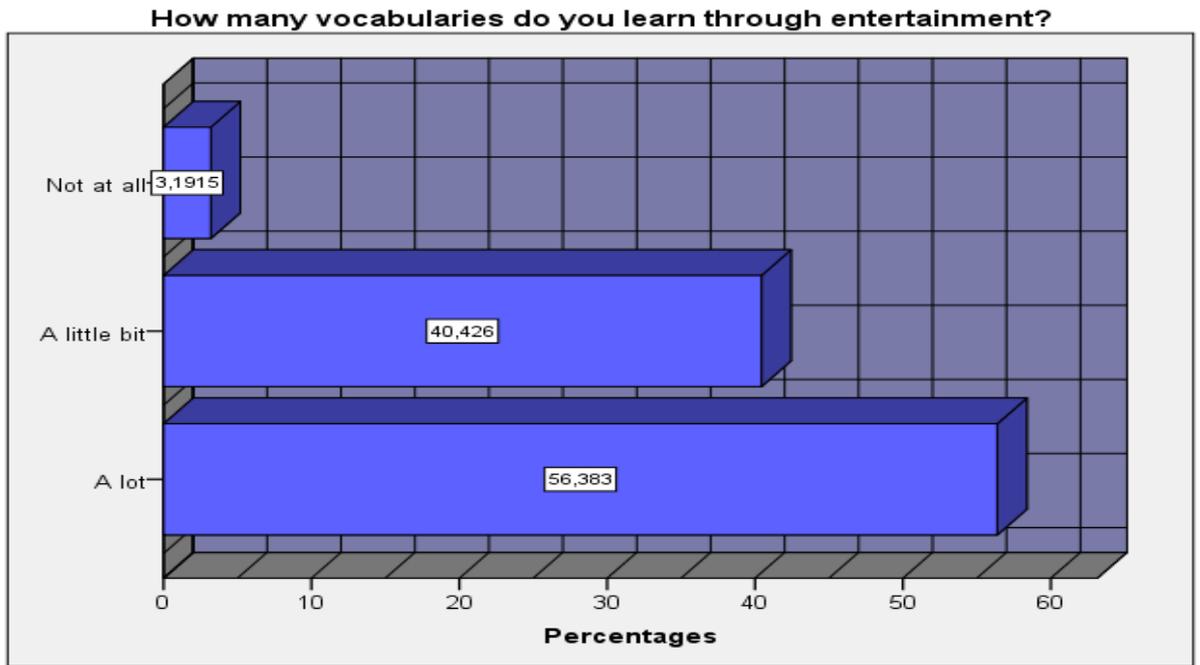


Figure 38. The percentages of how many vocabularies pupils learn through entertainment

The researcher compares also between the obtained findings of item (21) and item (22) so that to highlight the difference of the amount of vocabularies pupils acquire either in the classroom or through entertainment. And figure (39) which summarizes that pupils learn vocabularies through entertainment more than they learn in the class highlights that difference in the attained findings as follow:

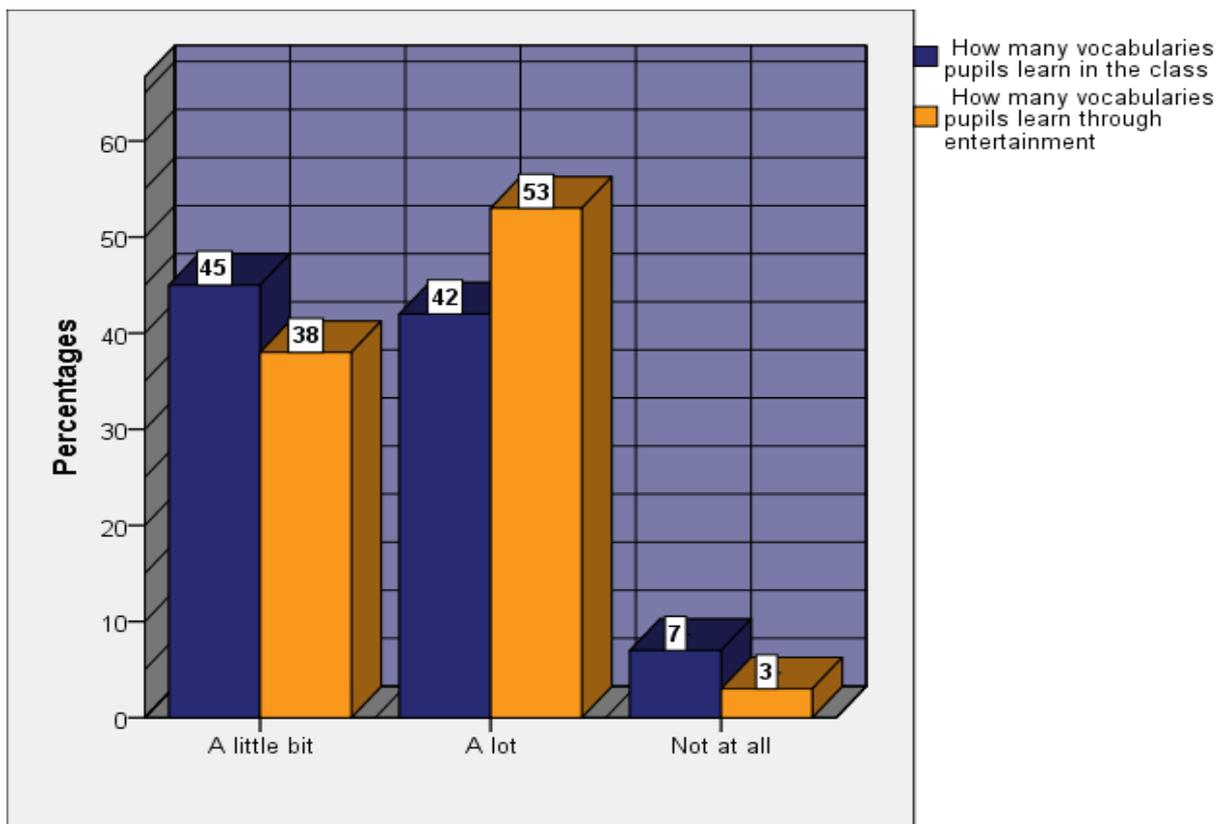


Figure 39. A comparison between the findings of item 21&22

2.1.4 Section Four: Pupils' attitudes towards US entertainment

➤ Item 23: How much is important for you...?

In this item, the researcher gives three questions to pupils, each question with a different aim in a form of likert scales in a table. And the obtained findings of those questions are organized as follow:

- ✓ **Communicating in English:** Pupils were asked about how much is important for them to communicate in English. And Table (37) indicates that (36, 2%) of pupils claim that it is very important for them to be able to communicate in English. (34) of them claim that it important for them to communicate in English. Whereas, (18, 1%) chose to stay neutral and the rest (6, 4%) of pupils claim that it is less important and (5, 3%) of them claim that it is not important to communicate in English.

How much is important for you...?	Number of answers	Percentages (%)

Very important	34	36,2
Important	32	34
Neutral	5	5,3
Less important	17	18,1
Not important	6	6,4

Table 37. How much is important for pupils to communicate in English

✓ **Finding in the classroom learning materials according to your interests in US entertainment:**

Table (38) summarizes how much is important for pupils to find in the class learning materials based on their interests of US entertainment as follow: It is important to find in the classroom learning materials based on US entertainment for (38, 3%) of pupils. And (33%) of them claim that it is very important. Whereas, (13, 8%) of pupils claim it is less important. (12, 8%) chose to stay neutral and only two pupils who claim that it is not important for them to find in the classroom learning materials based on their interest of US entertainment.

How much is important for you...?	Number of answers	Percentages (%)
Very important	31	33
Important	36	38,3
Neutral	12	12,8
Less important	13	13,8
Not important	2	2,1

Table 38. How much is important for pupils to find in the class learning materials based on their interests in US entertainment

✓ **Sharing the same interest in US entertainment with your English teacher:**

Table (39) reviews that it is very important for (36, 2%) of pupils to share the same interest of US entertainment with their English teacher, And for (29, 8%) of them it is also important. Whereas, (13, 8%) chose to stay neutral and for the other (13, 8%) it is less important for them. And the last (6, 4) claim it is not important for them to share with their teacher the same interest of US entertainment.

How much is important for you...?	Number of answers	Percentages (%)
Very important	34	36,2
Important	28	29,8
Neutral	13	13,8
Less important	13	13,8
Not important	6	6,4

Table 39. How much is important for pupils to share the same interest in US entertainment with their teacher

Figure (40) sums up the attained findings that were organized in the above tables as follow:

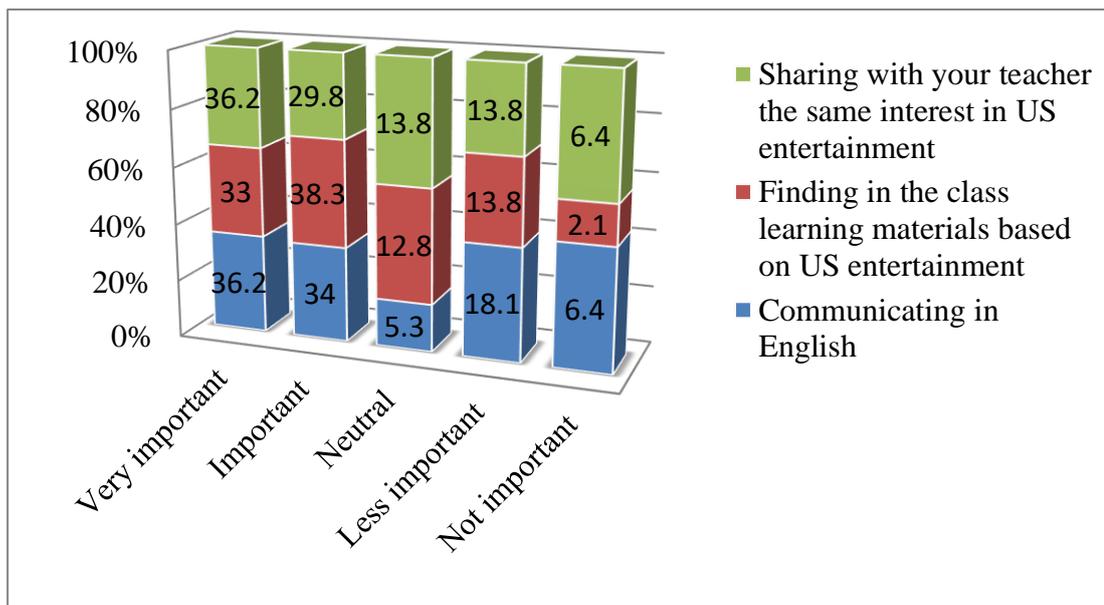


Figure 40. The percentages of item n° 23

➤ **Item 24: How much do you agree...?**

The same as item n° 23, the researcher gives in this item three questions to pupils, each question with a different aim in a form of likert scales in a table. And the attained results of those questions are categorized in the following tables:

✓ **To study English through texts of American speakers:**

Pupils were asked about how much they agree on studying English through texts of American speakers. Table (40) summarizes that (40, 4%) of the participant agree on studying English through texts of American speakers and (26, 6%) of them strongly agree. Whereas, (20, 2%) of pupils chose to stay neutral, unlike (7, 4%) of them disagree on studying English through using texts of American speakers and the last (5, 3%) strongly disagree.

How much do you agree...?	Number of answers	Percentages (%)
Strongly agree	25	26,6
Agree	38	40,4
Neutral	19	20,2

Disagree	7	7,4
Strongly Disagree	5	5,3

Table 40. How much pupils agree on studying English through texts of American speakers

✓ **To add texts taken from US entertainment to your English yearly book:**

Table (41) reviews how much pupils agree on adding texts taken from US entertainment to their textbooks in which (41, 5%) of the participants agree and (31, 9%) strongly agree on adding texts taken from US entertainment to the English textbook. Whereas, who chose to stay neutral are (16). Then, very few pupils (5, 3%) disagree and the other (5, 3%) of them strongly disagree on that.

How much do you agree...?	Number of answers	Percentages (%)
Strongly agree	30	31,9
Agree	39	41,5
Neutral	15	16
Disagree	5	5,3
Strongly Disagree	5	5,3

Table 41. How much pupils agree on adding texts taken from US entertainment to the English yearly book.

✓ **That US entertainment has helped you to acquire more English:**

The researcher asked this question to discover how much entertainment has helped pupils to acquire English and the results of this question indicate that (40,4%) of middle school pupils strongly agree that US entertainment has helped them to acquire more English and (38, 3%) of them agree on that too. Whereas (13, 8%) of pupils stayed neutral and the minority of them; (4, 3%) disagreed and (3, 2%) strongly disagreed.

How much do you agree...?	Number of answers	Percentages (%)
Strongly agree	38	40,4
Agree	36	38,3
Neutral	13	13,8
Disagree	4	4,3
Strongly Disagree	3	3,2

Table 42. How much pupils agree that US entertainment has helped you to acquire more English

Figure (41) recapitulates the mentioned findings of item n°24 before as follow:

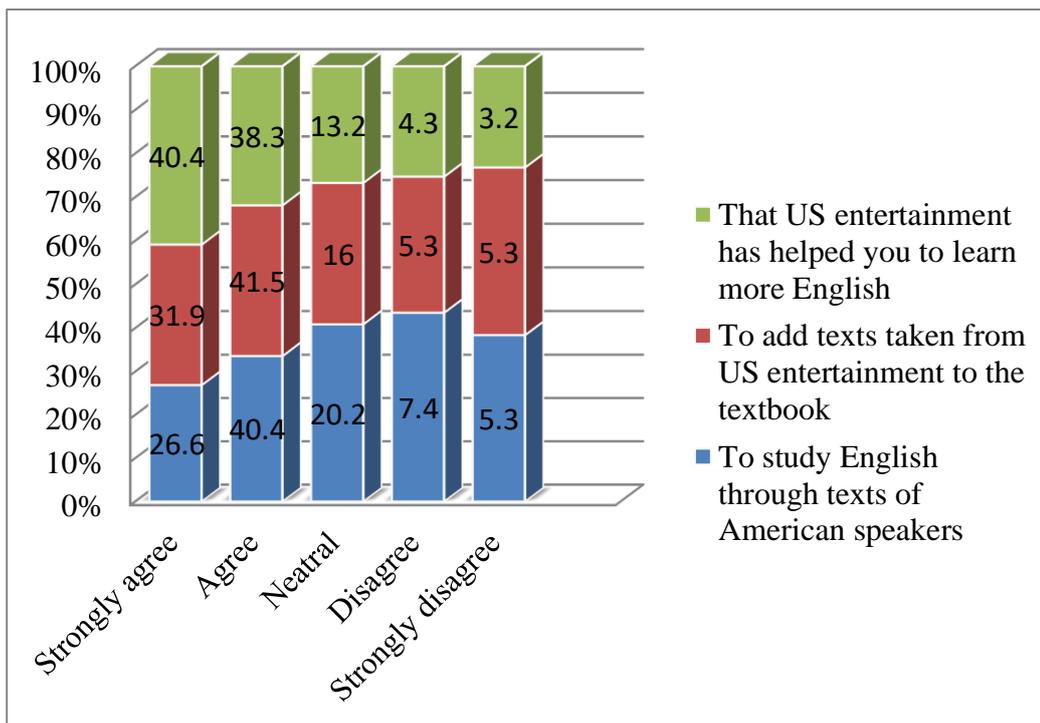


Figure 41. The percentages of item n°24

Conclusion

In this work field, the researcher tried to gain insights about the research's chosen topic and to support her idea that authentic texts based on US entertainment in particular can develop pupils' communicative competence and make them more competent, skillful and motivated enough for better learning. The obtained results of this research can be summarized into two main points; positive effects of authentic texts based on US entertainment on pupils' communicative competence and positive attitudes and perceptions of the foreign language learners about using authentic texts in the classroom and their call to the ministry of education to add texts of native speakers to the English textbooks of all the grades.

General Conclusion and Recommendations

1. General Conclusion

The main concern of this study started out to ascertain the effectiveness of integrating authentic texts based on pupils' interests in US entertainment in middle school classrooms so that learners' communicative competence would be improved. Thus, the purpose of this final section of the research is to conclude the conducted study by summarizing the research key findings in relation to research aims that tended to examine the research hypothesis by analyzing the cause-effect relationship existing between developing pupils' communicative competence and the exposures to authentic texts based on US entertainment. Additionally, to research questions that tended to explore whether the exposure to authentic texts based on US entertainment can develop pupils' communication skills or no. It also aims to discuss the value and contribution thereof and to review the limitations of the study and propose opportunities for future researches.

In order to accept or reject the null hypothesis, a study consisting of a descriptive design and experimental investigation was conducted at Cid Noureddine middle school of Tolga, Biskra with 4th year pupils. The obtained results from pupils' survey indicate that middle school pupils have the tendency of integrating authentic texts based on their interests in US entertainment within their classes through adding such texts to their textbooks in which the vast majority of the participants strongly agree that US entertainment has helped them to acquire more English (grammar and vocabularies) and how grammar is what they like the most to study at the class, so they also agree on studying English through texts of American speakers and adding texts taken from US entertainment to their English textbook.

In addition, the results revealed most pupils face problems in terms of speaking and communicating in English and their desire to develop their productive skills as they

state that communication is very important to them despite their teacher's techniques that include reading the texts and examples of the textbooks, bringing different texts and materials to the class which made most pupils like her way of presenting lessons to them. Yet she does not integrate entertainment in her classes according to their answers which may be the reason behind pupils facing problems in terms of enhancing their speaking and communicating.

Furthermore, the section of pupils' interests, learning styles and materials of the questionnaire was beneficial in designing the quasi-experiment that strengthened later the researcher's suggestion of including learners' interests in the teaching process as learners provided their personal opinions and offered some suggestions. Most pupils' choices show that textbooks are pupils' preferable learning material and their desire to be provided with different types of texts and to add films' dialogues and short stories to their English textbook.

Therefore, the experiment was based on pupils' choices to present a syllabus and it was carried out through comparison between pupils' achievements with and without the exposure to authentic texts based on US entertainment and their level of engagements and interactions in which the findings of both the treatment and pupils' level of engagement check-list that was used in the experiment assert the effective role of involving authentic texts based on pupils' interests of US entertainment in developing pupils' communication skills and performance compared to created texts that the volunteer teacher chose in order to teach the non-treatment group.

The analysis of both descriptive and experimental data gathered along the different phases of the conducted study allowed the researcher to validate and confirm her research hypothesis of developing pupils' communicative competence through authentic texts

based on US entertainment. Therefore, the current study solved the research issue of pupils' communication skills level and confirmed their need of authentic texts based on their interests as a sort of a learning experience in the learning environment to develop their performance.

To conclude, time-series design for the experiment would be more applicable to reach more reliable information. Besides, qualitative data of teachers' perspectives and attitudes towards the topic could determine and add further details and contribution. However, because of time and dissertation length constraints, the researcher limited the study to an ultimate way to reach insights about the subject.

2. Recommendations

At the end of this research, it should be mentioned that the success or failure of adding authentic texts to middle school English textbooks depends on numerous factors besides pupils' level that some of them are recommended by the researcher as follow:

- Authentic texts should be chosen according to pupils' interests and learning styles, so pupils can be motivated in the learning process.
- Authentic texts should cover the target language society characteristics without offending the learner environment.
- As authentic texts are not performed for teaching purposes, they can be useful for teaching a certain syllabus and not for another. So syllabuses' content, objectives and pupils' needs are important in the process of selecting authentic texts.
- Involving authentic texts within the teaching process requires authentic assessments too.
- Authentic texts' topics as any type of texts for leaning purposes should be flexible with clear simple structure and not include ambiguity or idiomatic language.

- Authentic texts should be chosen according to learners' background and knowledge so that learners will be able express their opinions and interact with each other and their teachers in the class.
- The length of learning texts is very important to avoid information load, so only precise and concise authentic texts should be added to textbooks.
- Textbooks' designers need insights about the cognitive and socio-cultural background of learners before selecting any authentic text.
- Teachers need to present to their learners the concept of authenticity and background of the new type of texts. And the presentation should be attractive, so learners get interested and excited about it.
- Authentic texts should be from different sources such as songs, role plays, films and books...etc, so each learner find his/her interests and feels that she/he is involved in the process.
- Authentic texts should be accompanied with tasks with communicative purposes.
- The chosen authentic texts should allow teachers to add further practices based on their content.

3. A Call for Further Researches

This present study is just a first step towards appropriately selecting and adding authentic texts to middle school textbooks for developing pupils' communicative competence. Further researches can be conducted to investigate more the application of such material in the Algerian middle school. Hence, the researcher calls for comparing between the effects of tailored texts that covers learners' society features; life styles, traditions and values with authentic texts in enhancing pupils' oral performance using different research methodology from the one used in this study like using a true experimental design with probability-sampling which should provide more valid and representative results. To conclude, further

large scale research on the exploitation of authentic texts based on US entertainment to include them in language teaching syllabuses will be welcomed.

References

- Ahmed, H., & Shah, S.R. (2014). EFL textbooks: Exploring the suitability of textbook contents from EFL teacher's perspective. *VFAST Transactions on Education and Social Sciences*, 5(1), 10-18. Retrieved from <http://www.vfast.org/index.php/VTESS>
- Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology*, 94(3), 545–561. Retrieved from <https://psycnet.apa.org/record/2002-18006-007>
- Al Azri, R.H., & Al-Rashdi. M. H. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research*, 3(10), 249-254. Retrieved from file:///C:/Users/SENSBOOK/Downloads/Documents/The-Effect-Of-Using-Authentic-Materials-In-Teaching_2.pdf
- Alderson, J., & Beretta, A. (Ed.). (1992). *Evaluating second language education*. Cambridge: Cambridge University Press.
- Amiryousefi, M. (2016). Willingness to communicate, interest, motives to communicate with the instructor, and L2 speaking: A focus on the role of age and gender. *Innovation in Language Learning and Teaching*, 12(3), 1–14. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/17501229.2016.1170838>
- Amjah, Y. (2014). A study of teachers' strategies to develop students' interest towards learning English as a second language. *Procedia - Social and Behavioral Sciences*, 134(2014), 188–192. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042814031486?via%3Dihub>

- Asgari, M., Ketabi, S., & Amirian, Z. (2019). Interest-based language teaching: Enhancing students' interest and achievement in L2 reading. *Iranian Journal of Language Teaching Research*, 7(1), 61-75. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1201792.pdf>
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L. F. (1991). What does language testing have to offer? *TESOL Quarterly*, 25(4), 671-704. <https://doi.org/10.2307/3587082>
- Bacon, S. M., & Finnemann, M. D. (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *Modern Language Journal*, 74(4), 459–473. <https://doi.org/10.2307/328520>
- Badger, R. & MacDonald, M. (2010). Making it real: Authenticity, process and pedagogy. *Applied Linguistics*, 31 (4), pp. 578-582. Retrieved from <http://eprints.whiterose.ac.uk/86130/>
- Barrie, J. M. (1911). *Peter Pan in Kensington Gardens: Peter and Wendy*. Oxford, New York: Oxford University Press.
- Benadla, L. (2012). The competency based language teaching in the Algerian middle school: From EFL acquisition planning to its practical teaching/learning. *Arab World English Journal*, 3(4), 146. Retrieved from <https://www.researchgate.net/publication/236149879>
- Benmoussat, S., & Benmoussat, N. D. (2018). ELT in Algeria: The hegemony of the teach-to-the-test approach. *Canadian Center of Science and Education Journal*, 8(2), 63.
doi:10.5539/ells.v8n2p63.

- Benson, P. & Voller, P. (1997). *Autonomy and independence in language learning*. London: Longman.
- Benzerroug, S. (2019). Challenges facing the Algerian educational system in teaching English as a foreign language. *Revue Internationale Méthodal Journal*, 60. Retrieved from <https://methodal.net/Challenges-Facing-the-Algerian-Educational-System-in-Teaching-English-as-a-233>
- Bransford, J.D., Brown, A.L., Cocking, R., (1999). How people learn: *Brain, Mind, Experience, and School*. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/6160>.
- Berns, M. (1990). *Context of competence: Social and cultural considerations in communicative language teaching* (1st ed). Boston, MA: Springer-Link.
- Breen, M.P. (1985). Authenticity in the language classroom. *Applied Linguistics*, 6(1), 60–70.
<https://doi.org/10.1093/applin/6.1.60>
- Bouhadiba, F. (2020). The CLBT in Algeria: Facts and Findings. *Revue Maghrébine des Langues Journal*, 4(1), 172. Retrieved from <https://www.asjp.cerist.dz/en/article/129781>
- Boukhentache, S. (2020). Teaching language skills in competency-based approach: practical guidelines. *ALTRALANG Journal*, 2(2), 104. Retrieved from [file:///C:/Users/SENSBOOK/Desktop/Chapters/78-Article%20Text-128-1-10-20210107%20\(1\).pdf](file:///C:/Users/SENSBOOK/Desktop/Chapters/78-Article%20Text-128-1-10-20210107%20(1).pdf)
- Boxer, D., & Pickering, L. (1995). Problems in the presentation of speech acts in ELT materials: the case of complaints. *ELT Journal*, 49 (1), 44–58. <https://doi.org/10.1093/elt/49.1.44>
- Buendgens-Kosten, J. (2013). Authenticity in CALL: Three domains of ‘realness’. *ReCALL*, 25(2), 272-285. doi:10.1017/S0958344013000037

- Canale, M. and Swain, M. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1 (1), 1-47.
<http://dx.doi.org/10.1093/applin/I.1.1>
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richard, & R. W. Schmidt (Eds.), *Language and Communication* (1st ed., pp. 2-14). London: Longman. <https://doi.org/10.4324/9781315836027>.
- Celce-Murcia, M. Dörnyei, Z. & Thurrell, S . (1995). A pedagogical framework for communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5–35. Retrieved from <https://escholarship.org/uc/item/2928w4zj>
- Celce-Murcia, M. and Olshtain, E. (2000). *Discourse and context in language teaching*. Cambridge University Press, Cambridge.
- Celik, M. (2010). Interest-based language teaching to increase motivation and output in Turkey. *Sosyal Bilimler Enstitüsü Dergisi (İLKE)*, 24, 29–44. Retrieved from <https://dergipark.org.tr/tr/download/article-file/217262>
- Chelli, S. & Khouni, W. (2011). The competency-based approach in high education. *Algerian Scientific Journal Platform*, 3(2), 99-101. Retrieved from <https://www.asjp.cerist.dz/en/article/13755>
- Chomsky, N. (1995). *The minimalist program* (20th ed). Cambridge, Massachusetts: MIT Press.
- Ciornei, S. I., & Dina, T. A. (2014). Authentic texts in teaching English. *Procedia - Social and Behavioral Sciences*, 180 (2015), 274 – 279. Retrieved from <file:///C:/Users/SENSBOOK/Downloads/authentic-texts-in-teaching-english.pdf>

- Cohen, L, Manion, L. & Morrison, K. (2007). *Research methods in education*. New York: Routledge
- Cook, V. (1991). *Second language learning and language teaching*. London, UK: Edward Arnold.
- Cowen, P. S. (1984). Film and text: Order effects in recall and social inferences. *Educational Communication and Technology Journal*, 32 (3), 131-144. Retrieved from <https://link.springer.com/article/10.1007/BF02768830>
- Demircioglu, S. (2010). Teaching English vocabulary to young learners via drama. *Procedia Social and Behavioral Sciences*, 2(2010), 439-443. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042810000790>
- De Saussure, F., Roy, H., Charles., B., Albert, R., & Albert, S. (1983). *Course in general linguistics*. London: Duckworth.
- Docking, R. (1994). Competency-based curricula: The big picture. *Prospect*, 9(2), 8-17. Retrieved from <https://search.informit.org/doi/abs/10.3316/aeipt.67848>
- Ebbers, S. M. (2011). How to generate interest so reading comprehension improves. *Learning and Instruction*, 15(5), 433-447. Retrieved from https://www.researchgate.net/publication/228399067_How_to_Generate_Interest_So_Reading_Comprehension_Improves
- Ebrahimi, S., & Javanbakht, Z. (2015). The effect of topic interest on Iranian EFL learners' reading comprehension ability. *Journal of Applied Linguistics and Language Research*, 2 (6), 80–86. Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.914.7035&rep=rep1&type=pdf>

- Edwards, M., & Csizer, K. (2001). Opening and closing the conversation: How course book dialogues can be implemented in the classroom. *Novelty*, 8(2), 55-66. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/04-42-3-e.pdf
- Feng, Z. (2013). Functional grammar and its implications for English teaching and learning. *English Language Teaching*, 6 (10), 86-94. doi:10.5539/elt.v6n10p86
- Freeman, D., & Richards, J.C. (1993). Conceptions of teaching and the education second language teachers. *TESOL Quarterly*, 27 (2), 193- 216. <https://doi.org/10.2307/3587143>
- Gilakjani, P. A. (2012). The significant role of multimedia in motivating EFL learners' interest in English language learning. *International Journal of Modern Education and Computer Science (IJMECS)*, 4(4), 57–66. doi: [10.5815/ijmeecs.2012.04.08](https://doi.org/10.5815/ijmeecs.2012.04.08)
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40, 97-118. Retrieved from [file:///C:/Users/SENSBOOK/Downloads/LT2007_ResearchGateversion%20\(1\).pdf](file:///C:/Users/SENSBOOK/Downloads/LT2007_ResearchGateversion%20(1).pdf)
- Gopalan, M., Rosinger, K., & Ahn, J.B. (2020). Use of quasi-experimental research designs in education research: Growth, promise, and challenges. *Review of Research in Education*, 44(1), 218-243. <https://doi.org/10.3102/0091732X20903302>
- Griffith, W. I., & Lim, H. (2014). Introduction to competency-based language teaching. *MEXTOSEL Journal*, 38(2). Retrieved from https://www.mextesol.net/journal/index.php?page=journal&id_article=519
- Guariento, W., & Morley, J. (2001). Text and Task Authenticity in the EFL Classroom. *ELTJournal*, 55(4), pp 347-353. <https://doi.org/10.1093/elt/55.4.347>
- Guo, S. (2012). Using authentic materials for extensive reading to promote English proficiency. *English Language Teaching*, 5(8), 196-206. doi:10.5539/elt.v5n8p196

- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The Importance of Promoting Interest in Education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 220–227. <https://doi.org/10.1177/2372732216655542>
- Harlow, L. (1990). Do they mean what they say? Sociopragmatic competence and second language learners. *Modern Language Journal*, 74(3), 328-351. Retrieved from <https://www.jstor.org/stable/327628>
- Harmer, J. (2007). *The practice of English language teaching* (4th ed). London: Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hidi, S., & Harackiewicz, J. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151–179. <https://doi.org/10.3102/00346543070002151>
- Hidi, S., & Renninger, K. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111–127. Retrieved from https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_4
- Hoffmann, L. (2002). Promoting girls' interest and achievement in physics classes for beginners. *Learning and Instruction*, 12(4), 447–465. Retrieved from <https://psycnet.apa.org/record/2002-17404-005>
- Howatt, A. (1984). *A history of English language teaching*. Oxford: OUP.
- Hughes, G. S. (1981). *A handbook of classroom English*. Oxford: Oxford University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.

- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328. Retrieved from <https://academic.oup.com/eltj/article-abstract/48/4/315/2724140?login=false>
- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest matters: The importance of promoting interest in education. *Policy insights from the behavioral and brain sciences*, 3(2), 220–227. doi.org/10.1177/2372732216655542
- Hymes, D. (1972). On communicative competence. In J. B. Pride, & A. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth: Penguin.
- Juraschka, R. (2019). Competency based education: What is it, and how your school can use it [Image]. Retrieved from <https://www.prodigygame.com/in-en/blog/competency-based-education/>
- Kasper, G. (1997). *Can pragmatic competence be taught?* (NetWork #6) [HTML document]. Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center. Retrieved May 13, 2022 from the World Wide Web: <http://www.nflrc.hawaii.edu/NetWorks/NW06/>
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet ELT Journal*, 10(7), 88-101. Retrieved from <http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html>
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Lasala, C. B. (2013). Communicative competence of secondary senior students: Language instructional pocket. *Procedia - Social and Behavioral Sciences Journal*. 134(2014), 230. doi: 10.1016/j.sbspro.2014.04.243.

- Lave, J. & Wenger, E. C. (1991). *Situated learning – legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lee, W.Y. (1995). Authenticity revisited: text authenticity and learner authenticity. *ELT Journal*, 49 (4), 323-328. <https://doi.org/10.1093/elt/49.4.323>
- Leech, G. (1983). *The pragmatics Politeness*. New York: Oxford University Press.
- Little, D., Devitt, S. & D. Singleton, D. (1989). *Learning foreign languages from authentic texts: theory and practice*. Authentik in association with CILT.
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Liveworksheets. (n.d). Past continuous vs simple past. Retrieved December 31, 2021, from <https://www.liveworksheets.com/ex1340933be>
- Lombardi, M. M. (2007). Authentic learning for the 21st century: An overview. *Educause Learning Initiative (ELI)*, 1, 1-12. Retrieved from <https://library.educause.edu/resources/2007/1/authentic-learning-for-the-21st-century-an-overview>
- Magliano, J.P., Durik, A.M. & Holt, J.K. (2011, March 1). Assessing the impact of topic interest on comprehension processes. Retrieved from [https://www.lsac.org/docs/defaultsource/research-\(lsac-resources\)/rr-11-02.pdf](https://www.lsac.org/docs/defaultsource/research-(lsac-resources)/rr-11-02.pdf)
- McCarthy, M. and Carter, R. (1994). *Language as discourse*. Longman: Harlow, Essex.
- Ministry of National Education. (2003), *Programme of English as a second foreign language, the first year middle school teachers' guide* (pp. 1-17). Algeria: Algiers.

- Mishan, F. (2005). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Mobility Foresights. (2022). *US media & entertainment industry 2022-2027*. Retrieved from <https://mobilityforesights.com/product/us-media-entertainment-industry/>
- Mohammad, R.K., & Kumari, R. (2007). Effective use of textbooks: A neglected aspect of Education in Pakistani. *Journal of Education for International Development*, 3(1), 1-12. Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.533.1185&rep=rep1&type=pdf>
- Morrow, K. (1977). Authentic texts and ESP. In S. Holden (Ed.), *English for Specific Purposes* (pp. 13-17). London: Modern English Publications.
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- O' Malley, J., & Chamot, A. (1990). *Language strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Ohno, A. (2011). *Communicative competence and communicative language teaching*. 2 December 2011. Retrieved from <http://cicero.u-bunkyo.ac.jp/lib/kiyo/fsell2002/25-32.pdf>.
- Paltridge, B., & Phakiti, A. (Ed.). (2010). *Continuum companion to research methods in applied linguistics*. Cambridge: Cambridge University Press.
- Peacock, M. (1997). The Effect of Authentic Materials on the Motivation of ELT Learners, *ELT Journal*, 51(2), 144-156. Oxford, Oxford University Press. <https://doi.org/10.1093/elt/51.2.144>

- Pinner, R. S. (2016). *Reconceptualising authenticity for English as a global language*. Bristol, UK : Multilingual Matters. doi:[10.21832/9781783095681](https://doi.org/10.21832/9781783095681)
- Porter, D., & Roberts, J. (1981). Authentic listening activities. *ELT Journal* 36(1), 37-47. <https://doi.org/10.1093/elt/36.1.37>
- Rabbit, B. (2015). Mapping out a competency-based approach to professional development [Image]. Retrieved from <https://www.edsurge.com/news/2015-11-09-mapping-out-a-competency-based-approach-to-professional-development>
- Rahman, R. (2014). A case for authentic materials in language teaching. *Dialogue*, 9(2), 205-215. Retrieved from <https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=18196470&AN=97451831&h=rSWunDrewlZJ7YqHPrJit3UqGFpMYKSk02KME4X3qs63ZLh84iyyhLqvzRkdrcuEZTS9XDK4SnYKFYK5%2bcw0Vg%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d18196470%26AN%3d97451831>
- Renninger, K. A., & Hidi, S. (2002). Student interest and achievement: Developmental issues raised by a case study. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 173-195). New York, NY: Academic Press. <https://doi.org/10.1016/B978-012750053-9/50009-7>
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J., Platt, J., & Platt, H. (1992). *Dictionary of language teaching and applied linguistics*. London: Longman.

- Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge university press.
- Rivers, W. (1987). *Interactive language teaching*. Cambridge: Cambridge University Press.
- Robin, C., & Oxford, R. (1992). The tapestry of language learning: The individual in the communicative classroom. *TESL- EJ, 1* (3) Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume1/ej03/ej03r20/>
- Sadeghpour, M. (2013). The impact of topic interest on second language reading comprehension. *International Journal of Linguistics, 5* (4), 133–145. Retrieved from <https://www.macrothink.org/journal/index.php/ijl/article/view/3981>
- Savignon, S. J. (1991). Communicative language teaching state of the art. *TESOL Quarterly, 25*(2), 261-275. <http://dx.doi.org/10.2307/3587463>.
- Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice* (2nd ed). New York: McGraw-Hill.
- Savignon, S. J. (2001): Communicative language teaching for the twenty-first century. In M. Celce-Murcia (Eds.), *Teaching English as a Second or Foreign Language* (3rd ed., pp. 13-28). Boston, MA: Heinle & Heinle. Retrieved from <http://tesl-ej.org/ej20/r4.html>
- Savignon, S. (2002). *Interpreting communicative language teaching*. London, New Haven: Yale University Press.

- Schiefele, U., & Krapp, A. (1996). Learning and individual differences. *Journal of Psychology and Education*, 8(2), 141–160. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S1041608096900308>
- Schraw, G., & Lehman, S. (2001). Situational interest: A review of the literature and directions for future research. *Educational Psychology Review*, 13, 23–52. Retrieved from <https://link.springer.com/article/10.1023/A:1009004801455>
- Segueni, L. (2016). *Developing learners' communicative and pragmatic competence using authentic language data*. An experimental investigation at the department of English, Biskra University (Doctoral dissertation, the University of Constantine, Algeria). Retrieved from <file:///C:/Users/SENSBOOK/Desktop/Chapters/chapter02/SEG1393.pdf>
- Sekiziyivu, S., & Mugimu, C. B. (2017). Communicative language teaching strategies for German as a foreign language in uganda. *Journal of Language Teaching and Research*, 8(1), 10. <http://dx.doi.org/10.17507/jltr.0801.02>
- Shomahy, E. (1996). Competence and performance in language testing. In G. Brown, K. Malmkjaer, & J. William (Eds.), *Performance and competence in second language acquisition* (pp.138-151). Cambridge, United Kingdom: Cambridge University Press. Retrieved from https://tripod.swarthmore.edu/discovery/fulldisplay?vid=01TRI_INST:SC&search_scope=SC_All&tab=Everything&docid=alma991011195849704921
- Sinha, R. (2017). Communicative language teaching (CLT) [Image]. Retrieved from <https://www.biggerplate.com/mindmaps/8fdKQeR9/communicative-language-teaching-clt>

- Sreehari, P. (2012). Communicative language teaching: Possibilities and problems. *Canadian Center of Science and Education Journal*, 5(12), 87. doi:10.5539/elt.v5n12p87.
- Swaffar, J., & Vlatten, A. (1997). A sequential model for video viewing in the foreign language curriculum. *The Modern Language Journal* 81(2), 175-185. Retrieved from <https://www.jstor.org/stable/328785>
- Sweet, H. (1899). *The practical study of languages*. London: Oxford University Press.
- Taş, T., & Khan, Ö. (2020). On the models of communicative competence. *Proceedings of GLOBETSONline: International Conference on Education, Technology and Science*, 20. Retrieved from https://www.researchgate.net/publication/344476391_On_the_Models_of_Communicative_Competence
- Tatsuki, D. (2006). What is authenticity? *Authentic Communication: Proceedings of the 5th Annual JALT Pan-SIG Conference*, 1-15. Retrieved from <https://hosted.jalt.org/pansig/2006/HTML/Tatsuki.htm>
- Taylor, D. (1994). Inauthentic authenticity or authentic inauthenticity? *TESL-EJ*, 1(2), 1–12. Retrieved from <https://www.tesl-ej.org/wordpress/issues/volume1/ej02/ej02a1/>
- Teijlingen, E. D., & Hundley, V. (2001). The importance of pilot studies. *Social research update*, (35). Retrieved from <https://sru.soc.surrey.ac.uk/SRU35.html>
- Thomas, J. (1983). Cross cultural pragmatic failure. *Applied Linguistics*, 4 (2), 91-112. Retrieved from <https://academic.oup.com/applij/article-abstract/4/2/91/167524?redirectedFrom=fulltext&login=false>
- Tomlinson, B., & Masuhara, H. (2008). Materials used in the UK. In B. Tomlinson (Ed.), *English language learning materials a critical review* (pp. 159-178). London: Continuum.

- Turki, B. (2022). *Communication, discourse analysis and foreign language teaching* [Moodle].
Biskra, Algeria: Mohamed Kheider University.
- Usó-Juan, E., & Martínez-Flor, A. (2006): Approaches to language learning and teaching:
Towards acquiring communicative competence through the four skills. In E. Usó-Juan &
A. Martínez-Flor (Eds.), *Current trends in the development and teaching of the four
language skills* (pp.3-26). Berlin: Mouton de Gruyter.
- Voorhees, R.A. (2001). Competency-based learning models: A necessary future [Image].
<https://doi.org/10.1002/ir.7>
- Waters, A. (2009). Ideology in applied linguistics for language teaching. *Applied Linguistics*,
3(1), 138-143. Retrieved from
<https://wenku.baidu.com/view/f4ff0c22aaca998fcc220e26.html>
- Widdowson, H.G. (1972). The teaching of English as communication. *ELT Journal*, 27 (1), 15-
19. <https://doi.org/10.1093/elt/XXVII.1.15>
- Widdowson, H.G. (1973). Directions in the teaching of discourse. In J.S. Brumfit and K.
Johnson (Eds), *The Practice of Communicative Teaching* (pp. 41-49). Oxford: Pergamon
Press.
- Widdowson, H.G. (1978). *Teaching Language as Communication*. London,Oxford: Oxford
University Press.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.
- Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford: Oxford
University Press.

Willingham, D. T. (2009). *Why don't students like school? : A cognitive scientist answers questions about how the mind works and what It means for the classroom*. San Francisco: Jossey-. Bass.

Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

Appendices

Appendix One:

Quasi-experiment pre-test

Note: The following exercises are taken from live work-sheets website, and modified according to pupils' knowledge and the presented syllabus' content.

Https: www.liveworksheets.com.

Exercise One: Underline the correct answer

1. The plane **WAS FLYING** | **FLEW** to Paris when it crashed.
2. The students **WAITED** | **WERE WAITING** for the bus when it started to rain.
3. We were crossing when the traffic lights **TURNED** | **WAS TURNING** red.
4. When their mother called, the children **PLAYED** | **WERE PLAYING** games.
5. Sue **WAS WASHING** | **WASHED** the dishes when the phone rang.
6. My father **WAS COOKING** | **COOKED** lunch when I got home.

Exercise Two: Write correct (C) or wrong (W) based on the conjunction that is used in each sentence

1. The students were doing an exercise **WHEN** the bell rang ()
2. I saw an accident **WHEN** I was sitting at the bus stop ()
3. **WHEN** she was writing an email, her computer turned off ()
4. He fell down **WHILE** he was climbing a tree ()
5. **WHILE** my mom came home, my sister was sleeping ()
6. **WHILE** you called me last night, I was studying for the test ()

Appendix Two:

The authentic text (Peter Pan and Wendy short story)

A text taken from Peter Pan and Wendy story chapter one: Peter breaks through by Barrie James Matthew (1911) which was later transformed to many American movies and musical shows. And it is adopted according to the presented syllabus so that to meet pupils' needs.

The Objectives of the Texts are:

- First and foremost, the displayed text below is chosen to make middle school pupils discover new type of texts and be presented to new learning material at the classroom endeavoring to develop their language knowledge and skills.
 - Pupils will be able at the end to recognize and memorize the meaning and form of both tenses the past simple and past continues with the conjunctions when and while.
 - Pupils will be able to use past simple and past continues tenses meaningfully and appropriately in oral and writing production.
-

The text:

While she was sleeping, she had a dream. She dreamt the Never-land had come too near and that a strange boy had broken through from it. He did not alarm her, for she thought she had seen him before in the faces of many women who have no children...and she saw Wendy and John and Michael peeping through the gap.

The dream by itself would have been a trifle, but while she was dreaming the window of the nursery blew down, a boy did drop on the floor. He was accompanied by a strange

light, no bigger than your fist, which darted about the room like a living thing and I think it must have been that light that wakened Mrs. Darling.

When she woke up, the boy was standing near to her, and she somehow knew at once that he was Peter Pan. If you or I or Wendy had been there we should have seen that he was very like Mrs. Darling's kiss. He was a lovely boy, clad in skeleton leaves and the juices that ooze out of trees but the most entrancing thing about him was that he had all his first teeth. When he saw she was a grown-up, he gnashed the little pearls at her.

Questions after reading:

Pupils are asked to answer the following questions orally.

1. In which tenses are the underlined verbs?
2. Which tense should we use after each of the conjunctions when and while?
3. What is the grammatical rule of both tenses past simple and past continuous with the conjunctions when and while?

Appendix Three:

The quasi-experiment post-test

Exercise One: Underline the correct answer

1. Jim **WAS BREAKING** | **BROKE** his leg when he was playing golf.
2. My brother was jumping on the bed when my mom **WALKED** | **WAS WALKING** in.
3. Someone **WAS TAKING** | **TOOK** Peter's bag while he was making a phone call.
4. When I **ARRIVED** | **WAS ARRIVING**, I went into the kitchen.
5. While we **WERE RUNING** | **RAN**, Mary fell over.
6. Pupils were playing football when the teacher **WAS COMING** | **CAME** into the room.

Exercise Two: Write correct (C) or wrong (W) based on the conjunction that is used in each sentence

1. We found some old photograph **WHEN** we were tidying our room ()
2. I had a bad dream **WHILE** I was sleeping on the sofa ()
3. **WHEN** the fire alarm went off, we were listening to music ()
4. She started to cry **WHEN** she was watching a movie ()
5. **WHILE** Kate was drinking some milk, she dropped the glass ()
6. I was cleaning the house **WHEN** I found your lost sunglasses ()

Appendix Four:

Pupils' level of engagement check-list

Pupils' engagements check-list

Observer :	Class :
Teacher :	School :
Time :	Date :
Learning materials :	Group : Control/Experimental group

Observation Keys: 1) Very low 2) Low 3) Medium 4) High 5) Very high.

Quality	Characteristics	Level of engagement				
1. Pupils' attitudes						
Positive body language :	Pupils exhibit body postures indicate that they are paying attention to the teacher.					
Consistent focus:	All pupils are focused on the learning activity without minimum disruption.					
Fun and excitement:	Showing interest toward the learning material.					
2. Active engagement						
Discussions:	Number of pupils who attend to ask questions and add either further ideas or give examples.					
Doing the tasks:	Number of pupils who do their tasks at the class.					
Reading:	Pupils read the tailored / authentic texts and examples that are given by their teacher.					

Verbal participation:	Expressing reflective answers.					
Performance orientation:	Understanding what quality work is. How it should be answered and will be assessed.					
Communication skills:	Level of Grammar and structure of sentences, pronunciation and words choices.					
3. Overall level of pupils:	In terms of interaction and engagement					

Appendix Five:

Pupils' close-ended questionnaire

*Developing Pupils' Communicative Competence through Authentic
Texts based on US Entertainment*

Dear 4th year pupils,

We are conducting a study to improve your communicative competence through authentic texts based on US entertainment. We would like from you to answer for us the following questions in order to discover your interests and attitude towards US entertainment. Your answers will contribute to an academic research. It will be appreciated if you help us.

Choose only one answer!

1. Pupils' Difficulties:

- Do you like studying English at middle school?

YES

NO

- Do you face problems when you want to use English?

YES

NO

- Do you like your teacher's way of presenting the lessons?

YES

NO

- Does your teacher ask you to read the texts and examples which are in the yearly book?

YES

NO

- Has your teacher ever brought new material of teaching to the class?

YES

NO

- Has your teacher ever brought different texts to the class?

YES

NO

- Has your teacher ever used entertainment in the class?

YES

NO

2. Pupils' Interests and Learning Styles:

- In which way of the following, do you understand the most?

Reading the texts of your English book

Writing on the board

Oral explanation

Giving different examples

Through exercises

- Which one of the following skills, are you the most good at?

Reading

Writing

Listening

Speaking

- Which one of the following skills, do you like to be good at?

Reading

Writing

Listening

Speaking

- Which of the following is your preferable learning material?

Textbooks

Short stories

Videos

Images

You may mention another material:

.....

- If you could choose one of the following materials to be always used in every lesson, what would be?

Texts (However, different from the ones in the yearly book)

Videos

Images

Games

Another suggestion:

.....

- Choose one of the following sources to be added to your book of English?

Real Photos

Films' Dialogues

Speeches of Leaders

Texts from Media

Short stories

Another suggestion:

.....

- What type of lessons do you like to study the most?

Grammar

Vocabulary

3. Communication Skills:

- How often do you speak English at the class?

Always

Often

Sometimes

Rarely

Never

- How do you consider your level of communication in English?

Very good

Good

A lit bit good

Not at all good

- How often does your teacher communicate with you in the class using English? :

Always

Often

Sometimes

Rarely

Never

- How much grammar do you learn in the class?

Very much

A little bit

Not at all

- How much grammar do you learn through entertainment?

Very much

A little bit

Not at all

- How many vocabularies do you learn in the class?

A lot

A little bit

Not at all

- How many vocabularies do you learn through Entertainment?

A lot

A little bit

Not at all

4. Pupils' attitudes towards US Entertainment:

	Very			Less	Not
How much is important for you...?	important	Important	Neutral	important	important

Communicating in English?					
Finding in the classroom learning materials according to your interests in US entertainment?					
Sharing the same interest in US entertainment with your English teacher					

How much do you agree...?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
To study English through texts of American speaker?					
To add texts taken from US entertainment to your English textbooks?					
That US entertainment has helped you to acquire more English?					

“Thank you for your feedback. We really appreciate your time” 😊

ملخص

لطالما أحدثت المواد الأصلية نوعًا ما من الجدل في علم اللغة التطبيقي. فعالية المواد الأصلية في بيئة التدريس تظل موضع تساؤل على الرغم من تطور مناهج مختلفة تصر على استخدام مثل هذه المواد لتدريس اللغة الأجنبية من أجل تطوير أداء المتعلمين وكفاءاتهم. يفتقر النظام التعليمي الجزائري إلى تلك الميزة المفيدة للأصالة في مناهج المدارس الإعدادية على الرغم من حاجة التلاميذ الماسة إلى تعزيز مهارات الاتصال لديهم. وبالتالي فإن الغرض من هذه الدراسة هو التحقق من الأثر الإيجابي لمجال الترفيه الأمريكي في تحسين مهارات التلاميذ وذلك من خلال تزويد البيئة التعليمية الجزائرية بنوع جديد من استراتيجيات الاتصال ألا وهي استخدام نصوص أصلية مختارة حسب اهتمامات التلاميذ بمجالات الترفيه الأمريكي. أجريت دراسة كمية مع تلاميذ الصف الرابع في مدرسة سيد نور الدين الإعدادية من أجل رفض أو تأكيد فرضية البحث التي تنص على أن إضافة نصوص أصلية مختارة حسب اهتمامات التلاميذ إلى كتبهم المدرسية ستؤدي إلى تحسين أداء التلاميذ حيث تم إرسال استبيان إلى (75.2%) من التلاميذ بهدف تقييم آرائهم و مواقفهم تجاه النصوص الأصلية و مجال الترفيه الأمريكي. بعد ذلك تم إجراء تجربة مع 50 مشاركًا تم تقسيمهم إلى نصفين (مجموعة للتجربة وأخرى للمقارنة) بالإضافة إلى استناد الباحثة على قائمة مرجعية قامت بتصميمها من أجل ابداء ملاحظاتها حول تفاعل التلاميذ و مشاركتهم في القسم. أجريت الدراسة من خلال المقارنة بين الاختبارين اللذان تما قبل وبعد التجربة لكلتا المجموعتين و مقارنة مستوى مشاركة و تفاعل التلاميذ في المجموعتين المشاركتين. و على هذا المنوال كانت النتائج التي تم الحصول عليها ذات دلالة إحصائية ايجابية حيث كشفت ليس فقط عن مواقف التلاميذ الإيجابية تجاه النصوص الأصلية و مجال الترفيه الأمريكي ولكن كشفت أيضًا على تحسن ملحوظ في الكفاءة التواصلية والتفاعل لدى التلاميذ. ومن هنا تكون الباحثة قد درست الفجوة الموجودة في المدرسة الجزائرية بهدف تحقيق مبادئ المنهج القائم على الكفاءة المطبق في المدارس الإعدادية في الجزائر حيث يميل المنهج إلى أن يكون متمحورًا حول مستوى و اهتمامات المتعلم.

الكلمات المفتاحية : نصوص أصلية، مجال الترفيه الأمريكي، الكفاءة التواصلية، المنهج القائم على الكفاءة، الكتب

المدرسية.