

# The Effect of Using Authentic Materials on Developing Undergraduate EFL Students' Communicative Competence

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## Abstract

This study aimed to investigate the effect of using authentic materials on developing Undergraduate EFL students' communicative competence. The sample of the study consisted of forty-five undergraduate students at University of Anbar, during the second semester of the academic year 2017/2018. To achieve this purpose, pre-/post-test that measures the students' communicative competence aspects in English language activities are to be used. The sample was divided into two groups; the control group consisted of 20 students was taught the course content using the regular communicative method through which students received teacher-course from the textbook, while group two, the experimental group consisted of 25 students was taught using authentic materials. After conducting the activities, a post-test was administered. Scores were tabulated and prepared for statistical analysis. The results showed that learners who studied authentic materials performed better on the communicative aspects of English post-test than those who did not. The findings also indicated that authentic materials could be a helpful tool for delivering communicative instruction.

**Keywords:** Communicative Competence, EFL Learners, and Authentic Materials.

## 1.1. Introduction

The adoption of the communicative competence in second- or foreign-language teaching has placed more importance task on the achievement of functional abilities in the target language. More obviously, Language learning has shifted from a grammatical viewpoint to a communicative viewpoint that emphasizes understanding and appropriate use of language in communicative contexts. In other words, the main concern in second and foreign language curriculum has changed from fostering learners' linguistic / grammatical accuracy to enhancing learners' communicative competence necessary for real life communication. Constantly, there is a need for including aspects of communicative competence in the EFL classroom.

Bataineh & Hussein (2015) pointed out that the previous decades, researchers tried to formulate models of communicative language proficiency and identify the components of communicative competence (Canale and Swain, 1980; Bachman and Plamer, 1982; and Bachman, 1990). Moreover, Canale and Swain proposed the communicative competence model, which consists of three main components: Grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence refers to the knowledge that leads to mastery of the language itself. Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts. Strategic competence is the mastery of verbal and non-verbal communication strategies that could be implemented to compensate for breakdowns in communication resulting from limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance communication effectiveness. Additionally, this is main plan to indentify three components, in order to show that even those language learners who know grammar and word meanings still fail to convey their intended messages because they lack the necessary components of communicative competence. Every component is used for communication. In real-life communication, we use components of communicative competence to express what we mean. However, language is more than a tool for communication, it also represents social, pragmatic and cultural background. Learning merely the target linguistic knowledge cannot successfully engage learners into real-life communications in the target culture.

With regards to communicative competence, Hymes(1974) was among the first to use the term communicative competence. For Hymes, the ability to speak competently not only entails knowing the grammatical rules of a language, but also knowing what to say to whom in what circumstances and how to say it (Scarcella, Andersen, and Krashen,1990). More obviously, a language user is not supposed to have only an accurate knowledge of linguistic usage but rather to have a compromise of grammatical competence as well communicative competence incorporating sociolinguistic and contextual competence. Similarity, with development of communicative competence, Foreign language educators have come to agree that to be able to interact appropriately with members of the target culture, pragmatic, social learners have to also learn the rules

of language use and the cultural context within which the language is spoken.

Bataineh & Hussein (2015) states that pragmatic competence is not a piece of knowledge additional to the learners' existing grammatical knowledge, but it is an organic part of the learners' communicative competence (Kasper,1997). This means that pragmatic does not focus on grammatical knowledge, but it focuses on the meaning of learners' language use in the acts of communication. Moreover, it focuses on helping learners to create meaning rather than develop perfectly grammatical structure. More obviously, many studies appreciate teaching pragmatics have proved necessary for language learners to deal with not only linguistically but also culturally complex situations. This means that pragmatic is an important part of the construct of language proficiency. As well as pragmatic comprehension refers to the comprehension of oral language, interpretation of speakers' feeling and attitudes. In this respect, the EFL learners' pragmatic which is an aspect of communicative competence. Such pragmatic should be successfully and purposefully chosen in such a way that they should be more testable, interesting, and motivating in FL classroom.

The wide variety of authentic materials ranges from literature, CDs, DVDs, news, movies, TV programs, even to brochures and menus. Floris (2008) points out the necessity for incorporating authentic materials in the course design because they are more motivating, and engaging, and relevant to students' lives. This means it is very necessary to teach a foreign language with its authentic material, because teachers find trouble when they teach textbook without authentic forms. As well as EFL learners learn lessons without including authentic materials are seriously handicapped if they try to interact with members of the target language society. This indicates that insight into posture, movement, facial expressions, eyes management, gestures, and distancing as they affect communication not only increase sensitivity to other human beings, but deepen inevitably students' understanding of their own nonverbal systems. In support to authentic materials, Huang (2005) states the importance of authentic materials, because when at an adequate level they elevate learners' sensitivity to and competence in the language. Additionally, Littlewood (1992) brings attention to several considerations in the adoption of authentic materials: learners' needs, their interest in topics, language situations and functions students would find useful. More obviously, using inappropriate teaching materials makes learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raise learners' interest in topics.

The idea of using authentic material in language teaching is supported among references and many professionals in the field of language pedagogy. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Guariento & Morley, 2001; Wilcox et al., 1999). This means authentic material in FL class can be motivating because they are proof that the language is used for real-life purpose by real people, and authentic texts will bring them closer to the target language culture. As well as authentic materials are used with the purpose of students' communicative competence, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. They are produced to fulfill some social, cultural, and pragmatic purposes in the language community. Therefore, this authentic materials will result in them making the learning process overall an even more enjoyable and thus, motivating.

Additionally, Bataineh and Elttayef (2015) reported that socio-cultural competence is very important to develop EFL learners English language skill and competences. Throughout Bataineh and Elttayefs' study, they concluded that technology especially web-cam chat is an important tool to develop English language teaching and learning. Rogers (1988) stated "the authentic materials should be qualified in terms of objectives, learners' needs and nature of the meaningful communication" (p. 467). Moreover, Dornyei (2003) has demonstrated that students' motivation and, learning achievement are highly influenced by the teachers' attitudes. Besides, scholars argue that the use of authentic materials help students to bridge the gap between classroom knowledge and their' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. In this respect, a lot of researchers suggest using authentic in order to help learners learn better information particularly in teaching language in FL classroom. Therefore, They regard the use of this type of authentic materials as a useful means to motivate learners, arouse their interest and expose them to real language, they will face in the real world. Constantly, authentic materials encourage learners to learn a particular language effectively because they notice they are dealing with the language in real life situation. Additionally, authentic materials have made a noticeable contribution in foreign language teaching and learning, there are also some scholars who are against the use of this kind of materials claiming that they have no value. In support to this view, the syllabus designers are advised to take into account the learners' needs and provide them with the chance, to be able to communicate the learned language in real situations via the use of authentic materials which is considered one of the characteristics of communicative language teaching.

## **1.2.The problem of the study**

The problem of the study stems from the researchers' own experience and observations inside the foreign

language class as students and teachers, EFL students may find difficulty in using the English language expressively and effectively. Their own experience have also showed that many students are at most linguistically competent, but they cannot convert their linguistic knowledge into actual practice, which might be due to the fact that our EFL students are rarely taught by native speakers of English who can be regarded as an authentic resources. This may not be achieved without having an actual exposure to authentic language via direct teaching by native speakers of English with the help of English teachers who are non-native speakers of English.

English language may be difficult to learn because the learners may not have real-life situation to practice the language directly from the mouth of native speakers of English. Learners do not practice using English, and classroom environments is at most not well-prepared for interaction. Teaching by native speakers of English enables learners to listen and learn actual pronunciation ,this may create situations and better environment for learners to communicate with each other.

Accordingly, this study try to investigate the effect of using authentic materials on developing Undergraduate EFL students' communicative competence.

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

The Purpose of the study is to add the scholarly literature the effect of using authentic materials on developing Undergraduate EFL students' communicative competence.

### **1.4. Significant of the study**

This study is significant in the sense that it to contribute to the existing literature on pedagogical intervention in the development of EFL learners' communicative aspects through using authentic materials.

### **1.5. Questions of the study**

This study attempted to answer the following questions:

1. Are there any statistically significant differences between the mean scores of the experimental and control groups in communicative aspects of language due to the method of teaching (teaching the communicative aspects of language using authentic materials vs. regular communicative method)?
2. Which communicative aspects of language did the experimental group learners develop more as a result of using authentic materials ? These aspects include (linguistic, pragmatic, socio-cultural, non-verbal, aesthetic, suprasegmental, and paralinguistic)?

### **1.6. Hypothesis of the study**

Based on the preceding research questions, the following hypotheses are formulated:

Ho1: There are no statistically significant differences between the mean scores of the experimental and control groups in communicative aspects of language due to method of teaching (teaching the communicative aspects of language using authentic materials vs. regular communicative method )? at the  $(\alpha \leq 0.05)$  level.

Ho2: There are no statistically significant differences between the mean scores of experimental group's mastery of each communicative aspect of language as a result of using authentic materials at the  $(\alpha \leq 0.05)$  level.

### **1.7. Limitation of the study**

There are several limitations to the generalization of the results of this study:

The duration of the study was limited to a period of 8 weeks. The participants' size was small and only included a selected group of individuals (undergraduate EFL learners). The material of the study was the prescribed textbook at College of Arts , Department of English Language and Literature which was loaded heavily with different communicative aspects of language.

## **2. Review of related literature**

Hussein and Elttayef (2016) investigated the effect of using technology in general and skype in particular to develop learners' discourse competence. They found out that learners' discourse competence was developed a lot after using Skype.

Omid and Azam (2015) adopted a study to explore the effect of using authentic materials in the foreign language classrooms. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials. According to this study, the teachers disagreed on the suitable level of students for presenting such materials. Most of the teachers believed that the language level of the text and the course

objectives are the guiding criteria for selecting appropriate texts. Finally, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching.

Empirical studies have confirmed the positive results obtained by learners who have opportunities to interact with and utilize authentic texts. Several studies, such as Miller (2005) and Thanajaro (2000), found that aural language development was improved when the practice incorporates authentic materials. Moreover, Otte (2006) examined the impact of aural authentic texts on listening comprehension abilities of four adult ESL students at an American university. He found that students' listening comprehension abilities and motivation increased after exposure to authentic materials. Similarly, Herron and Seay (1991), in a study conducted on intermediate-level students, found that students who listened to authentic radio tapes as a substitute for regular classroom activities demonstrated significantly greater listening comprehension than those students for whom the authentic radio program was not a part of the semester's curriculum. Their research asserts that listening-comprehension skill improves with increased exposure to authentic speech.

Moreover, Berardo (2006) indicates that several studies have found out that authentic materials can increase reading development by introducing students to new vocabulary and expressions. For example, Young (1999) investigated reading comprehension of 127 second year Spanish language students at a state university. He found a tendency for better recall scores on authentic, as opposed to simplified, versions of the same texts. Similarly, Leow (1993 cited in Soliman, 2013) examined learners' intake of selected linguistic items from authentic and simplified texts and found that, although the simplified versions were significantly more comprehensible, they did not facilitate greater levels of intake. Moreover, Crossley, McCarthy, Louwse, and McNamara (2007) investigated differences in linguistic structures between sampled simplified and authentic reading texts using computational tools. They found that simplified texts demonstrate more syntactic complexity than authentic texts do. In this respect, Carney and Franciuli (1992) believe that the use of authentic texts focusing on reading has obvious advantage when teaching more mature students.

In this respect, Weyers (1999) examined the impact of exposure to authentic video on the language acquisition process of university students of Spanish. Analysis of the results showed a significant improvement in listening comprehension skills and some component parts of the communicative competence of those students who were exposed to authentic video.

According to Ur (1996), students usually have trouble understanding texts outside of the classroom because classroom reading materials do not reflect the language of the real world. She states, "We want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language" (p.150). Moreover, Hadley (2001) concludes that the, "use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone" (p.97). Therefore, it sounds sensible to base students' reading practice on a variety of authentic texts.

Furthermore, Morton (1999) maintains that the strategies students develop in comprehending authentic texts can help them develop writing proficiency in the target language. He explains, "Students need to learn the register that is appropriate for their own essays. for this, there is no substitute for authentic academic texts which can develop students' ability to master basic rhetorical devices" (p. 182). In this respect, Carter and Nunan (2001) assert that the use of authentic materials raises learners' awareness of not only grammatical and lexical but also stylistic features.

Moreover, scholars in favor of authentic materials suggest that exposure to authentic materials should start in the earliest stages of language learning (Bacon, 1989; Miller, 2005 cited in Soliman, 2013), asserting that an early exposure to such texts will help students develop useful strategies for more complex tasks later on. Herron and Seay (1991) believe that using authentic materials allows students to experience early in their study the rewards of learning a language.

Soliman (2013) There are many references among literature supporting the idea of using authentic material in language teaching. Authentic material provides the learners with many significant advantages and promotes learners with high motivation and interest in language learning. This paper attempted to recognize Libyan EFL teachers' attitudes and beliefs regarding the use of authentic reading materials at university level in Libya. After employing attitude and believes questionnaire toward the use of authentic materials to EFL teachers from the University of Gareuness in Libya the results indicated that EFL Libyan teachers had a positive attitudes towards the use of authentic material. In addition, the study indicated that a perfect reading class should use a combination of both authentic texts and textbooks. Therefore, language programs should consider introducing authentic materials into the curriculum as a tool to improve the current learning environment. The concept of authentic material in classroom provides students with opportunities to get exposed to and practice a language that naturally occurs outside the classroom. However, the impact of authentic materials on language performance

at various levels has shown improvement in language performance as a result of exposure to authentic language in the classroom. Therefore, authentic material provides the learners with many significant advantages and promotes learners with high motivation and interest in language learning and Students' achievement in learning EFL is always influenced by teachers' attitudes.

### **3.Methods and Procedures**

#### *3.1. Population of the study*

The population of the study consisted of 411 all students at University of Anbar during the second semester of the academic year 2017/2018. The directorate purposefully chosen by the researchers for the following reasons: Firstly, it has up-to-date Internet connected laboratories. Secondly, it has enough number of students.

#### *3.2. Sample of the study*

The sample of the study consisted of forty-eight EFL students during the second semester of the academic year 2017/2018 at University of Anbar. They divided into two groups: Group one, which was chosen as an experimental who used authentic materials, and group two which was chosen as a control who used the regular communicative method.

#### *3.3. Instrument of the study*

A pre-test was administered before the experiment to decide the actual level of both groups before starting the experiment .After two months , the same post-test was administered to see if authentic materials have an effect on undergraduate EFL learners' communicative competence. To avoid subjectivity, a team of six external native examiners of English interviewed students, each one evaluates their level of English and the average score of each examinee was calculated.

##### *3.3.1. Validation of the tool*

What is important before using any tool of investigation is to make sure that it meets all the requirement of a good test i.e., it should be valid, reliable and with an acceptable degree of difficulty. Therefore, the test, which was tested to make sure of its validity with to accuracy, clarity and the appropriateness of the tool.

##### *3.3.2. Reliability of the study*

One of the methods that can be used to find out test reliability is the test-retest technique to establish the reliability of the test. To establish the reliability of the test, scores were calculated after testing and re-testing with two weeks between then. The researchers calculated the reliability coefficient of the results of the test.

#### *3.4. Variables of the study*

The study consisted of the following variables:

1. The independent variables of this study are:
  - a. teaching English language by using authentic materials, and
  - b. teaching English language by using regular communicative method.
2. The dependent variables are students' scores of both groups (experimental and control) on the post-test.

#### *3.5. Design of the study*

The experiment of the study conducted for 8 weeks during the second of the academic year 2017/2018. The sample of the study consisted of 45 EFL learners. The learners sat to a pre-test in order to assure that both groups are equivalent. They were divided into two groups; the first group taught the English language via using authentic materials, the second group taught using regular communicative method. One instructor will teach all participants, and they studied the same material. Then, the post-test was administered, and finally the students' scores were analyzed.

#### *3.6. Instructional treatment*

The researchers used the researchers used different authentic materials as contemporary instructional technology.

#### *3.7. Procedures of the study*

This study adapted the experimental methodology. Two groups of Undergraduate EFL at University of Anbar. The learners were interviewed in order to know their actual level of English before starting the experiment. The first group was taught using authentic materials (experimental group). The Second group was taught using the regular communication approach. After conducting the classes' activities, a posttest was administered. The scores were tabulated and prepared for statistical analysis.

#### *3.8. Statistical analysis*

The Statistical Package for Social Sciences (SPSS) software was used to analyze data and to evaluate any

possible difference or any statistically differences between scores for the pre/post test between the two groups in order to answer and accomplish the questions and objectives of the study. Mean scores, standard deviations, and significance levels were conducted for all the variables of the study.

#### 4. Findings of the study

To determine the difference in the means scores of the two groups, a pretest was administered at the beginning of the first semester of academic year 2015-2016 to know the level of competence of the students in both groups before starting the experiment. As demonstrated in Table 1, there was no significant difference between the experimental and control groups at the beginning of the study.

Table (1) pre-test results of both groups

| GROUP        | N. | Mean | Std. Deviation | T    | Df | Sig. |
|--------------|----|------|----------------|------|----|------|
| Experimental | 25 | 46   | 12.17          | 0.22 | 31 | 0.68 |
| Control      | 20 | 45   | 12.23          |      |    |      |

##### 4.1. Findings Related to the First Research Question

The first question of the study is "Are there any statistically significant differences between the mean scores of the experimental and control groups in communicative aspects of language due to the method of teaching (teaching the communicative aspects of language using authentic materials vs. regular communicative method)?"

To answer this question, means and standard deviations of the two groups for the method of teaching were calculated (see Table 2).

Table 2: Means and Standard Deviation of the Experimental and Control Groups on the Pre- and Posttests

| Test      | Group        | N  | Mean | Std. Deviation | t    | Df | Sig. |
|-----------|--------------|----|------|----------------|------|----|------|
| Pre test  | Experimental | 25 | 46   | 12.17          | 0.22 | 31 | 0.68 |
|           | Control      | 20 | 45   | 12.23          |      |    |      |
| Post test | Experimental | 25 | 69   | 14.12          | 2.13 | 34 | 0.00 |
|           | Control      | 20 | 48   | 13.33          |      |    |      |

There was a significant difference in the communicative aspects between the two groups in the posttest in favor of the experimental group. Accordingly, the hypothesis of the study, which read, "There are no statistically significant differences between the mean scores of the experimental and control groups in communicative aspects of language due to method of teaching (teaching the communicative aspects of language using authentic materials vs. regular communicative method)" was rejected. It is obvious from Table 2 that the mean score of the experimental group on the posttest was higher than that of the control group. The researcher attributed this difference to the method of teaching.

Table 2 shows that there is a statistically significant difference between the performances of the two groups on the post-test. This difference indicates that using authentic materials in teaching English language to undergraduate EFL learners has positive effect on their communicative aspects of language, where the mean score for the experimental group is 69 while for the control group is 48.

Table 2 shows the amount of progress each group had achieved. The experimental group got an increase of 23 in their mean score on the post-test compared with their mean score on the pre-test. On the other hand, the control group got an increase of 3 in their mean score on the post-test compared with their mean score on the pre-test. In addition, the results indicated that there is a statistical impact of authentic materials on the learners' communicative aspects of language, in which the experimental group got higher scores than the control group.

##### 4.2. Findings Related to the Second Research Question

The second question of the study was "Which communicative aspects of language did the experimental group learners develop more as a result of using authentic materials? These aspects include (linguistic, pragmatic, socio-cultural, non-verbal, aesthetic, suprasegmental, and paralinguistic)?"

To answer this question one-way ANOVA were applied to the communicative aspects of language (linguistic, pragmatic, socio-cultural, non-verbal, aesthetic, suprasegmental, and paralinguistic) for the pre- and post assessments (see Tables 3).

Table 3: Pre- and-Posttest Results of Both Groups in Communicative Aspects of Language.

| Communicative aspects of Language | Test        | Experimental group |             |              |           |             | Control group |             |              |           |             |
|-----------------------------------|-------------|--------------------|-------------|--------------|-----------|-------------|---------------|-------------|--------------|-----------|-------------|
|                                   |             | Mean               | Std. Dev.   | ANOVA        | df        | Sig.        | Mean          | Std. Dev.   | ANOVA        | df        | Sig.        |
| Pragmatic                         | Pre         | 7.55               | 5.53        | -7.70        | 18        | 0.00        | 6.94          | 6.00        | -5.84        | 17        | 0.12        |
|                                   | Post        | 11.92              | 6.86        |              |           |             | 7.50          | 6.29        |              |           |             |
| socio-cultural                    | Pre         | 6.77               | 1.52        | -7.34        | 18        | 0.00        | 6.72          | 1.64        | -4.99        | 17        | 0.14        |
|                                   | Post        | 10.20              | 1.63        |              |           |             | 7.05          | 1.63        |              |           |             |
| Linguistic                        | Pre         | 6.54               | 1.48        | -6.14        | 18        | 0.00        | 6.50          | 1.44        | -6.10        | 17        | 0.13        |
|                                   | Post        | 9.90               | 1.72        |              |           |             | 6.86          | 1.39        |              |           |             |
| Paralinguistic                    | Pre         | 6.50               | 1.52        | -17.78       | 18        | 0.00        | 6.48          | 1.41        | -7.10        | 17        | 0.12        |
|                                   | Post        | 9.75               | 1.10        |              |           |             | 6.79          | 1.49        |              |           |             |
| suprasegmental                    | Pre         | 6.28               | 1.64        | -11.16       | 18        | 0.00        | 6.26          | 1.62        | -10.69       | 17        | 0.13        |
|                                   | Post        | 9.55               | 1.86        |              |           |             | 6.74          | 1.52        |              |           |             |
| non-verbal                        | Pre         | 6.26               | 1.34        | -8.45        | 18        | 0.00        | 6.24          | 1.66        | -6.17        | 17        | 0.13        |
|                                   | Post        | 9.00               | 1.54        |              |           |             | 6.70          | 1.49        |              |           |             |
| Aesthetic                         | Pre         | 6.10               | 1.32        | -7.56        | 18        | 0.00        | 6.08          | 1.65        | -8.34        | 17        | 0.11        |
|                                   | Post        | 8.00               | 1.56        |              |           |             | 6.31          | 1.57        |              |           |             |
| <b>Average scores</b>             | <b>Pre</b>  | <b>46</b>          | <b>1.56</b> | <b>-7.58</b> | <b>18</b> | <b>0.09</b> | <b>45</b>     | <b>1.26</b> | <b>-7.32</b> | <b>17</b> | <b>0.08</b> |
|                                   | <b>Post</b> | <b>69</b>          | <b>1.44</b> | <b>-6.24</b> | <b>18</b> | <b>0.00</b> | <b>48</b>     | <b>1.42</b> | <b>-7.41</b> | <b>17</b> | <b>0.06</b> |

Table 3 shows that there were significant differences between the experimental and control groups' performance on the measure of communicative aspects of language, where all the f values on the posttest are statistically significant in favor of the experimental group.

According to the results, it was clear that scores of experimental group were statistically higher than those of control group, and the level of the experimental group on the communicative aspects of language improved after exposure to the authentic materials over 8 weeks, while there was no improvement in the level of the control group. Therefore, it can be concluded that authentic materials have a positive effect on students' performance of the communicative aspects of language.

Table 2 shows that the mean scores in the pragmatic post test are in favor of the experimental group ( using authentic materials) which is (11.92). Whereas the mean score of the control group is (7.50). Table 2 shows that there is a statistically significant difference between the pragmatic scores of the experimental group and that of the control group. Table 2 also shows that the mean scores on the socio-cultural post test are in favor of the experimental group which is (10.20 ). Whereas the mean score of the control group is (7.05). The results show that the mean scores on the linguistic post test are in favor of the experimental group which is (9.90). Whereas the mean score of the control group is (6.86). The results also show that the mean scores on the Paralinguistic post test are in favor of the experimental group which is (9.75). Whereas the mean score of the control group is (6.79). The results also show that the mean scores on the suprasegmental posttest are in favor of the experimental group, which is (9.55). Whereas the mean score of the control group is (6.74). The results also show that the mean scores on the non-verbal posttest are in favor of the experimental group, which is (9.00). Whereas the mean score of the control group is (6.70). The results also show that the mean scores on the aesthetic posttest are in favor of the experimental group, which is (8.00). Whereas the mean score of the control group is (6.31).

Upon looking at the mean scores of the experimental and control groups in table 1, we can easily discover that they are almost equal for all the communicative aspects of language. On the other hand, table 2 shows that the mean scores on the post test are in favor of the experimental group in both the communicative aspects of language. This means that the differences in the mean scores are attributed to using authentic materials as a modern means of teaching and learning.

## 5. Discussion of the results

### Question 1

The first question investigated if there are any statistically significant differences between the mean scores of the experimental and control groups in communicative aspects of language due to the method of teaching (teaching the communicative aspects of language using authentic materials vs. regular communicative method)?

According to the findings of this study, authentic materials were found to offer a good opportunity for teaching the communicative aspects of language implicitly. Additionally, the results of this study showed that university EFL learners improved and developed their communicative aspects of language over 8 weeks of exposure to authentic materials that included many and different communicative aspects of language.

The results of the study also showed that the experimental group achieved better than the control group, thus, using authentic materials can be regarded as an effective technique to improve the EFL learners'

communicative aspects of language.

After analyzing the experimental group students' comments on their new experiences of studying via authentic materials, the researcher understood that using authentic materials was found to be interesting in education in general and in learning and teaching communicative aspects of language in particular; students enjoyed using different authentic materials for a long time, practicing language and communicating with others via different global sites of social communication. The results of this study are in line with what investigated by Omid and Azam (2015) who adopted a study to explore the effect of using authentic materials in the foreign language classrooms. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. Similarly, authentic materials was found to be a good tool for creating a motivational environment. This finding agreed with Soliman (2013) who found that authentic material provides the learners with many significant advantages and promotes learners with high motivation and interest in language learning.

## 6. Conclusion

Using authentic materials in teaching the communicative aspects of language and in teaching English language is one of the best opportunities for language learners to interact and develop their learning and the communicative aspects of language outside/inside classrooms whenever and wherever they desire. Language learners would be able to extend their learning opportunities and participate in a different type of learning. In other words, authentic materials helped learners' outcomes that was because of their motivational and developed features, easiness, and new method of teaching and learning. This new orientation created a motivated and healthy atmosphere, which in terms helped students to study freely, without fear and hesitation, and they could get rid of their shiness.

## 7. Recommendations

It is recommended that using authentic materials can be adapted to most classes, in teaching the communicative aspects of language. Accordingly, the researcher recommends using the other and modern contemporary instructional technologies for teaching language skills and other communicative aspects of language which are not investigated yet. Ministries of education and higher education should equip schools and universities with laborites provided with different types of technology which can be regarded as an authentic materials to give learners a chance to develop their learning and teaching Ministries of education and higher education should encourage schools and universities to train teachers of English to deal with different types of authentic materials. Curricula designers should take into account the importance of technology applications and try to involve in the textbooks different authentic subjects and topics related to the authentic materials. EFL curricula designers should recommend using new syllabi and authentic materials that develop the EFL learners' communicative aspects of language. Such materials should be successfully and purposefully chosen in such a way that they should be more testable, interesting, and motivating.

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