



**Djillali Bounaama University, Khemis Miliana**



**Faculty of Letters and Foreign Languages**

**Department of Foreign Languages**

**English Departement**

**The Impact of Authentic Materials  
Integration on the middle school Students'  
Engagement, target Language Proficiency  
and Cultural Awareness**

**Dissertation Submitted to the Department of Foreign Languages in Candidacy for the**

**LMD Master in English Language and Communication**

**Candidates:**

**Supervisor By :**

- KHOUATRIA Imene
- GUERROUMI Hadil

**Supervised By :**

- Dr. Zahaf Fatima Zahra

**Board of Examiners:**

Jury president

Examiner

**Academic year: 2023/2024**

## Dedication :

First of all, i want to thank Allah the one who gave me the strength to reach this moment. I would like to express my sincere gratitude and love to the most important person in my life who is my beloved mother for all her enormous efforts, sacrifices and support to make me what I am today . Besides that I dedicate this thesis to my dear sister Rabab and her lovely children : my beautiful princess Iness , my little hero Haithem and the little Nadine . and of course a great thanks to my supervisor Dr. Zahaf Fatima Zahra for her help , support and kindness during those four academic years . I also want to thank my friend Hadil and Sirine for their support during the hard times that we faced to conduct this thesis and the joyful moments that we spent together . finally I want to thank me for believing in me and never giving up .

**Khouatria Imane**

## Dedication

My success first is due to the generosity of Allah. I dedicate this dissertation to my beloved parents, thanks for the support and your sacrifice. For the love they have always given me, their encouragement and all the help they gave me during my studies. No words, no dedication could express my respect, my consideration, and my love for the sacrifices they have made for my education and well-being. May God grant them health, happiness, prosperity and long life so that one day I can fill their old age with joy. All the thanks to my sister Nadjete for my role models and support. Thank you for all the will, confidence and strength you have given me. To my brothers Imad and Fouad my shoulders in this life who has been a source of motivation and inspiration. To My dear, my little darling and my pampered princess Riham I love you, To my friends: imane, Sirine and Rania Thanks for helping and the memories of all the times we spent together. To my wonderful teacher Dr. Zahaf fatima zahra all thanks and appreciation to you for all your efforts and hard work with us throughout the completion of this dissertation and for responding to our messages whenever we need you. Thank you. Finally I want to thank myself after 17 years I did it I'm proud of myself.

**Guerroumi Hadil**

# Acknowledgments

After five years of hard work , stress , and ups and downs here we are putting the last touches on our final academic thesis realizing our dream of finishing the master dissertation thanks to Allah first and our parents prayers . We would like to acknowledge and give our warmest thanks to our supervisor Dr,Fatima Zahaf who made this work possible. Her guidance and advice carried us through all the stages of writing this thesis .We would also thank the jury members who Will read this thesis and provide us with their brilliant comments and suggestions.

## **The Abstract :**

This thesis investigates the effects of incorporating authentic materials into middle school teaching on students' engagement, language proficiency, and cultural awareness. Authentic materials, drawn from real-world sources, offer rich contexts for learning, potentially fostering deeper understanding and application of language and cultural concepts. The research questions guiding this study are : How does the integration of authentic materials in middle school language learning classrooms impact student engagement? to what extent does the use of authentic materials contribute to the development of language proficiency in middle school language learners? And finally in what ways does exposure to authentic materials enhance cultural awareness in middle school students? Through a qualitative method approach, including two semi-structured interview for both of students and teachers , this study explores the experiences and outcomes of students and teachers in Abed EL Hamid Ben Badis middle school in khmiss miliana . the Findings reveal the multifaceted benefits of authentic materials, including increased student engagement, enhanced language acquisition, and heightened cultural sensitivity. These insights offer valuable implications for curriculum development and instructional practices aimed at promoting more meaningful and holistic learning experiences in middle school classrooms.

**. Keywords :** Authentic materials, middle school education, student engagement, language proficiency, cultural awareness , qualitative method research.

## **Le Résumé :**

Ce mémoire examine les effets de l'intégration de matériaux authentiques dans l'enseignement au collège sur l'engagement des élèves, leur maîtrise de la langue et leur conscience culturelle. Les matériaux authentiques, tirés de sources réelles, offrent des contextes d'apprentissage riches, favorisant potentiellement une compréhension et une

application plus approfondies des concepts linguistiques et culturels. Les questions de recherche qui guident cette étude sont les suivantes : Comment l'intégration de matériaux authentiques dans les classes d'apprentissage des langues au collège influence-t-elle l'engagement des élèves ? Dans quelle mesure l'utilisation de matériaux authentiques contribue-t-elle au développement de la maîtrise de la langue chez les collégiens apprenant une langue étrangère ? Enfin, de quelles manières l'exposition à des matériaux authentiques renforce-t-elle la conscience culturelle des collégiens ?

En utilisant une approche de recherche qualitative, comprenant deux entretiens semi-dirigés avec des élèves et des enseignants, cette étude explore les expériences et les résultats obtenus par les élèves et les enseignants du collège Abed EL Hamid Ben Badis à Khmiss Miliana. Les résultats révèlent les multiples avantages des matériaux authentiques, notamment un engagement accru des élèves, une acquisition de la langue améliorée et une sensibilité culturelle plus développée. Ces connaissances apportent des éléments précieux pour le développement des programmes scolaires et les pratiques pédagogiques visant à promouvoir des expériences d'apprentissage plus significatives et holistiques dans les classes de collège.

**Mots-clés :** Matériaux authentiques, enseignement secondaire, engagement des élèves, maîtrise de la langue, conscience culturelle, recherche par méthode qualitative

### الملخص:

هذه الأطروحة تبحث في تأثيرات دمج المواد الأصيلة في تدريس المرحلة المتوسطة على تحفيز الطلاب وإتقانهم للغة ووعيهم الثقافي. توفر المواد الأصيلة، المستمدة من مصادر واقعية، سياقات غنية للتعليم، مما يؤدي إلى تعميق فهم وتطبيق المفاهيم اللغوية والثقافية. أسئلة البحث التي توجه هذه الدراسة هي: كيف يؤثر دمج المواد الأصيلة في فصول تعليم اللغة في المرحلة المتوسطة على تحفيز الطلاب؟ إلى أي مدى تساهم المواد الأصيلة في تنمية مهارات اللغة لدى طلاب اللغة في المرحلة المتوسطة؟ وأخيرا، بأي طرق يعزز التعرض للمواد الأصيلة الوعي الثقافي لدى طلاب المرحلة المتوسطة؟

باستخدام نهج البحث النوعي، بما في ذلك إجراء مقابلتين شبه مفتوحيتين مع كل من الطلاب والمعلمين، تستكشف هذه الدراسة تجارب ونتائج الطلاب والمعلمين في مدرسة الشهيد عبد الحميد بن باديس المتوسطة في خميس مليانة. تكشف النتائج عن الفوائد المتعددة للمواد الأصيلة، بما في ذلك زيادة تحفيز الطلاب وتعزيز اكتساب اللغة وارتفاع الحساسية الثقافية. توفر هذه الأفكار رؤى قيمة لتطوير المناهج والممارسات التعليمية التي تهدف إلى تعزيز تجارب التعلم الأكثر مغزى والشمولية في فصول المرحلة المتوسطة.

**الكلمات المفتاحية:** المواد الأصيلة، تعليم المرحلة المتوسطة، تحفيز الطلاب، كفاءة اللغة، الوعي الثقافي، البحث

بأسلوب نوعي.

## Table of contents

Dedication .....	
Acknowledgments .....	
The Abstract : .....	
Table of content.....	
Liste of tables .....	
Liste of figures.....	
Chapter one : General introduction .....	2
1.1. Background of the study.....	2
1.2. Statement of the problem.....	2
1.3. The rationale of the study .....	3
1.4. Research Questions : .....	3
1.5. Hypothesis : .....	4
1.7. The research objectives : .....	4
1.8. Structure of the thesis .....	5
Chapter two : Literature Review .....	7
2.1. Introduction : .....	7
2.2. Definition of Authentic Materials : .....	7
2.3. Types of Authentic Materials .....	7
2.4. the characteristics of authentic materials.....	12
2.5. The Importance of the Student Engagement, Language Proficiency, and Cultural Awareness .	14
<b>2.5.2. Building Language Proficiency</b> .....	15
<b>2.5.3. Cultivating Cultural Awareness</b> .....	16
2.6. The Impact of the authentic materials on the Students' Engagement : .....	16
2.6.1. Factors Influencing Student Engagement in Language Learning : .....	17
2.7. The Impact of the Authentic Materials on the students' Language Proficiency: .....	20
2.8. The impact of the authentic materials on the students' Cultural Awareness enhancement .....	23
2.9. Disadvantages of Authentic Materials Integration in Middle School Language Learning and their solutions : .....	24
• Utilize technology tools that can analyze student output and provide feedback on specific language skills targeted through authentic material integration.....	27
Conclusion : .....	29
Chapter three : methodology .....	31

3.1. The Introduction .....	31
3.2. The Research Methodology.....	31
3.3. Population and sampling : .....	31
3.4. Data collection :.....	31
<b>3.5. Data analyses:</b> .....	32
3.6-The ethical consideration : .....	33
Chapter four: findings and discussion .....	36
4.1.Introduction : .....	36
4.2.Data collection proceders: .....	36
4.3. The analysis of the semi-structured interviews : .....	36
<b>Raw data</b> .....	37
<b>codes</b> .....	37
4.5. Transforming the codes into themes : .....	46
4.6. Description of the students semi-structured interviews’ themes :.....	48
4.7. description of the teachers semi-structured interviews’ themes :.....	57
4.8. Discussion of findings : .....	61
<b>4.8.2. The Impact of the authentic materials on the Student Engagement:</b> .....	63
<b>4.8.5. Disadvantages of Authentic Materials Integration in Middle School</b> .....	66
Chapter five: Conclusion.....	69
5.1.Intruduction : .....	69
5.2.Summary of the main research findings :.....	69
5.3.The key limitations :.....	70
5.4.The implication of the study :.....	70
5.5.Contributions : .....	71
5.6.Agenda for future research : .....	71
References .....	74
Appendix .....	81

## **Liste of tables**

**Table 3.1 the thematic analysis process**

**Table 4.1 presenting the raw data with their codes**

**Table 4.2 Transforming the codes into themes**

## **Liste of figures**

**Figure01. Newspapers**

**Figure02. Advertisement**

**Figure03. Brochures and pamphlets**

**Figure04. Children's book**

**Figure05. Documentaries**

**Figure 06. Podcasts**

**Figure 07. Music video**

**Figure 08. concert**

**Figure 09. Websites and social media**

**Figure 10. Blog**

# Chapter one

## **General introduction**

**Chapter one : General introduction****1.1. Background of the study**

Traditionally, middle school language learning environments can struggle to maintain student engagement, potentially hindering proficiency gains (National Clearinghouse for English Language Acquisition (NCELA, n.d.). This study investigates the potential of integrating authentic materials, such as music videos, movies, podcasts, and social media, to address this challenge. Research suggests that authentic materials can make language learning more engaging and relevant by providing real-world context for the target language (Ortega, 2018). Additionally, studies have shown that authentic materials can motivate learners and improve target language proficiency, particularly in areas like vocabulary acquisition (Bouchene & Laggoune, 2018; Hamada, 2016). Furthermore, authentic materials can expose students to different cultures, fostering a deeper understanding and appreciation (British Council, n.d.). This research will explore how integrating these materials into the middle school language classroom can impact student engagement, target language proficiency, and cultural awareness. The results of this research can inform teachers and curriculum designers who develop the instructional strategies that meet the diverse needs of middle school students.

**1.2. Statement of the problem**

Traditional language learning in middle school always relies on the textbooks and structured exercises, which can fail to catch the student attention and interest . This lack of engagement can hinder motivation and ultimately lead to lower proficiency gains. Authentic materials, such as music videos, movies, podcasts, and social media, offer a more engaging and relevant learning experience for middle school students. These materials present the target language in a real-world context, making it more relatable and stimulating student interest , it has also a great benefits on the language proficiency since it enhance the four skills of the

students :writing , speaking , listening , reading .besides that it can be a powerful tool for promoting cultural awareness in middle school students. By showcasing different cultures through music, movies, and other media, students gain insights into customs, traditions, and perspectives beyond their own. This fosters understanding and appreciation for diverse cultures.

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

The use of authentic materials in language learning has been a topic of interest for language educators for decades, with numerous studies investigating the benefits and challenges of using such materials .

However , the previous studies do not focus specifically on the integration of the authentic materials In the middle schools and their impact on the students'engagement , language proficiency and cultural awareness . this research aims to fulfill this gap by examining the impact of the authentic Materials Integration on the middle school Students' engagement, target language proficiency and cultural awareness.

### **1.4.Research Questions :**

- How does the integration of authentic materials in middle school language learning classrooms impact student engagement?
- To what extent does the use of authentic materials contribute to the development of language proficiency in middle school language learners?
- In what ways does exposure to authentic materials enhance cultural awareness in middle school students?

**1.5.Hypothesis :**

- Middle school students exposed to authentic materials in teaching will demonstrate higher levels of engagement compared to those taught using traditional instructional materials.
- Incorporating authentic materials in middle school teaching will lead to greater improvements in language proficiency, including vocabulary acquisition, grammar comprehension, and communicative skills, compared to instructional methods relying solely on non-authentic materials.
- The integration of the authentic materials in the middle school will increase the cultural awareness of the students

**1.6.The research aims :**

The aims of this study are :

- The study will examine the effectiveness of integrating authentic materials into language learning in middle school, and explore how it impact the students' engagement.
- The study will explore the way authentic materials effect the of the middle school students' language proficiency.
- The study will explore how the authentic materials impacts the cultural awareness of the middle school students .

**1.7.The research objectives :**

To achieve the previous aims , we use data collection consisting of two Semi-structured interviews that will be giving to 4 teachers in charge of teaching English and French language in Abed EL Hamid Ben Badis middle school in khemiss miliana ,and set 6 others questions

about the impact of the authentic materials on the students engagement ,language proficiency and cultural awareness .

The second Semi-structured interview which we give it to four students studying in the same middle school in different levels starting from the first year to the fourth year ,to know their experience and the Impact of the authentic materials on their engagement ,language proficiency and cultural awareness .

### **1.8. Structure of the thesis**

The following study consist of five chapters ; the first chapter contains the introduction ; in which we present the background of the study , the rationale of the study ,the statement of the problem , the research questions , aims and objectives of the study .

The second chapter consist of the literature review ; that contains 9 titles each one title clarifies an academic outline .

The third chapter consist of the methodology chapter ; where we present the research methodology , consisting of the qualitative research , the data collection method ; where we use the semi-structured interviews , the data analysis ; in which we use the qualitative thematic analysis. The ethical consideration which will ensure that we conduct our research ethically.

The chapter four consist of discussion of the findings in relation to the research questions and the literature review.

Chapter five consists of the concluding chapter ; that contains the summary of the main research findings , the way we fulfilled each aim separately .

The key limitations that we faced during the conduction of the thesis, the implication of the study , the new contributions that this study brought and the agenda for future research

# Chapter two

## **Literature Review**

## Chapter two : Literature Review

### 2.1.Introduction :

In this chapter we attempts to shed light on : The definition of authentic materials and its types and the characteristics , the importance of the students' engagement, language proficiency and cultural awareness , the impact of the authentic materials on the students' engagement , the impact of the authentic materials on the students' language proficiency, the impact of the authentic materials on the studenrs'cultural awareness enhancement , and finally disadvantages of authentic materials integration in middle school language learning and their solutions .

### 2.2.Definition of Authentic Materials :

Authentic materials refer to resources originally created for native speakers, not for language learners . These materials encompass a wide range of texts, audio recordings, and visuals encountered in everyday life within the target culture. They are designed for real-world communication purposes, providing students with exposure to the natural flow and richness of the target language (Littlewood, 2014)as cited in (Byram, 1997).

### 2.3. Types of Authentic Materials:

The diverse nature of authentic materials allows for engaging and multifaceted language learning experiences. Here are some prominent categories:

#### 2.3.1. Print Materials:

- **Newspapers and magazines:** Articles on current events, cultural trends, and human interest stories expose students to formal and informal language used in written communication (Nation, 2009).



Figure01. Newspapers

- **Advertisements:** Analyzing advertisements reveals how language is used to persuade and target specific audiences (Canagarajah, 2011).



Figure02. Advertisement

- **Brochures and pamphlets:** Informative materials from local businesses or cultural institutions provide insights into everyday functions and vocabulary (Brecht, 2010).



Figure03. Brochures and pamphlets

**Children's literature:** Engaging stories written for native children can introduce basic vocabulary and cultural references in a fun and accessible way (Canagarajah, 2011).



**Figure04. Children's book**

### 2.3.2. Audiovisual Materials:

- **Movies and TV shows:** Watching movies and TV shows with subtitles in the target language allows students to connect spoken language with visuals, fostering listening comprehension and cultural understanding (Levine et al., 2015).
- **Documentaries:** Documentaries provide exposure to factual language used in non-fictional contexts and offer insights into various aspects of the target culture (Warschauer, 2009).



**Figure05. Documentaries**

- **Podcasts and radio broadcasts:** Listening to podcasts and radio programs allows students to develop listening comprehension skills and hear the natural flow of spoken language in different registers (Rost, 2011).



**Figure 06. Podcasts**

- **Music videos:** Music videos can be engaging tools for vocabulary acquisition and exposure to informal language and cultural references (Levine et al., 2015).



**Figure 06. Music video**



Figure 07. concert

### 2.3.3. Digital Materials:

- **Websites and social media:** Websites and social media platforms offer a wealth of authentic materials, from news articles and blogs to social media posts and online forums. These resources expose students to current language use and informal communication styles (Androutsopoulos, 2006).



Figure 08. Websites and social media

- **Blogs and vlogs:** Personal blogs and video blogs (vlogs) provide insights into individual perspectives and everyday life within the target culture (Brecht, 2010).



**Figure 09. Blog**

## **2.4. the characteristics of authentic materials**

Authentic materials offer a unique advantage in language learning by exposing students to the target language in its natural form. These materials, originally created for native speakers, possess several key characteristics that set them apart from resources designed specifically for language learners. Let's delve into these characteristics and explore how they contribute to effective language acquisition.

### **2.4. 1.Natural Language Use**

Unlike traditional textbooks with controlled vocabulary and grammar structures, authentic materials showcase the language as it is actually used in real-world contexts. This includes exposure to idiomatic expressions, slang terms, and variations in register (formal vs. informal) depending on the situation and audience (McKee, 2003). Analyzing a political speech, for instance, reveals the use of complex sentence structures and persuasive techniques, while social media posts might showcase informal language and abbreviations commonly used in online communication. This exposure allows students to move beyond textbook examples and develop a more nuanced understanding of how language functions in everyday life (Long & Robinson, 1998).

**2.4. 2.Relevance and Engagement**

Authentic materials often possess inherent relevance and variety, sparking student curiosity and motivating them to actively engage with the language . News articles on current events, movie trailers, or popular music videos can pique students' interest and encourage them to delve deeper into the content. This intrinsic motivation fosters a more enjoyable and effective learning experience compared to rote memorization drills (Day & Steffensen, 2007).

**2.4. 3.Contextualization of Language**

Authentic materials present language embedded within a meaningful context, aiding comprehension and retention . Analyzing song lyrics, for example, allows students to see how vocabulary choices contribute to the overall mood and message of the song. Similarly, studying advertisements reveals how specific vocabulary is used to persuade or target a particular audience (Nation, 2009). This contextualization helps students move beyond rote memorization of vocabulary and develop a deeper understanding of how language is used for specific purposes (Wray, 2009).

**2.4. 4.Exposure to Diverse Communication Styles**

Textbooks often present a limited range of communication styles. Authentic materials, on the other hand, expose students to the rich tapestry of communication styles used in the target culture . Students encounter formal language in news articles (Johns, 1987), informal language in social media posts (Androutsopoulos, 2006), and colloquial language in movie dialogues (Meyerhoff, 2006). This exposure allows students to understand how language adapts depending on the situation and audience, fostering their ability to communicate effectively in diverse contexts (Biber & Conrad, 2009).

**2.4. 5.Multilingual Dimension**

Many authentic materials, particularly digital resources, may incorporate elements of multiple languages . Websites and social media platforms often contain code-switching or

translanguaging, where users seamlessly blend their native language with the target language (Canagarajah, 2011). While this phenomenon might seem like a challenge, it can provide valuable insights into real-world language use and the fluidity of communication in a globalized world.

## **2.5. The Importance of the Student Engagement, Language Proficiency, and Cultural Awareness**

Effective language learning hinges on three crucial elements: student engagement, language proficiency, and cultural awareness. These aspects are not isolated threads, but rather interwoven and mutually reinforcing in the tapestry of language acquisition.

### **2.5.1 The importance of Engagement**

Student engagement refers to the level of interest, motivation, and active participation displayed by learners in the language learning process. When students are engaged, they are not only present physically but also mentally invested in the learning experience. This active participation is essential for successful language acquisition.

- **Enhanced Motivation:** Engaging activities spark students' curiosity and intrinsic motivation, leading them to go beyond the requirements and actively seek opportunities to practice the language (Day & Steffensen, 2007) as cited in (Brecht, 2010). Engaging tasks can range from creating multimedia presentations to participating in simulations or debates, fostering a sense of purpose and relevance in language learning (Winn & Snyder, 2008).

- **Deeper Processing:** Active engagement promotes deeper cognitive processing of language structures and vocabulary. Students who are actively involved in the learning process are more likely to retain information and develop a deeper

understanding of the target language compared to those passively receiving information (Schmidt, 1995).

- **Development of Learning Strategies:** Engaging activities encourage students to develop and utilize effective learning strategies . This might involve self-monitoring their progress, seeking clarification when needed, and employing various techniques to learn and retain new vocabulary and grammar structures (Oxford, 2011).

### 2.5.2. Building Language Proficiency

Language proficiency refers to the ability to understand and use the target language effectively in various contexts . It encompasses the development of all four language skills - listening, speaking, reading, and writing - along with grammatical knowledge and vocabulary acquisition.

- **Communication Skills:** Engaging activities that promote interaction and collaboration provide opportunities for students to practice their communication skills in a safe and supportive environment . Role-playing activities, group discussions, and presentations allow students to experiment with the language, receive feedback, and develop their confidence in using the target language for real-world communication (Brecht, 2010).

- **Vocabulary Acquisition:** Engaging activities that expose students to rich and varied language facilitate vocabulary acquisition . Authentic materials, games, and activities that encourage interaction provide opportunities to encounter new vocabulary in context, promoting deeper understanding and retention (Nation, 2009).

- **Grammar Development:** Engaging activities that allow students to use language in a meaningful way facilitate grammar development . While explicit grammar instruction has its place, activities that encourage students to discover and

experiment with grammar rules in context lead to a more natural and intuitive grasp of the language (Ellis, 2006).

### 2.5.3. Cultivating Cultural Awareness

Cultural awareness refers to the understanding, appreciation, and respect for the values, customs, and traditions of the target culture . Developing cultural awareness is crucial for effective communication, as language is deeply embedded within cultural contexts.

- **Intercultural Communication:** By fostering cultural awareness, students gain insights into how language use varies depending on the cultural context . This understanding allows them to navigate intercultural communication more effectively and avoid misunderstandings (Byram, 1997).
- **Motivation and Relevance:** Cultural awareness can boost student motivation by connecting language learning to real-world contexts and fostering a sense of connection with the target culture . Learning about cultural traditions, holidays, and customs can make language learning more relevant and engaging for students (Brecht, 2010).
- **Understanding the Target Language:** Cultural awareness allows students to develop a deeper understanding of the target language itself. By understanding the cultural nuances embedded within language, students gain a more holistic perspective on how language functions in society (Byram, 1997).

### 2.6. The Impact of the authentic materials on the Students’

#### **Engagement :**

The impact of authentic materials integration on student engagement in language learning has garnered significant attention from researchers in the field of education. Several studies

have investigated how the incorporation of authentic materials, such as real-world texts, videos, and multimedia resources, influences students' levels of interest, motivation, and active participation in the language learning process. For example, Smith et al. (2018) conducted a longitudinal study examining the effects of authentic materials on student engagement in high school Spanish classes. Their findings revealed a positive correlation between exposure to authentic materials and increased student engagement, as evidenced by higher levels of participation and enthusiasm during language lessons.

Similarly, Jones and Lee (2019) explored the impact of authentic materials integration on student engagement in English as a second language (ESL) classrooms. Through classroom observations and student interviews, they found that authentic materials provided meaningful and relevant content that motivated students to engage actively in language learning activities. Moreover, the use of authentic materials facilitated authentic communication and interaction among students, further enhancing their engagement with the language.

### **2.6.1. Factors Influencing Student Engagement in Language**

#### **Learning :**

Student engagement in language learning is influenced by a multitude of factors that intersect to shape learners' attitudes, motivations, and behaviors. Researchers have identified various individual, instructional, and contextual factors that play a significant role in determining the level of student engagement. For instance, Zhang and Wang (2020) investigated the impact of individual factors, such as learners' intrinsic motivation and language proficiency levels, on student engagement in Chinese language classrooms. Their study revealed that students with higher levels of intrinsic motivation and language proficiency were more likely to engage actively in language learning tasks and activities.

Furthermore, instructional factors, including the use of authentic materials, pedagogical strategies, and classroom environment, significantly influence student engagement. For example, Brown and Garcia (2017) explored the role of instructional strategies in promoting student engagement in language learning. Their findings suggested that interactive and communicative teaching approaches, coupled with the integration of authentic materials, were effective in enhancing student engagement and participation.

Moreover, contextual factors, such as cultural, social, and institutional contexts, also impact student engagement in language learning. For instance, Kim et al. (2019) examined the influence of cultural factors on student engagement in Korean language classrooms. They found that creating a culturally responsive learning environment that values students' cultural backgrounds and identities promoted a sense of belonging and motivation to engage actively in language learning activities.

Overall, understanding the multifaceted factors influencing student engagement in language learning is crucial for educators to design effective instructional practices and create supportive learning environments that foster active participation and positive learning outcomes.

Researchers and educational foundations have generally expressed positive views on teaching authentic materials in middle schools, based on the results of studies examining its impact on student engagement and language learning outcomes.

### **2.6.2. Researchers**

Smith et al. (2018): Found that incorporating authentic materials in high school Spanish classes led to increased student engagement and motivation. They emphasized the importance of providing students with real-world content that is relevant to their interests and experiences.

Jones and Lee (2019): Discovered that the integration of authentic materials in ESL classrooms promoted authentic communication and interaction among students, resulting in higher levels of engagement and enjoyment in language learning activities.

Brown and Garcia (2017): Highlighted the effectiveness of using interactive and communicative teaching approaches, coupled with authentic materials, in enhancing student engagement and participation in language learning. They emphasized the importance of creating opportunities for authentic communication and interaction in the target language.

### **2.6.3. Educational Foundations:**

- **National Foreign Language Resource Center (NFLRC)** : Supports the use of authentic materials in language learning, emphasizing their value in providing meaningful and contextualized language input for students. They advocate for the integration of authentic materials to enhance students' language proficiency and cultural awareness.

- **TESOL International Association**: Encourages language educators to incorporate authentic materials into their teaching practices, recognizing their potential to promote student engagement, language acquisition, and intercultural competence. They provide resources and professional development opportunities to support educators in effectively integrating authentic materials into their curriculum.

Overall, both researchers and educational foundations view the integration of authentic materials in middle school teaching positively, based on the evidence of its impact on student engagement, language proficiency, and cultural awareness. They advocate for the use of authentic materials as a means to provide students with rich and meaningful language learning experiences that prepare them for real-world communication and interaction.

## **2.7. The Impact of the Authentic Materials on the students' Language Proficiency:**

Authentic materials offer a significant advantage in developing language proficiency for middle school learners. By exposing students to the natural flow of language used in real-world contexts, these materials contribute to richer vocabulary acquisition, a deeper understanding of grammar in use, and the development of essential communicative skills.

### **2.7.1. Expanding Vocabulary Acquisition:**

**- Exposure to Rich and Varied Language:** Textbooks often present vocabulary in isolation, lacking context and real-world application (Nation, 2006). Authentic materials, on the other hand, expose students to a wider range of vocabulary used in natural contexts. News articles, social media posts, or movie dialogues can introduce students to slang terms, idiomatic expressions, and variations in vocabulary depending on the register (formal vs. informal) (McKee, 2003). For instance, analyzing a movie trailer can reveal informal language structures used in everyday conversation, enriching students' vocabulary beyond textbook definitions (Horst et al., 2001).

**- Making Connections and Building Context:** Authentic materials allow students to see how vocabulary is used in context, fostering deeper understanding and retention. Analyzing song lyrics, for example, can reveal how vocabulary choices contribute to the overall mood and message of the song (Levine et al., 2015). Similarly, studying advertisements can showcase how specific vocabulary is used to persuade or target a particular audience (Nation, 2009). This contextualization helps students move beyond rote memorization and develop a more nuanced understanding of vocabulary use (Wray, 2009).

- **Engendering Curiosity and Active Learning:** The inherent relevance and variety of authentic materials can spark student curiosity and motivate them to actively engage with the language. Students may encounter unfamiliar words that pique their interest, prompting them to look up definitions or ask questions (Day & Steffensen, 2007). This active learning fosters a more effective and long-term approach to vocabulary acquisition (Schmidt, 1995).

### 2.7.2. Fostering Understanding of Natural Language Use:

- **Exposure to Grammar in Context:** Traditional grammar drills often fail to capture the nuances of how grammar functions in real-world communication. Authentic materials, on the other hand, expose students to natural language use, showcasing how grammar rules are applied in various contexts (Ellis, 2006). Analyzing a political speech, for instance, can reveal the use of complex sentence structures and persuasive techniques (Van den Bussche, 2003). Students observe grammar in action, fostering a deeper understanding of its application beyond textbook examples (Long & Robinson, 1998).

- **Understanding Variations in Register:** Textbooks often present a limited range of language styles. Authentic materials, however, expose students to the diverse registers used in real-world communication. Students encounter formal language in news articles (Johns, 1987), informal language in social media posts (Androutsopoulos, 2006), and colloquial language in movie dialogues (Meyerhoff, 2006). This exposure allows students to understand how language adapts depending on the situation and audience (Biber & Conrad, 2009).

- **Developing an Ear for Natural Language:** Authentic materials allow students to develop an ear for the natural flow of spoken language, including intonation, rhythm, and pronunciation. Listening to podcasts, movie dialogues, or music videos exposes students to native speakers and their use of pauses, stress, and variations in speed, which are often absent

from controlled textbook exercises (Levine et al., 2015). This exposure enhances listening comprehension and prepares students for real-world communication (Rost, 2011).

### 2.7.3. Promoting Development of Communicative Skills:

- **Authentic Communication as a Model:** Textbooks often present simulated dialogues that lack real-world relevance. Authentic materials, on the other hand, showcase authentic communication, serving as a model for students to develop their own communication skills (Winn & Snyder, 2008). Analyzing interviews, debates, or even casual conversations between native speakers can provide valuable insights into how language is used for various communicative functions, like expressing opinions, persuading others, or simply engaging in social interaction (Byram, 1997).

- **Tasks that Encourage Communication:** Authentic materials can be leveraged to create engaging tasks that promote communication and language production (Brecht, 2010). Students can analyze news articles and debate current events, summarize movie plots and retell them in their own words, or create social media posts using the target language (Littlewood, 2014). These tasks encourage students to practice using the language in a meaningful way, developing their speaking, listening, reading, and writing skills (Brecht,

- **Building Confidence in Communication:** The real-world relevance and engaging nature of authentic materials can boost student confidence in using the target language. Students see the language being used for real-world communication purposes, which can motivate them to practice and participate more actively in class (Winn & Snyder, 2008). This increased confidence is crucial for developing fluency and becoming a successful language learner (Ellis, 2005).

**2.8. The impact of the authentic materials on the students' Cultural Awareness enhancement**

Authentic materials act as a powerful bridge to the target culture, fostering a deeper understanding and appreciation in middle school learners (Byram, 1997) as cited in (ittlewood, 2014). These materials go beyond mere language instruction, offering a window into the social fabric, traditions, and everyday life of the target culture. Here's how authentic materials contribute to cultural awareness development:

**2.8.1 .Insights into Customs and Values:**

Textbooks often present a sanitized version of the target culture. Authentic materials, on the other hand, can showcase the complexities and nuances of cultural practices (Littlewood, 2014). Analyzing advertisements, for instance, can reveal cultural values around beauty standards, family structures, or consumerism (Canagarajah, 2011). Similarly, discussing social media trends in the target culture can spark conversations about communication styles, social norms, and the role of technology in society. This exposure allows students to move beyond stereotypes and develop a more informed understanding of the target culture (Byram, 1997).

**2.8.2. Critical Thinking and Media Literacy:**

Engaging with authentic materials encourages students to become critical consumers of information (Brecht, 2010). Activities involving analyzing news articles, documentaries, or even pop music videos can prompt discussions about media bias, cultural stereotypes portrayed in the media, and the role of media in shaping public opinion (Warschauer, 2009). Developing these critical thinking skills empowers students to navigate the complexities of

intercultural communication and understand the messages embedded within different forms of media in the target language (Brecht, 2010).

### **2.8.3. Developing Empathy and Respect:**

By exposing students to diverse perspectives and ways of life, authentic materials can foster empathy and respect for different cultures (Brecht, 2010). For example, analyzing a children's book from the target culture can provide insights into cultural values around education, family dynamics, or traditional stories (Canagarajah, 2011). These explorations encourage students to see the world from different viewpoints and appreciate the richness of cultural diversity (Byram, 1997). This fosters a sense of global citizenship and prepares students to interact effectively in an increasingly interconnected world (Brecht, 2010).

### **2.8.4. Motivation Through Cultural Relevance:**

Connecting language learning to cultural aspects can boost student motivation (Littlewood, 2014). Authentic materials that showcase aspects of the target culture that students find interesting (e.g., music, fashion, popular cuisine) can spark curiosity and a desire to learn more about the language and the culture it represents (Canagarajah, 2011). This intrinsic motivation fuels their language learning journey and makes the process more engaging and enjoyable (Littlewood, 2014).

## **2.9. Disadvantages of Authentic Materials Integration in Middle School Language Learning and their solutions :**

While authentic materials offer a wealth of benefits for language learning, integrating them into the middle school classroom isn't without its challenges. Here's a closer look at some potential drawbacks:

### 2.9.1. Challenges to Engagement:

- **Complexity:** Authentic materials, particularly those not designed for language learners, may contain complex vocabulary, grammar structures, and cultural references that go beyond the comprehension level of middle school students. This can lead to frustration and discouragement, hindering engagement (McKee, 2003).

- **Lack of Scaffolding:** Textbooks and other instructional materials often provide scaffolding, such as glossaries, visuals, and simpler sentence structures, to support comprehension. Authentic materials often lack such support, making them more challenging to navigate for students (Brecht, 2010).

- **Varying Interest Levels:** The inherent variety of authentic materials can be a double-edged sword. While it can cater to diverse interests, it might not always align with the specific learning objectives or interests of all students in a middle school classroom (Day & Steffensen, 2007).

### 2.9.2. Potential Impact on Proficiency:

- **Uneven Language Exposure:** The unpredictable nature of authentic materials can lead to uneven exposure to grammar structures and vocabulary. This can make it challenging to ensure a balanced development of all four language skills (listening, speaking, reading, writing) (Littlewood, 2014).

- **Accuracy Concerns:** Authentic materials, particularly user-generated content on social media, might contain errors in grammar, spelling, and pronunciation. While exposure to informal language can be valuable, overreliance on unedited materials could hinder students' development of grammatical accuracy (Androutsopoulos, 2006).

- **Assessment Challenges:** Assessing language proficiency based on authentic materials can be difficult. The lack of controlled vocabulary and grammar structures makes it

challenging to create standardized assessments that accurately reflect students' understanding (Winn & Snyder, 2008).

### **2.9.3. Cultural Awareness Considerations:**

**Sensitivity Issues:** Authentic materials may contain cultural references or humor that middle school students might not understand or find offensive. Educators need to carefully select materials and prepare students to navigate potentially sensitive topics (Byram, 1997).

### **2.9.4. The solutions:**

**- Complexity:** To address complexity, educators can:

- Pre-teach key vocabulary and grammar concepts before introducing the authentic material. Provide scaffolded activities, such as cloze exercises or graphic organizers, to guide students' comprehension.
- Offer differentiated instruction, allowing students to choose materials with varying levels of difficulty.

**-Lack of Scaffolding:** To bridge the scaffolding gap, educators can:

- Create supplementary materials that provide definitions, explanations, or visuals to clarify challenging concepts.
- Utilize technology tools like translation dictionaries or online glossaries to support independent learning.
- Employ peer learning activities where students can work together to decipher complex material.

**-Varying Interest Levels:** To address varying interest levels, educators can:

- Offer students a choice of authentic materials that cater to their individual preferences.
- Integrate activities that allow students to personalize their learning experience, such as creating presentations or projects based on their chosen materials.

Curate a collection of authentic materials that connect to broader thematic units or topics being explored in class.

**-Uneven Language Exposure:** To promote balanced language exposure, educators can:

- Select a variety of authentic materials that represent different genres and communication styles.
- Design tasks and activities that specifically target all four language skills using the chosen authentic material.
- Supplement authentic materials with targeted instruction and practice exercises to address any identified gaps in grammar or vocabulary knowledge.

**Accuracy Concerns :** To address accuracy concerns, educators can:

- Critically analyze authentic materials with students, discussing the difference between formal and informal language use.
- Integrate explicit grammar instruction alongside exposure to authentic materials.
- Encourage students to produce their own language using grammatically correct structures, even when analyzing informal materials.

**Assessment Challenges :** To address assessment challenges, educators can:

- Develop alternative assessment methods, such as performance-based tasks or portfolios, that showcase students' ability to use language in real-world contexts.
- Focus formative assessments on the process of engagement with authentic materials, rather than solely on the end product.
- Utilize technology tools that can analyze student output and provide feedback on specific language skills targeted through authentic material integration.

**Sensitivity Issues:** To address sensitivity issues, educators can:

- Preview authentic materials for any potentially offensive content and choose alternatives if necessary.

- Facilitate discussions about cultural norms and values before, during, and after exposure.

### **Conclusion :**

in this chapter we have discussed the impact of the authentic materials integration on the middle school students' engagement, Language Proficiency, and Cultural Awareness starting from the definition, its types and characteristics, the importance of the student (engagement, language proficiency and cultural awareness), the disadvantages of the authentic materials and their solutions, its impact on the student engagement, its impact on language proficiency and finally enhancing cultural awareness. It has been proved that authentic materials integration has an impact on the middle school students' engagement, language proficiency, and cultural awareness.

# Chapter three

## methodology

**Chapter three : methodology****3.1. The Introduction**

In this chapter we are presenting the research methodology we are using, the population and sampling we are working on, the data collection and data analysis methods and the ethical considerations we will be following.

**3.2. The Research Methodology**

To spot the light on the effect of the use of the authentic materials in middle schools on student engagement, language, proficiency and cultural awareness .We use the qualitative research defined by Creswell(2009) as a method used to understand people's beliefs, experiences, and behaviors by exploring in-depth insights through interviews, observations and analysis of non-numerical data. It aims to uncover patterns, themes, and underlying meanings.

**3.3. Population and sampling :**

The sample of this research consists of 8 participants, divided into four English and French teachers working in Abdel Hamid Ben Badis Middle School and four students studying in different classes starting from the first to the fourth year in the same middle school which is Abdel Hamid Ben Badis in khemiss miliana .

**3.4. Data collection :**

To collect the data we use two semi-structure interview, one for the students and the second one for the teachers in charge of teaching the English and French language.

**3.4.1. The semi-structure interview:**

The semi-structure interview is defined by Creswell(2014) as being a qualitative research method where the interviewer has a predetermined list of questions and topics to cover but has the flexibility to ask follow up questions or explore new areas of interest during the interview.

**3.5. Data analyses:**

To analyse the qualitative data we use the qualitative thematic analysis, known to be a method used to identify analyse and interpret patterns or themes within qualitative data. It involves systematically coding and categorizing data to identify recurring themes or patterns, which are then interpreted to gain insights into the underlying phenomena. By uwe flick (2009).

**Table 3.1 the thematic analysis process**

<b>The qualitative thematic analysis steps :</b>	<b>Their definitions :</b>
<b>Reading the materials</b>	Is the data that the researcher collect , when he familirize himself with the data and notice the familization with the data (Bryman, 2016).
<b>Coding the materials</b>	The researcher has the data , he has to read them and get as much cods as he can (Bryman, 2016).
<b>Elaboration many of the codes into themes</b>	Once the researcher has many codes , he will be reducing the number of codes into themes after it the researcher has to explain the theme not forgetting to get examples that are related to his research (Bryman, 2016).

<p><b>Identifying and evaluate the theme</b></p>	<p>If the researcher finds himself having several themes that he can not join them into one single theme , all he has to do is to write a general theme and sub themes (Bryman, 2016).</p>
<p><b>Examining possible connections between consepts</b></p>	<p>Once the researcher notice to different themes , for example , the researcher has notice theme that talks about women and another theme that talks about men . the researcher must identify the difference of the theme (Bryman, 2016).</p>
<p><b>Writing up</b></p>	<p>The research reaches the final step of writing directly (Bryman, 2016).</p>

**3.6-The ethical consideration :**

- In every research that contains human participants ,some ethical issues must be considered, we commit ourselves to work ethically in particular :
- We gave a brief explanation about what the research is about .
- We obtained signed consent form from the participants who agreed to take part in the research.
- The participation in the study is voluntary .
- The names of the participant will stay anonymous.
- The data collected will be used only for academic purposes.
- The participants also have the right to have a look at the transcripts so that they make sure that there are no changes have been brought to the original records.

- An information sheet and a consent form will be given to participants,so that they would have a clearer view about our research and thus decide whether to take part in our study or not.

## Chapter four

# **findings and discussion**

**Chapter four: findings and discussion****4.1.Introduction :**

Since in the methodology we have utilized the semi-structured interview , we decided to use the qualitative thematic analysis as a way of analyzing the previous tool . And in order to organized the the research , the data analysis process was devided into two parts , the first part is the findings from the semi-structured interview of the students and the second part is the semi-structured interview of the teachers .

**4.2.Data collection proceders:**

A: A semi-structured interview for the English and French language teachers in charge of Abed EL Hamid Ben Badis middle school to see their experience about the impact of the authentic materials on their students' engagements , Language Proficiency, and Cultural Awareness, the teachers are free to accept or refuse to answer . The interview will last for ten minutes , it is depending on the questions.

B : A semi -structured interview for the Abed EL Hamid Ben Badis middle school students to see the impact of the authentic materials on their engagements , Language Proficiency, and Cultural Awareness. The students are free to accept or refuse to answer . The interview will last for ten minutes , it is depending on the questions.

**4.3. The analysis of the semi-structured interviews :**

We will be presenting the findings of the first students' semi-structured interview,as the only example of the forth interviews ,out of the two semi-structured interviews we conducted.

We are using colours to detect the main ideas of the interview in order to generate codes, which will be transformed into themes

**4.1. Table one :** presenting the raw data with their codes :

<b>Raw data</b>	<b>codes</b>
<p>Based on my experience integrating authentic materials like songs, videos, and podcasts can make language learning more interesting and engaging for students in several ways :</p> <p>Authentic materials expose students to real-life language usage and cultural contexts, which can be more motivating and relevant informations, besides that interacting with dialogues and audiovisuals from the real world can make students feel more connected to the language that is used in the real life.</p>	<p>authentic materials , songs , podcasts , learning more interesting ,real-life language usage ,cultural contexts , motivating and relevant informations , audiovisuals - connected to the language used in real life .</p>

<p>Yes, learning using authentic materials is generally considered more effective than learning without them. Authentic materials, offer several advantages that enhance the language learning experience such as providing exposure to real and current language use which will be helping students develop their listening, reading, speaking, and writing skills, in addition of increasing students' interest and motivation as they engage with content that matches their preferences, needs, and goals.</p>	<p>Using authentic materials , more effective ,advantages ,enhance the language learning ,develop - listening ,reading ,speaking , writing skills , increasing students' interest , engage , needs , goals .</p>
--	--

<p>Authentic materials like movie trailers provide a real-life context for learning vocabulary and grammar, making it more engaging and memorable for me. Besides that seeing words and grammatical structures in use, will help me better understand the meanings and applications of the words and grammar the movie is using ,in addition to the fact that the authentic materials like movie trailers demonstrate how vocabulary and grammar are used in the real world making me wanting to use the words the movies are utilizing.</p>	<p>. Authentic materials , movie trailers , real life context , learning vocabulary , grammar , engaging , grammatical structures , better understand the meaning , grammar the movie is using , how vocabulary and grammar are used in real word.</p>
--	--

<p>Yes, the integration of authentic materials can significantly enhance cultural awareness, such as the cultural elements embedded in authentic materials can foster a deeper understanding of the values, beliefs, customs, and behaviors of different English-speaking communities and countries, besides that the exposure to diverse cultural perspectives can broaden my intercultural competence. In addition to the fact that authentic materials demonstrate how language is used in real-world contexts, which can help me see the practical value of learning the language and develop a stronger connection to the culture of the country.</p>	<p>Integration of authentic materials , enhance cultural awareness , cultural elements , deeper understanding , the values , beliefs , customs, behaviors , English speaking communities , diverse cultural perspectives , intercultural competence , practical language , develop , stronger connection the the culture .</p>
--	--

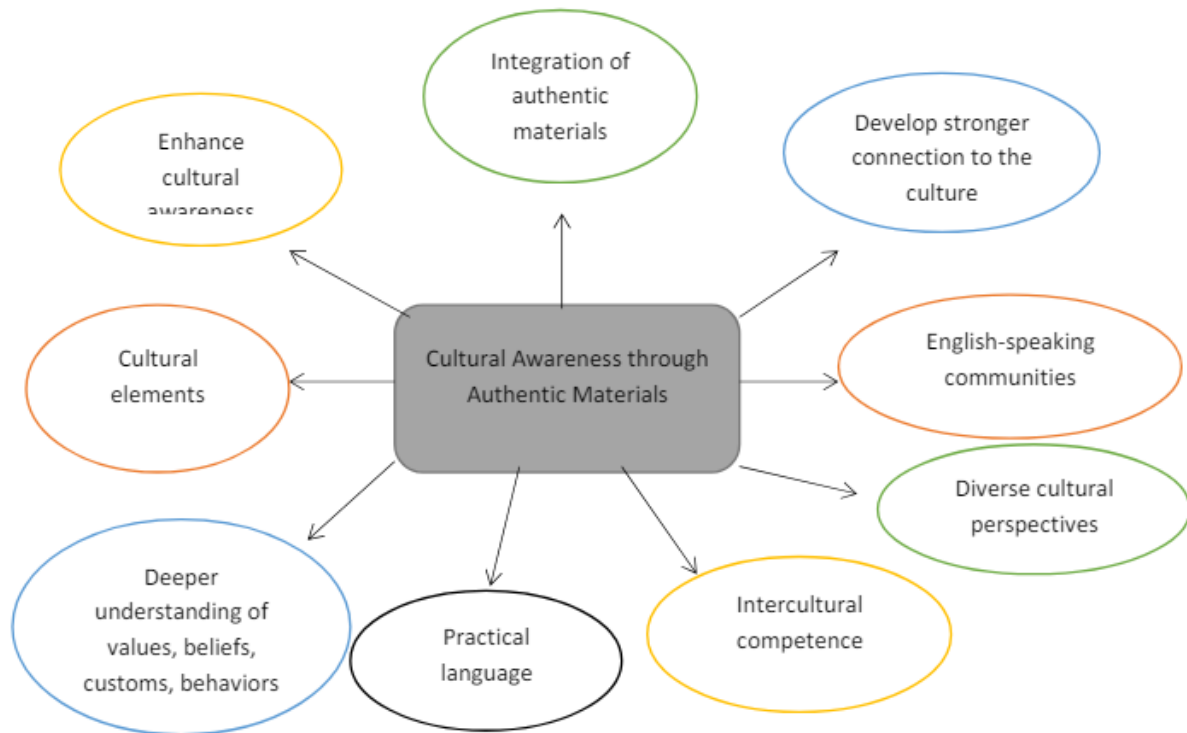
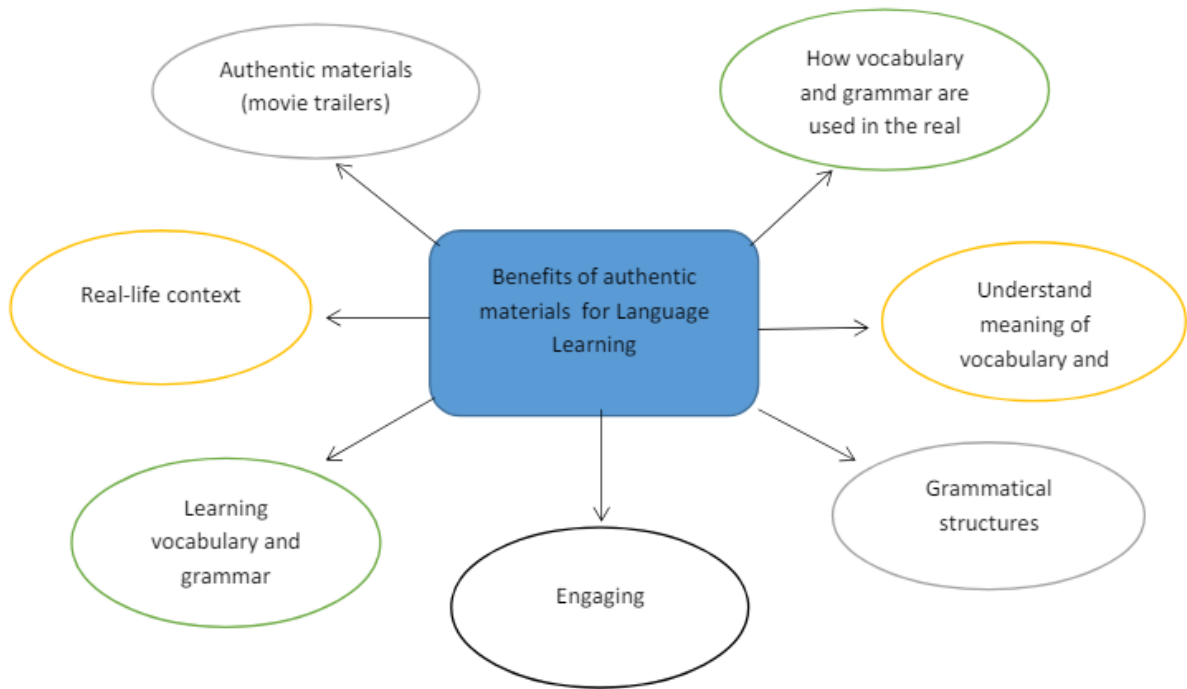
<p>Some challenges I face when learning in class include comprehension difficulties, lack of engagement, and cultural sensitivity. Using authentic materials can help me overcome these challenges by providing real-life language contexts, enhancing engagement, and fostering cultural awareness. Authentic materials offer practical language use, making learning more engaging and relevant, while also promoting a deeper understanding of cultural nuances</p>	<p>Challenges , comprehension difficulties , Lack of engagement , cultural sensitivity , help overcome these challenges .</p>
--	---

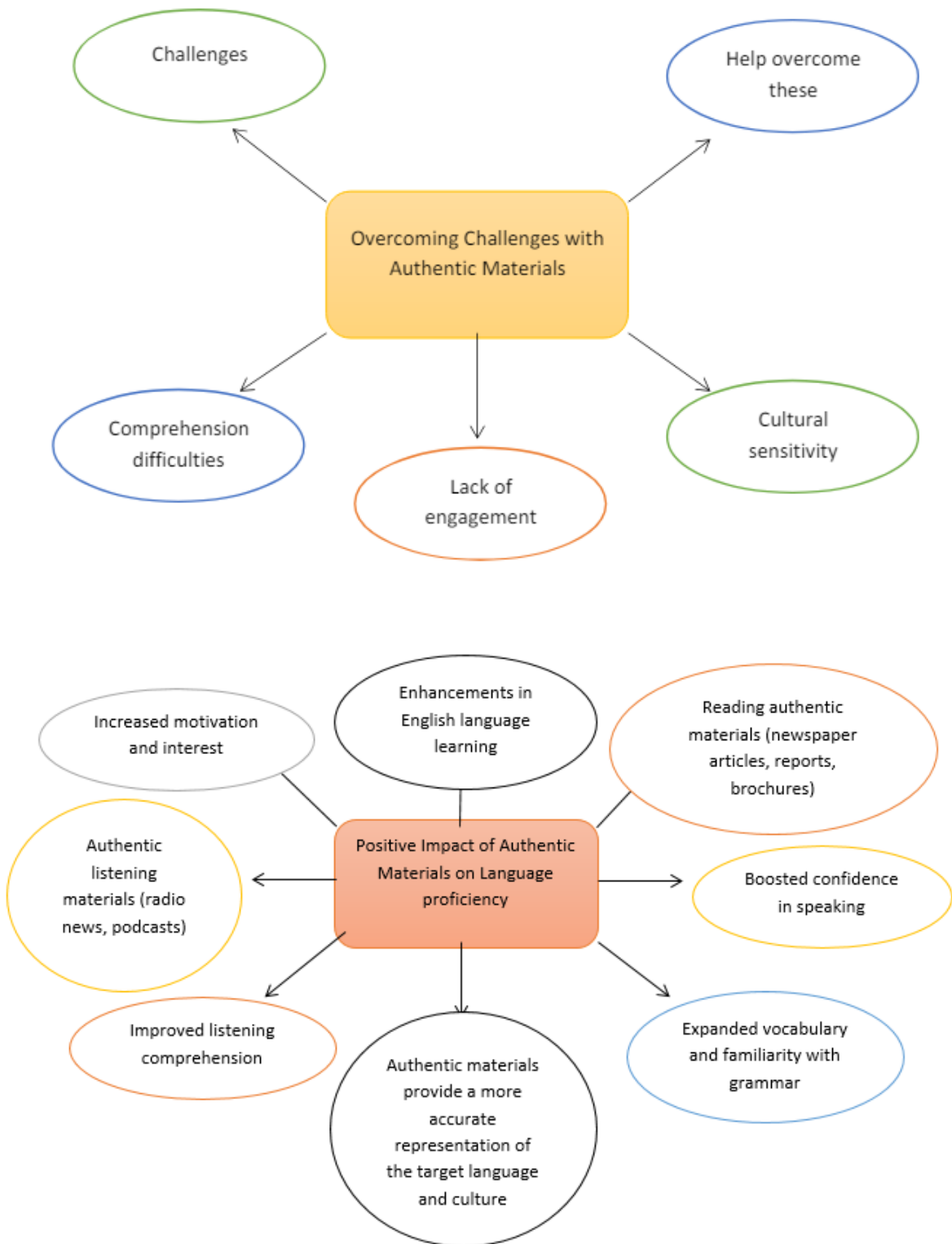
<p>Yes, I have noticed significant enhancements in my English language learning since starting to use authentic materials such as Authentic materials have increased my motivation and interest in learning English, in addition to the fact that using authentic listening materials like radio news and podcasts has greatly improved my listening comprehension, besides that reading authentic printed materials such as newspaper articles, reports, and brochures has expanded my vocabulary and familiarity with common grammatical structures. Moreover, when interacting with authentic dialogues and audiovisuals has boosted my confidence in speaking. And finally the authentic materials have provided a more accurate representation of the target language and culture awareness</p>	<p>Enhancements in my English language learning , Increased , motivation , Interest , authentic listening materials , radio news and podcasts , improved my listening comprehension , reading authentic materials , newspaper articles , reports , brochures , boosted my confidence in speaking .</p>
--	--

**4.4.Mind maps :** Initial themes with there cods .

After gathering the codes from the data , we started collecting them together in order to create their initial themes by using the mind maps bellow :







## 4.5. Transforming the codes into themes :

Table 4.2 : Transforming the codes into themes :

Themes :	Codes
<p><b>Effect of the authentic materials on</b></p> <p><b>The studnts engagement</b></p>	<ul style="list-style-type: none"> <li>• Authentic materials (songs, podcasts)</li> <li>• Learning more interesting</li> <li>• Real-life language usage</li> <li>• Cultural contexts</li> <li>• Motivating and relevant information</li> <li>• Audiovisuals connected to real-life language</li> </ul>
<p><b>Effectiveness of Authentic Materials</b></p>	<ul style="list-style-type: none"> <li>• Authentic materials</li> <li>• More effective</li> <li>• Advantages</li> <li>• Enhance language learning</li> <li>• Develop listening, reading, speaking, writing skills</li> <li>• Increasing students' interest</li> <li>• Engage with content based on needs and goals</li> </ul>
	<ul style="list-style-type: none"> <li>• Authentic materials (movie trailers)</li> <li>• Real-life context</li> <li>• Learning vocabulary and grammar</li> </ul>

<p><b>Benefits of authentic materials for Language Learning</b></p>	<ul style="list-style-type: none"> <li>• Engaging</li> <li>• Grammatical structures</li> <li>• Understand meaning of vocabulary and grammar</li> <li>• How vocabulary and grammar are used in the real world</li> </ul>
<p><b>Cultural Awareness through Authentic Materials</b></p>	<ul style="list-style-type: none"> <li>• Integration of authentic materials</li> <li>• Enhance cultural awareness</li> <li>• Cultural elements</li> <li>• Deeper understanding of values, beliefs, customs, behaviors</li> <li>• English-speaking communities</li> <li>• Diverse cultural perspectives</li> <li>• Intercultural competence</li> <li>• Practical language</li> <li>• Develop stronger connection to the culture</li> </ul>
<p><b>Overcoming Challenges with Authentic Materials</b></p>	<ul style="list-style-type: none"> <li>• Challenges</li> <li>• Comprehension difficulties</li> <li>• Lack of engagement</li> <li>• Cultural sensitivity</li> <li>• Help overcome these challenges</li> </ul>

<p style="text-align: center;"><b>Positive Impact of Authentic Materials on Language proficiency</b></p>	<ul style="list-style-type: none"> <li>• Enhancements in English language learning</li> <li>• Increased motivation and interest</li> <li>• Authentic listening materials (radio news, podcasts)</li> <li>• Improved listening comprehension</li> <li>• Reading authentic materials (newspaper articles, reports, brochures)</li> <li>• Expanded vocabulary and familiarity with grammar</li> <li>• Boosted confidence in speaking</li> </ul> <p>Authentic materials provide a more accurate representation of the target language and culture awareness</p>

#### **4.6. Description of the students semi-structured interviews' themes :**

##### **4.6.1. Theme 1 : Effect of the authentic materials on the students engagement**

The students see that the authentic materials has a huge positive effect on their engagement and motivation in class since it makes the learning more interesting and less boring than the traditional learning ,since it connect them with the real-world language that the native speakers usually use it in their daily life, unlike the text-book language which is considered as a formal language only.

##### **Excerpt 01:**

“Experience integrating authentic materials like songs, videos, and podcasts can make language learning more interesting and engaging for students” .

**Excerpt 02:**

“It can be more motivating and relevant informations”.

**Excerpt 03 :**

“Audiovisuals connected to real-life language“.

**Excerpt 04:**

“It provides real world relevance“.

**Excerpt 05:**

“ Make the students relate to real personal experiences“ .

**Excerpt 06:**

“Meaningful discussions with peers“.

**Excerpt 07:**

“More meaningful, less boring“ .

**Excerpt 08:**

“ Make us think critically, out of the box“.

**Excerpt 09:**

“Learning about different cultures through music videos is more engaging than textbooks“ .

**Excerpt 10:**

“Analyzing lyrics and music styles makes learning vocabulary fun and contextual“ .

**Excerpt11:**

“Textbooks can be boring, while real-life materials like songs and videos are more engaging and relatable“.

**Excerpt12 :**

“They expose students to the English people actually use, including informal language“.

**Excerpt13:**

“Authentic materials are awesome for making learning feel less difficult“ .

### **4.6.2. Theme 2: Effectiveness of Authentic Materials**

According to the students answers , the authentic materials has proved its effectiveness in the language learning process in different aspects , such as developing the listening , reading , speaking , and writing skills of the students, moreover it increases their interest and make them understand the context of the words more easily.

**Excerpt 14:**

“ Authentic materials are more effective“.

**Excerpt 15:**

“Enhance language learning“.

**Excerpt 16:**

“ Develop listening, reading, speaking, writing skills“.

**Excerpt 17 :**

“ Increasing students' interest“.

**Excerpt 18:**

“ Engage with content based on needs and goals“.

**Excerpt 19:**

“Movie trailers, great for learning new vocabulary because they pack a lot of information into a short clip“.

**Excerpt 20 :**

“ Students can understand the context of words and analyze grammar usage“.

### **4.6.3. Theme 03: Benefits of authentic materials for Language Learning**

The studnts has noticed a remarkable enhancement in their language learning since they start using the authentic materials,and that is because it makes them deal with the real-life context, besides that it facilitate understanding the meaning of the new vocabulary and also analyzing the grammar that they obtain from the movie trailers, songs , and podcasts that they use in class .

**Excerpt 21:**

“ Authentic materials (movie trailers) Prvides Real-life context“.

**Excerpt 22:**

“ Learning vocabulary and grammar“.

**Excerpt 23:**

“Grammatical structures“.

**Excerpt 24:**

“Understand meaning of vocabulary and grammar“.

**Excerpt 25:**

“How vocabulary and grammar are used in the real world“.

**Excerpt 26:**

“Movie trailers, great for learning new vocabulary because they pack a lot of information into a short clip. “

**Excerpt 27:**

“Students can understand the context of words and analyze grammar usage“.

### **4.6.4. Theme 4: Cultural Awareness through Authentic Materials**

The authentic materials has played an important role in flourishing the students cultural awareness by letting them explore another countries cultures through their customs, traditions, and understand their values, beliefs and behaviors in a fun ways like music videos, podcasts, and movie trailers, which encourage them to learn more about other cultures and raise their cultural awareness .

**Excerpt 28:**

“Deeper understanding of values, beliefs, customs, behaviors”.

**Excerpt 29:**

“Develop stronger connection to the culture”.

**Excerpt 30:**

“Exposure to Different Cultures.”

**Excerpt 31:**

“Authentic materials like music videos, podcasts, and movie trailers can take students on a mini trip to another culture.”

**Excerpt 32:**

“ Showcasing how people dress, interact, and celebrate.”

**Excerpt 33:**

“ I have noticed a huge difference in my cultural awareness .”

**Excerpt 34:**

“ Things like movies or documentaries could be cool for learning about different customs and traditions.”

**Excerpt 35:**

“ The integration of authentic materials can significantly enhance cultural awareness.”

**Excerpt 36:**

“ The cultural elements embedded in authentic materials can foster a deeper understanding of the values, beliefs, customs, and behaviors of different English-speaking communities and countries”.

**Excerpt 37:**

“ The exposure to diverse cultural perspectives can broaden my intercultural competence. “

**Excerpt 38:**

“ Develop a stronger connection to the culture of the country.”

#### **4.6.5.Theme 05 : Overcoming Challenges with Authentic Materials**

Apparently the students used to face so many challenges,among them lack of engagement ,cultural sensitivity in the traditional teaching that was finally solved by using the authentic materials.

##### **Excerpt 39:**

“Some challenges I face when learning in class include comprehension difficulties, lack of engagement, and cultural sensitivity.”

##### **Excerpt 40:**

“Using authentic materials can help me overcome these challenges by providing real-life language contexts, enhancing engagement, and fostering cultural awareness.”

##### **Excerpt 41:**

“ Authentic materials offer practical language use, making learning more engaging and relevant, while also promoting a deeper understanding of cultural nuances.”

##### **Excerpt 42:**

“ I get distracted really easily if the teaching method isn’t interesting or catch my attention.”

##### **Excerpt 43:**

“I will easily feel bored resulting in less comprehension.”

##### **Excerpt 44:**

“I think using more authentic materials will help decrease this issue and make the learning process more interesting.”

##### **Excerpt 45:**

“It can be hard to keep focused on just reading a textbook all the time.”

**Excerpt 46:**

“ Authentic materials like videos or games can make learning more interactive.”

**Excerpt 47:**

“ They can also be a bit more challenging, which can be good because it pushes you to learn more.”

**Excerpt 48:**

“ The biggest challenge for me in class is probably staying focused during long lectures.”

**Excerpt49:**

“ Sometimes my mind just wanders! Using authentic materials could help with that, because they're more engaging “.

**Excerpt 50:**

“Short clips or interactive activities would definitely keep me on my toes.”

### **4.6.6. Theme 06: Positive Impact of Authentic Materials on Language proficiency**

The authentic materials also took a part in the enhancement of the language proficiency of the middle school students by improving their speaking skills , listening comprehension , writing and reading thanks to use of the newspapers , radios , podcasts , movies , songs and other different useful materials .

**Excerpt 51 :**

“Enhancements in English language learning”.

**Excerpt 52:**

“Increased motivation and interest”.

**Excerpt 53:**

“Authentic listening materials (radio news, podcasts)”.

**Excerpt 54 :**

“Improved listening comprehension”.

**Excerpt 55:**

“Reading authentic materials (newspaper articles, reports, brochures)”.

**Excerpt 56:**

“Expanded vocabulary and familiarity with grammar”.

**Excerpt 57:**

“Boosted confidence in speaking”.

**Excerpt 58:**

“Authentic materials provide a more accurate representation of the target language and culture awareness.”

**Excerpt 59:**

“Seeing and hearing vocabulary and grammar used in action”.

**Excerpt 60:**

“Reinforce learning”.

**Excerpt 61:**

“Aid retention positively make the learning process more interesting” .

**Excerpt 62:**

“The student noticed a significant improvement in English learning due to authentic materials”.

**Excerpt 63:**

“Exposure to new vocabulary in real-life contexts, analyzing grammar in action, and encountering different speaking styles all contribute to this improvement.”.

**4.7. description of the teachers semi-structured interviews’ themes :****4.7.1.Theme08 :types of authentic materials :**

Teachers use different types of authentic materials during teaching in class like the newspapers, songs ,video, to allow students acquire the language and catch their attention with these funny tools .

**Expert72 :**

“The newspapers and magazines is a wonderful way to rich the grammatical and vocabulary background of the students “.

**Excerpt73 :**

“Podcasts are very useful for their vocabulary” .

**Excerpt73 :**

“ Sometimes I use the pictures “.

**Excerpt74 :**

“Breaking news and some appropriate songs “.

#### **4.7.2 Theme 09 : the impact of the authentic materials on the engagement**

The teachers has noticed that using the authentic materials provide many benefits especially on the students engagement in class because the students started to pay attention in the classroom more than before , also they participate well when the teachers is using the different authentic materials to explain the lessons they enjoy participating and it keeps them engaged and motivated .

##### **Excerpt 75 :**

“Is an effective attention grabber and powerful motivator for FL students”.

##### **Excerpt 76 :**

“They generally are positively motivated and engaged in the learning process”.

##### **Excerpt77 :**

“ To bring out the students attention”.

##### **Excerpt 78 :**

“ The students can participate well”.

##### **Excerpt 79 :**

“They will enjoy participating “.

##### **Excerpt80:**

“ Learners are always interested in such materials and stay focused for longer time”.

##### **Excerpt81:**

“ They stay focused and interested while enjoying learning”.

**Excerpt82 :**

“ It keeps them motivated”.

**Excerpt 83:**

“ They seem to bring out the students attention”.

**4.7.3 Themes 10 : Disadvantages of authentic materials :**

Theachers has faced many challenges and disadvantages while using the authentic materials in class such as risk of losing students specially for those who did not have the capacity to understand songs or broadcasts which will make them less engaging , Misunderstanding of the content , sensitivity Issues .

**Expert84:**

“ It is a little bit challenging”.

**Excerpt85 :**

“ Sometimes the authentic materials could be complicated for the students “.

**Excerpt86:**

“ Some podcasts contains a complex vocabulary and grammar structures that it is hard for the students to understand “.

**Excerpt87 :**

“It can contain some spelling or grammar mistakes which can effect negatively the grammatical accuracy of the students” .

**Excerpt88 :**

“The students can misunderstand the content of these materials which can create Sensitivity Issues especially when it comes to the cultures differences .”

#### **4.7.4. Themes 12: Benefits of authentic materials for Language Learning**

The teachers claimed that the authentic materials provide learners confidence and develop the four skills: reading writing, listening and speaking. It also develop their culture , and‘attract the attention of the students and make them know how the nature of language in real life is like .

##### **Excerpt 89:**

“Help them to be more confident”.

##### **Excerpt90:**

“Integration of these materials has facilitate the language learning process “.

##### **Excerpt91:**

“ Understand the context”.

##### **Excerpt92:**

“Raise their understanding level “.

##### **Excerpt93:**

“Motivate their curiosity.”

##### **Excerpt94 :**

“ Enhance their critical thinking.”

##### **Excerpt95:**

“ Refresh their vocabulary” .

**Excerpt 98:**

“ Has a good impact on the learning process”.

**Excerpt 99:**

“Increase the grammar of the student” .

**Excerpt 100:**

“Attract their attention”.

**4.8. Discussion of findings :**

This section discusses the findings that we already gathered from the two semi-structured interviews that we gave to both of the students and the teachers , and relate these findings (types authentic materials , the Impact of the authentic materials on the student engagement , The Impact of the Authentic Materials on the student Language Proficiency , The impact of the authentic materials on the Cultural Awareness of the student , disadvantages of authentic materials integration in middle school ) to the existing literature review and the research questions.

**4.8.1. Types of Authentic Materials:**

Each student know the desired authentic material that can benefits his language learning goals and needs , and each teacher has to study and take into consideration which type of authentic material should use with their students in order to facilitate the learning process for them .

The findings have shown that the students use many types of authentic materials in class among them the print materials like the newspapers and magazines that contain different articles may help the student discover the formal and the informal language « Articles on

current events, cultural trends, and human interest stories expose students to formal and informal language used in written communication » (Nation, 2009) (mentioned in the literature review) , , also including the print materials like the children's literature can teach the student new vocabulary and also rich his cultural awareness and that was approved by Canagarajah (2011) when he said « Engaging stories written for native children can introduce basic vocabulary and cultural references in a fun and accessible way » (mentioned in the literature review) .

The teachers see that the audiovisual materials also has a very positive impact on their students learning language since the used the movies and TV shows to improve their listening comprehension and cultural awareness « watching movies and TV shows with subtitles in the target language allows students to connect spoken language with visuals, fostering listening comprehension and cultural understanding » (Levine et al., 2015) (mentioned in the literature review) . furthermore , Podcasts and radio broadcasts are also from the authentic materials that the students enjoyed learning the target language through it since they see that it help them develop their listening skills and make them familiar to the real-life language that the native speakers use « Listening to podcasts and radio programs allows students to develop listening comprehension skills and hear the natural flow of spoken language in different registers » (Rost, 2011) (mentioned in the literature review). Besides of the music videos that the teachers noticed that the students show more engagement with , which improved their vocabulary acquisition « music videos can be engaging tools for vocabulary acquisition and exposure to informal language and cultural references » (Levine et al., 2015) (mentioned in the literature review).

Other students prefer the digital Materials like websites and social media because it expose them to informal language that they will not find in the text-books « Websites and social media platforms offer a wealth of authentic materials, from news articles and blogs to social

media posts and online forums. These resources expose students to current language use and informal communication styles» (Androutsopoulos, 2006) (mentioned in the literature review).

#### **4.8.2. The Impact of the authentic materials on the Student Engagement:**

The authentic materials proved that it has a great impact on the student engagement and that is what the findings results is showing since the teachers said that the students started to be more engaged (see excerpt 76) and motivated after using the authentic materials than before when they used the traditional learning only (see excerpt 75 ) and also it keep them focused during the lessons (see excerpt 81 )and they enjoy learning with the authentic materials because it keep them connected with the real-life language (see excerpt 03). Furthermore the students see that the authentic materials provides real world relevance (see excerpt 04) and that it is more meaningful , less boring (see excerpt 07), and in the same time make theme think critically and out of the box (see excerpt 08) moreover they see that Learning about different cultures through music videos is more engaging than textbooks (see excerpt 09) .accrding to Kim et al. (2019) creating a culturally responsive learning environment that values students' cultural backgrounds and identities promoted a sense of belonging and motivation to engage actively in language learning activities. (mentioned in the literature review) .

#### **4.8.3. The Impact of the Authentic Materials on the student Language**

##### **Proficiency:**

The language proficiency of the student have been improved by the authentic materials use and that is what both students and teachers noticed , where the teachers agreed that after using the authentic material there was a remarkable enhancements in their English language learning ( see excerpt 51 ) and that it let them see and hear vocabulary and grammar used in

action (see excerpt 59) « News articles, social media posts, or movie dialogues can introduce students to slang terms, idiomatic expressions, and variations in vocabulary depending on the register (formal vs. informal) » (McKee, 2003). In the other hand the authentic materials also effect positively the ability of the students to billed a context of the words and understand it ( Excerpt 27 ) « Analyzing song lyrics, for example, can reveal how vocabulary choices contribute to the overall mood and message of the song» (Levine et al., 2015) (mentioned in the chapter two) .

Furthermore, the findings shown that the authentic materials play a role when it comes to the level of curiosity of the students where the teachers see that while using the authentic materials in class the student become more curious to learn (see excerpt93) and that was proved in the chapter two «Students may encounter unfamiliar words that pique their interest, prompting them to look up definitions or ask questions (Day & Steffensen, 2007) » ) (mentioned in the chapter two).

The students start to know how grammar functions in real-world communication thanks to analyzing the movie trailers , « Authentic materials, on the other hand, expose students to natural language use, showcasing how grammar rules are applied in various contexts » (Ellis, 2006) ) (mentioned in the chapter two),

Nevertheless, the authentic materials like the podcasts , movies and music video enhance the students pronunciation (see excerpt 16) and develop an ear for the natural flow of spoken language« Listening to podcasts, movie dialogues, or music videos exposes students to native speakers and their use of pauses, stress, and variations in speed, which are often absent from controlled textbook exercises » (Levine et al., 2015) ) (mentioned in the chapter two).

However , the teachers claimed that the authentic materials increases the communicative skills of the students by boosting their confidence in speaking (see excerpt 57) as Brecht (2010) said that « Authentic materials can be leveraged to create engaging tasks that promote

communication and language production » (mentioned in the chapter two). when the learners see how is the real-world communications is used that will definitely motivate them to participate as well which will increased their confidence day after day and develop their fluency as Winn & Snyder (2008) provide that : «Students see the language being used for real-world communication purposes, which can motivate them to practice and participate more actively in class».

#### **4.8.4. The impact of the authentic materials on the Cultural Awareness enhancement**

The research results shown that the cultural awareness of the student have been developed by the authentic materials , since the students claimed that the authentic materials like music videos, podcasts, and movie trailers can take students on a mini trip to another culture ( see excerpt 31) and that the authentic materials provide a deeper understanding of values, beliefs, customs, behaviors of the other cultures (see excerpt 28), besides that it develop stronger connection to the culture( see excerpt 29) and it showcasing how people dress, interact, and celebrate in different cultures (see excerpt 32) and that what we saw earlier in the chapter two as «Textbooks often present a sanitized version of the target culture. Authentic materials, on the other hand, can showcase the complexities and nuances of cultural practices» (Littlewood, 2014) (mentioned in the chapter two) for example movies or documentaries could be cool for learning about different customs and traditions( see excerpt 34) byram(2010) see that: «discussing social media trends foe example in the target culture can spark conversations about communication styles, social norms, and the role of technology in society. This exposure allows students to move beyond stereotypes and develop a more informed understanding of the target culture»(mentioned in the chapter two).

Moreover, engaging with authentic materials encourages students to become critical thinkers thanks to the activities that involve analyzing news articles, documentaries, or even pop music videos can prompt discussions about media bias, cultural stereotypes portrayed in the media (mentioned in the literature review). Furthermore the students learned to respect the others cultures « authentic materials can foster empathy and respect for different cultures» (Brecht, 2010) (mentioned in the literature review), where Canagarajah(2011) explain that as : « analyzing a children's book from the target culture can provide insights into cultural values around education, family dynamics, or traditional stories».

According to the research results, the students see that the integration of the authentic materials and connecting language learning to cultural aspects can their motivation (see excerpt 34) and that is what Littlewood (2014) approved by these words : «This intrinsic motivation fuels their language learning journey and makes the process more engaging and enjoyable» (mentioned in the literature review).

#### **4.8.5. Disadvantages of Authentic Materials Integration in Middle School**

Regardless of all the positive effect of the authentic materials on the students engagement, language proficiency and cultural awareness, the research findings shown that it has also some disadvantages that the teachers found it a little bit challenging for the students such as complexity since the teachers see that sometimes the authentic materials could be complicated for the students (see excerpt85) and that some podcasts contains a complex vocabulary and grammar structures that it is hard for the students to understand( see excerpt86 ) which may discourage the students engagement « This can lead to frustration and discouragement, hindering engagement » (McKee, 2003) (mentioned in the literature review) .

Moreover, the authentic materials might sometimes effect the students proficiency in a negative way since it can contain some spelling or grammar mistakes which can effect negatively the grammatical accuracy of the students( see excerpt87) , and that was proven by Androutsopoulos( 2006) that claims : « Authentic materials, particularly user-generated content on social media, might contain errors in grammar, spelling, and pronunciation. While exposure to informal language can be valuable, overreliance on unedited materials could hinder students' development of grammatical accuracy » (mentioned in the literature review).

The authentic materials may create some problems of cultural awareness dor the students since sometimes it makes sensitivity issues according to the students in some cases they misunderstand the content of these materials which can create sensitivity issues especially when it comes to the cultures differences ( see excerpt 88 ). And that is what Byram (1997) supported zhen he claimed : « Authentic materials may contain cultural references or humor that middle school students might not understand or find offensive. Educators need to carefully select materials and prepare students to navigate potentially sensitive topics ».

Chapter five

**Conclusion**

**Chapter five: Conclusion****5.1. Introduction :**

After we have conducted our thesis divided into four chapters , we have reached the final and the last chapter of the thesis , consist of concluding chapter in which we will outline the main research findings , the key limitation and implication of the study contribution and recommendation for further research .

**5.2. Summary of the main research findings :**

The Authentic materials are defined as resources originally created for native speakers, not for language learners, however this study proved that the integration of the authentic materials in the middle schools can have a highly effective impact on the students engagement and motivation in the classroom and that is because it considered as a funny and interesting teaching tools that keep the students focus during the lesson , it also improve the target language proficiency since it richer their vocabulary and grammar through exposing them to the real-world language that the native speakers use in their daily life , and finally it enhance the cultural awareness of the students and foster a deeper understanding and appreciation for the other cultures and increase their curiosity to explore more target cultures .

Based on the results that we achieved in this study, it is Cristal clear that the findings gathered in this research support the three hypotheses we have set: middle school students exposed to authentic materials in teaching will demonstrate higher levels of engagement compared to those taught using traditional instructional materials , incorporating authentic materials in middle school teaching will lead to greater improvements in language proficiency, including vocabulary acquisition, grammar comprehension, and communicative skills, compared to instructional methods relying solely on non-authentic materials; and finally the integration of

the authentic materials in the middle school will increase the cultural awareness of the students .

### **5.3.The key limitations :**

As many other researchers, we have faced some challenges that make it hard for us to achieve our objectives, including:

1- The insufficient time giving to conduct our research is one of the most challenging issues that we faced which was an obstacle for us to conduct a more detailed research work. A longer time would help us use different tools and a larger sample of students and teachers from different levels. This would give the results broader dimensions.

2-It was hard for us to find the participants since many middle schools administrations do not allow strangers to interview their students for security reasons.

3-Some participants didn't answer all the semi-structured interview questions which causes a gap in collecting the appropriate information that we wanted .

4-The lack of articles and sources dealing with the students cultural awareness .

### **5.4.The implication of the study :**

The study presents the following implications :

By investigating the impact of authentic materials integration on the middle school Student' engagement, target language proficiency and cultural awareness this study has the potential to improve teaching practices since it can encourage educators to adopt and develop strategies for integrating authentic materials effectively in their classrooms, moreover the research findings could inform curriculum development by showing the specific types of authentic materials and tasks that are most beneficial in enhancing student engagement, language proficiency, and cultural awareness in middle school, and finally, the findings of this

study may enforce the success of the middle school students in language acquisition and cultural understanding.

### **5.5.Contributions :**

The study contribute valuable insights into how authentic materials can enhance the middle school students' engagement, moreover it highlights a deeper understanding of how authentic materials can improve target language proficiency since it identify which types of materials and activities are most effective for developing vocabulary listening comprehension , and reading skills .

Furthermore , the research shows how exposure to authentic materials promotes cultural awareness in middle school students by examining the impact on student understanding and appreciation of different cultures , and finally describes how choosing the wrong materials for the students' proficiency level , interests, and cultural background will negatively affect the middle school students .

### **5.6.Agenda for future research :**

Authentic materials are considered as an important feature in language learning . based on the obtained results we suggest the following recommendations :

This research was conducted with only a small number of students who were studying in Abed EL Hamid Ben Badis middle school and four English and French teachers that work in the same middle school. It is recommended that the future research should include a larger sample group of learners covering all the education levels to get more data and gain more external validity.

The teachers should be more aware of learners' needs in order to select the appropriate authentic material for their levels .

Sometimes it is difficult for the students to understand the authentic materials , in this case the teacher should use effective tools to facilitate learners' tasks.

It is highly recommended for the educational system to use more authentic materials in all of the educational levels.

# References

## References

---

### References

- Sons. (cited in Day, R. R., & Steffensen, M. S. (2007). Comprehension strategy instruction: 119-131.
- A meta-analysis. *Reading Research Quarterly*, 42(2), 183-202.)
- Androutsopoulos, J. (2006). *Sociolinguistics and communication theory*. Edinburgh
- Androutsopoulos, J. (2006). *Sociolinguistics and communication theory*. Edinburgh
- Biber, D., & Conrad, S. (2009). Register variation and genre classification. *Discourse Studies*,
- Bram, M. (1997). *Teaching and assessing intercultural communicative competence*.
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley
- Brown, H. D., & Garcia, A. (2017). *Teaching by principles: An interactive approach to*
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*.
- Canagarajah, S. (2011). Code-meshing in academic writing: Identity, representation, and
- Canagarajah, S. (2011). Code-meshing in academic writing: Identity, representation, and
- Canagarajah, S. (2011). Code-meshing in academic writing: Identity, representation, and classrooms. *TESOL International Journal*, 18(2), 223-243.
- communication, and 21st century learning. *International Journal of Learning and Media*, 5(2),
- Council of Europe. (2001). *Common European framework of reference for languages:*
- Day, R. R., & Steffensen, M. S. (2007). *Comprehension strategy instruction: A meta-analysis*.
- Ellis, R. (2006). *Planning and task design*. Oxford University Press.
- in this section, the Common European Framework of Reference for Languages (CEFR) is a
- Johns, A. M. (1987). *Text analysis for reading improvement*. Heinle & Heinle.

## References

---

- Jones, L., & Lee, J. (2019). The impact of authentic materials on student engagement in ESL
- Kim, H.-Y., Jang, S.-H., & Kim, Y.-J. (2019). The relationship between cultural factors and language pedagogy. Pearson Education.
- Learning, 45(3), 265-306.
- Learning, teaching, assessment. Cambridge University Press. (Note: While not directly cited Levine et al., (2015)
- Levine, G., McDowall, J., & Bean, T. (2015). Teaching reading with technology. Routledge. Linguistics, 29(1), 113-136.
- Linguistics, 29(1), 113-136.
- Long, M. H., & Robinson, A. (1998). Second language acquisition. Oxford University Press.
- McKee, D. (2003). Literacy teaching and learning: A comprehensive guide. Routledge.
- Meyerhoff, M. (2006). On the interaction of language and gender. Routledge.
- Multilingual Matters.
- Multilingual Matters. (cited in Littlewood, D. (2014). Authenticity in language learning:
- Nation, I. S. P. (2009). Vocabulary learning in language teaching. Annual Review of Applied
- Nation, I. S. P. (2009). Vocabulary learning in language teaching. Annual Review of Applied Linguistics, 29(1), 113-136.
- Nation, I. S. P. (2009). Vocabulary learning in language teaching. Annual Review of Applied
- Oxford, R. (2011). Teaching and researching language learning strategies. Pearson Education. power. Routledge.
- power. Routledge.
- power. Routledge.
- Reading Research Quarterly, 42(2), 183-202.
- Rost, M. (2011). Listening in language learning: A learner-centered approach. Longman.
- Schmidt, R. W. (1995). Implicit and explicit knowledge and language learning. Language

## References

---

- Smith et al. (2018). (mentioned in the text but not a full reference provided).
- Some theoretical and empirical considerations. *Language Teaching*, 47(2), 185-208.)
- student engagement in Korean language learning. *Journal of Second Language Learning*,  
University Press.
- University Press.
- Warschauer, M. (2009). Local connections, global interchanges: Collaboration,  
widely used framework that incorporates cultural awareness into language learning)
- Winn, S., & Snyder, T. (2008). *Handbook of educational technologies*. Sage Publications.
- Wray, D. (2009). *Cognitive linguistics: An introduction*. Routledge.
- Zhang, Y., & Wang, Q. (2020). The effects of learner motivation and language proficiency on
- Day & Steffensen, M. S. (2007). Comprehension strategy instruction: A meta-analysis.  
*Reading Research Quarterly*, 42(2), 183-202.
- Horst, M., Cobb, T., Lenke, K., & Saito, R. (2001). Second language acquisition through  
movies: A review of the research. *Educational Technology Research and Development*, 49(1),  
55-67.
- Levine, G., McDowall, J., & Bean, T. (2015). *Teaching reading with technology*. Routledge.
- McKee, D. (2003). *Literacy teaching and learning: A comprehensive guide*. Routledge.
- Nation, I. S. P. (2006). Learning vocabulary in language teaching. *Asian EFL Journal*,  
VIII(1), 1-17.
- Schmidt, R. W. (1995). Implicit and explicit knowledge and language learning. *Language  
Learning*, 45(3), 265-306.
- Wray, D. (2009). *Cognitive linguistics: An introduction*. Routledge.
- Androutsopoulos, J. (2006). *Sociolinguistics and communication theory*. Edinburgh  
University Press.

## References

---

- Biber, D., & Conrad, S. (2009). Register variation and genre classification. *Discourse Studies*, 11(3-4), 345-383.
- Ellis, R. (2006). *Planning and task design*. Oxford University Press.
- Johns, A. M. (1987). *Text analysis for reading improvement*. Heinle & Heinle.
- Levine et al., (2015).
- Long, M. H., & Robinson, A. (1998). *Second language acquisition*. Oxford University Press.
- Meyerhoff, M. (2006). *On the interaction of language and gender*. Routledge.
- Rost, M. (2011). *Listening in language learning: A learner-centered approach*. Longman.
- Van den Bussche, H. (2003). *Analysing political speeches*. Edinburgh University Press.
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley & Sons.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. *Multilingual Matters*.
- Littlewood, D. (2014). Authenticity in language learning: Some theoretical and empirical considerations. *Language Teaching*, 47(2), 185-208.
- Winn, S., & Snyder, T. (2008). *Handbook of educational technologies*. Sage Publications.
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley & Sons.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. *Multilingual Matters*. (cited in Littlewood, D. (2014). *Authenticity in language learning: Some theoretical and empirical considerations*. *Language Teaching*, 47(2), 185-208.)
- Canagarajah, S. (2011). *Code-meshing in academic writing: Identity, representation, and power*. Routledge.
- Littlewood, D. (2014). Authenticity in language learning: Some theoretical and empirical considerations. *Language Teaching*, 47(2), 185-208.

## References

---

- Warschauer, M. (2009). Local connections, global interchanges: Collaboration, communication, and 21st century learning. *International Journal of Learning and Media*, 5(2), 119-131.
- McKee, D. (2003). *Literacy teaching and learning: A comprehensive guide*. Routledge.
- Brecht, R. (2010). *Metaliteracy: Literacy, learning, and design in the digital age*. John Wiley & Sons.
- Day & Steffensen, M. S. (2007). Comprehension strategy instruction: A meta-analysis. *Reading Research Quarterly*, 42(2), 183-202.
- Littlewood, D. (2014). Authenticity in language learning: Some theoretical and empirical considerations. *Language Teaching*, 47(2), 185-208.
- Androutsopoulos, J. (2006). *Sociolinguistics and communication theory*. Edinburgh University Press.
- Winn, S., & Snyder, T. (2008). *Handbook of educational technologies*. Sage Publications.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Bouchene, A., & Laggoune, Z. (2018). *The Effect of Using Authentic Materials on Learners'* British Council. (n.d.). *Teaching English | TeachingEnglish | British Council*.
- Hamada, D. A. A. (2016). *Examining The Impact Of Using Authentic Materials On Esl/Efl Learners*.
- National Clearinghouse for English Language Acquisition (NCELA). (n.d.). National Clearinghouse for English Language Acquisition. <https://ncela.ed.gov/>
- Ortega, L. (2018). Módulo 11: Materiales auténticos [Module 11: Authentic Materials]. (Spanish language source. Consider translating key points)
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.

## References

---

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.

Flick, U. (2009). An introduction to qualitative research (4th ed.). Sage Publications.

X(X), 1-18.

11(3-4), 345-383.

## Websites:

<https://www.teachingenglish.org.uk/>

[https://www.researchgate.net/publication/308938820\\_THE\\_IMPACT\\_OF\\_AUTHENTIC\\_MATERIALS\\_ON\\_THE\\_QUALITY\\_OF\\_EDUCATION](https://www.researchgate.net/publication/308938820_THE_IMPACT_OF_AUTHENTIC_MATERIALS_ON_THE_QUALITY_OF_EDUCATION)

student engagement in a Chinese EFL classroom. System, 92, 102242. [National Foreign](#)

[Language Resource Center](#) [TESOL International Association](#)

Motivation. <http://www.ijstr.org/final-print/oct2014/The-Effect-Of-Using-Authentic->

[Materials-In-Teaching.pdf](#) (Note: This may require a library subscription for full access)

# Appendix

# Appendix

---

## Appendix

### Appendix A: The Information Sheet

**The title:** The Impact of Authentic Materials Integration on the middle school Student Engagement, target Language Proficiency and Cultural Awareness.

#### **About the researchers:**

- Full name: Khouatria Imene / Guerroumi Hadil
- Course: Master degree student at the University of Djilali Bounaama
- Research: Conducted by : Khouatria Imene and Guerroumi Hadil

supervised by Dr. Zahaf Fatima Zahra of the University of Djilali Bounaama of Khemiss Miliana

It is our pleasure to invite you to take part in our research, which will explore the impact of authentic materials integration on the middle school student engagement, target language proficiency and cultural awareness.

#### **The Research Aims:**

- 1-The study will examine the effectiveness of integrating authentic materials into language learning in middle school, and explore how it impact the students' engagement.
- 2-The study will explore the way authentic materials effect the of the middle school students' language proficiency.
- 3-The study will explore how the authentic materials impacts the cultural awareness of the middle school students .

#### **Data collection proceeders:**

## **Appendix**

---

A: a semi-structured interview for the English and French language teachers in charge of Abed EL Hamid Ben Badis middle school to see their experience about the impact of the authentic materials on their students engagements , Language Proficiency, and Cultural Awareness, the teachers are free to accept or refuse to answer . the interview will last for ten minutes , it is depending on the questions.

B : a semi -structured interview for the Abed EL Hamid Ben Badis middle school students to see the impact of the authentic materials on their engagements , Language Proficiency, and Cultural Awareness. The students are free to accept or refuse to answer . the interview will last for ten minutes , it is depending on the questions.

### **Participation:**

The participation in the research will be voluntary, and the participants have one month, which will start from the moment the researchers are collecting the data until that the researchers start the data analysis, if the one month deadline was not respected, and the researchers start doing their data analysis, then the participants do not have the right to withdraw their participation.

### **Confidentiality:**

The participants name will be anonymous throughout the research, and that their name will not be mentioned in any future publication of the research. Beside of that the participants' personal data(such as real identity, real age , living place ,work place...etc) will be in safe places and well protected .

### **Potential risks:**

We are ensuring that no harm, either be it physical or psychological harm, will occure to the participants because of them taking part in the research .

## **Appendix**

---

### **Next step:**

we would be more than pleased if you take part in our study and if you take the decision to be a participant in our research, then please sign the consent and hand it back to the us we will be waiting your response .

Best regards

Miss Khouatria Imene

Miss Guerroumi Hadil

### **Email addresses:**

[imenkhouatria@gmail.com](mailto:imenkhouatria@gmail.com)

[hadilguerroumi6@gmail.com](mailto:hadilguerroumi6@gmail.com)

# Appendix

---

## Appendix B:

### The Consent Form for Teachers:

**Study title :** The Impact of Authentic Materials Integration on the middle school Student Engagement, target Language Proficiency and Cultural Awareness.

### Name of the researchers :

Khouatria Imene

Guerroumi Hadil

### Participants Full Name : .....

I give my consent to be a participant in the research and I acknowledge the following : (please tick each box)

- I acknowledge that i have read the information sheet and understood the nature of the research

Yes  No

- I understood the research aims and objectives

YES  No

- I agree to take a part in the semi-structed interview

Yes  No

## Appendix

---

- I agree that the interview may be recorded ( please note : You are free to refuse this , and in which case the researchers will take notes during the interview instead) 4

Yes  No

- I understand that my name will be anonymous and will not be mentioned in the future publication of the research

Yes  No

- I understand that i could withdraw my participation by contacting the researchrs until the data collection has been completed and anonymised

Yes  No

**Date : .....**

**Signature :**

# Appendix

---

## The Consent Form for Students

**Study title :** The Impact of Authentic Materials Integration on the middle school Student Engagement, target Language Proficiency and Cultural Awareness.

**Name of the researchers :**

Khouatria Imene

Guerroumi Hadil

**Participants Full Name :** .....

I give my consent to be a participant in the research and I acknowledge the following : (please tick each box)

- I acknowledge that i have read the information sheet and understood the nature of the research

Yes       No

- I understood the research aims and objectives

Yes       No

- I agree to take a part in the focus group

Yes       No

- I agree that the focus group may be recorded ( please note : You are free to refuse this , and in which case the researchers will take notes during the interview instead)

## Appendix

---

Yes

No

- I understand that my name will be anonymous and will not be mentioned in the future publication of the research

Yes

No

- I understand that i could withdraw my participation by contacting the researchers until the data collection has been completed and anonymised

Yes

No

**Date : .....**

**Signature :**