

The American University in Cairo  
School of Humanities and Social Sciences

**Selecting Authentic Audiovisual Materials and Designing Authentic Tasks in the AFL  
Classroom: Criteria and Challenges**

A Thesis Submitted to  
The Department of Applied Linguistics in Partial Fulfillment of the Requirements for  
The Degree of Master of Arts in Teaching Arabic as a Foreign Language

By

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Under the supervision of Dr. Dalal Abu El Seoud

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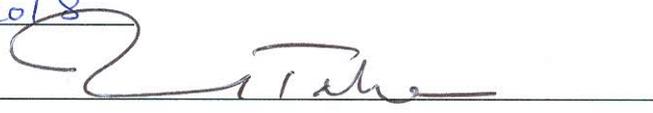
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## **Abstract**

This study investigated the criteria of selecting authentic audiovisual materials (AAM) and designing authentic tasks (AT) as well as the challenges which teachers of Arabic as a Foreign Language (AFL) encounter when selecting AAM and designing AT in the AFL classroom. Data collection procedures included an online questionnaire, classroom observations, and teachers' interviews. Data collection followed this order: 112 respondents from various teaching backgrounds were surveyed, five AFL classrooms were observed, and four AFL instructors in a private university in Egypt were interviewed. Data was quantitatively and qualitatively analyzed. The results indicated that AFL teachers frequently use news, songs, and movies. The AFL teachers illustrated that AAM could be used at all levels, and they mainly use them to raise cultural awareness. Furthermore, results demonstrated that AFL teachers commonly follow specific criteria when selecting AAM and designing AT. Moreover, results illustrated that AFL teachers face challenges when selecting AAM and when designing AT. The task of finding AAM is difficult in terms of conducting the search, making a selection, and screening the vocabulary. On the other hand, the main challenges when designing AT include: effort, time, need for training, and preparation of appropriate activities to accurately measure learners' levels. The results revealed that AFL teachers need training to select the suitable AAM for each level, to prepare an AAM-based curriculum, and to use technological tools. The results also demonstrated that AFL teachers lack a clear understanding of AT, which implies focusing on developing AFL teachers' skills to effectively prepare AT. Such results, therefore, support the hypothesis that AFL teachers lack a clear understanding of AT. In response, certain pedagogical implications are proposed.

**Keywords:** Authentic audiovisual materials, Authentic tasks, Criteria, challenges, selecting authentic materials, designing authentic tasks.

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## Dedication

To my mother who has always believed in my potential by telling me, "I'm sure that you can do it".

To my father who taught me the principles of ethics.

To my beloved wife, Gehad, and my adorable children, Hassan and Lina, who have given meaning to my life.

" أريد لحظة انفعال .. لحظة حب .. لحظة دهشة .. لحظة معرفة .. لحظة تجعل لحياتي معنى .. إن حياتي من أجل أكل العيش لا معنى لها ، لأنها مجرد استمرار " (مصطفى محمود- أكل عيش-49)

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## CHAPTER I

### I. Introduction

Communicative competence, authenticity, and learner autonomy are interrelated approaches. Jack (2014) stated that the second half of the 20th century is notable for having produced several pedagogical theories focusing on contrived materials such as the “Audio-lingual” and “Total Physical Response” methods. In that era, prepared materials had more value than either teachers’ or learners’ roles. The urgent need for real communication led to the communicative language teaching approach. Consequently, essential progress in pedagogy occurred in the second half of the 20th century in order to improve foreign language teaching using authentic learning (Gömleksiz, 1997, as cited in Karakoc & Erdal, 2016).

The communicative approach was the harbinger of the current authenticity approach. Mishan (2004) argued that authenticity is based on three approaches: communicative, materials-focused, and humanistic approaches. While the emphasis in the communicative approach is on the meaning, the focus in the materials-focused approach is on the text. This is because the humanistic approach focuses on the learner’s cognitive ability. Mishan (2004) stated that the last three decades of the 20th century reinforced the authenticity approach through two essential factors: sociological and pedagogical factors. For example, the sociological factor is represented in the revolution of information flow and technology, which has facilitated the accessibility to authentic materials. The pedagogical factor is represented in the significant shift in the philosophy of language teaching from a teacher-centered approach to a learner-centered approach. Consequently, the terminology changed from communicative language teaching in the 1970s to language teaching and learning in the 1980s, and, finally, to language learning in the 1990s.

Authenticity has several definitions. Breen (1985) indicated that authenticity has four interrelated elements: the authentic text, the authentic learner's response, the authentic task, and the authentic classroom environment. The authentic text engages readers' or listeners' thoughts and emotions where the language is a tool to interpret the writer or speaker's message; the authentic learner's response is the interaction between the learner and the text in order to create his or her own interpretation to the text; the authentic task focuses on conveying a meaning through using the language as a tool; and, last, the authentic classroom provides an imagined environment which enables learners to communicate in a way that is similar to the real world.

In the same vein, Bacon and Finnemann (1990) defined authentic materials as the language produced by native speakers and for native speakers. Another definition by Widdowson (1978) distinguished between "genuineness," which describes the text itself, and "authenticity," which describes the real learner interaction with the text (as cited in Mishan, 2004). Consequently, authenticity is not only restricted to the authentic text, but also extends to the task, the appropriate learner interaction with the text, and the situation in the classroom.

Just as an authentic text has particular value in the authenticity approach, an authentic task has an essential role in foreign language teaching. Changing perspectives of language acquisition from building habits by imitation to language acquisition through communication have led to a completely new approach towards listening activities. This means that the transition from the audio-lingual approach to the communicative approach requires a fresh perspective to enable design activities.

The communicative approach focuses on meaning more than form, leading to a change in the types of tasks themselves. In the same vein, as the teaching pedagogy has witnessed a major shift from contrived materials to authentic materials, so have the tasks have changed in parallel. The following

definitions of tasks reflect the gradual change from teacher-centered approaches to learner-centered approaches as well as from form-focused activity to meaning-focused activity.

According to Mishan (2004), several researchers have suggested the following guidelines in order to constitute a framework of authentic task design: the first concerns the communicative purpose. Based on Wilkins's (1976) and Biber's (1988) classification of communicative purposes (as cited in Mishan, 2004), both the materials developer and the task designer should approach authentic text with seven criteria in mind:

- *Informative*: (to convey information)
- *Persuasive*: (to persuade)
- *Soliciting*: (to interact)
- *Instructional*: (to follow instructions)
- *Provocative*: (to provoke specific reactions)
- *Interactive*: (to interact)
- *Engaging*: (to engage emotions)

The second guideline focuses on appropriate response. He explained that appropriate authentic tasks refer to how a native speaker emotionally reacts with the text. The third guideline has to do with real-life tasks. Mishan (2004) illustrated that the concept of authentic task is related to create similar tasks as those done by a native speaker when reacting to a text. For example, a learner reproduces common native speaker tasks such as taking a decision based on the weather forecast or in replying to an email. The fourth guideline concerns learners' previous knowledge. He indicated that authentic tasks should tap into learners' previous cultural and linguistic knowledge by expanding not only their awareness of the target culture, but also their world view. The fifth guideline focuses on purposeful communication. According to Mishan (2004), authentic tasks should reflect a realistic and creative outcome such as

writing a report based on the findings of a survey, or designing an advertisement for a product based on statistical information.

Given the lack of research, the area of Authentic Audio-visual Materials (AAM) and designing Authentic Tasks (AT) in the Arabic Language as a Foreign Language classroom (AFL) is worthy of deeper scrutiny.

### **A. Rationale of the Study and Statement of the Problem**

There is a gap in the research on the use of AAM in the AFL classroom. While some studies illustrated the positive impact of authentic materials on listening, speaking, reading, writing skills, vocabulary acquisition and motivation (Eroz, 2009; Lin 2004; Thanajaro, 2000), only a few studies have investigated the impact of using authentic audio-visual materials in the AFL classroom. Moreover, while the mainstream teaching methodology focuses on the communicative and authenticity approach, a considerable bulk of AFL materials is still based on traditional approaches such as grammar and translation methods as well as the audio-lingual method. In addition, several studies investigate teachers' and learners' perspectives towards using authentic materials in EFL classes (Bacon & Finnemann, 1990; Soliman, 2013; Akbari & Razavi, 2015). However, there is a shortage of research on teachers' and learners' perspectives towards using such materials in AFL classrooms. Moreover, while AAM use is widely discussed in second language teaching discourse, hardly any research has looked at the needs of AFL teachers' concerns regarding the appropriate use of AAM. Thus, the importance of the current research lies in investigating the selection criteria in AAM and designing AT in the AFL classroom: in turn, this develops AFL teachers' skills in selecting AAM and designing AT.

The significance of this research also lies in its focus on the challenges which AFL teachers encounter when selecting AAM and when designing AT. These challenges have been discussed at

great length in second language contexts. However, both the criteria involved in selecting AAM and designing AT as well as their related challenges are much less frequently - or almost never - discussed in AFL classroom. Therefore, this research endeavors to explore the criteria for selecting authentic audio-visual materials and for designing authentic tasks in AFL classes. The research also unpacks the challenges which AFL teachers face in using authentic audio-visual materials, as well as designing authentic tasks.

### **B. Research Questions**

The Research Questions are as follows:

1. What criteria do teachers use in selecting authentic audio-visual materials in AFL classes?
2. What are the challenges which AFL teachers encounter when selecting AAM?
3. What criteria do teachers apply in designing authentic tasks in AFL classes?
4. What are the challenges which AFL teachers encounter when designing authentic tasks?

### **C. Key Definitions:**

#### *Authenticity*

Morrow (1977) defined authenticity as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (as cited in Gilmore, 2009, p. 2).

Breen (1985) indicated that ‘authenticity’ is based on text, learner, task, and the classroom social situation.

#### *Authentic task*

Willis (1996) defined ‘task’ as “a goal-oriented communicative activity with a specific outcome where the emphasis is on exchanging meanings not producing specific language forms” (as cited in Mishan, 2004, p. 68).

## **D. Operational Definitions**

### *Authenticity*

This study adopts Morrow's (1977) definition in addition to adopting only two elements from Breen's (1985) definition, which are authentic text and authentic task.

It should also be pointed out that this study focuses only on authentic audio-visual materials which are presented by the instructor via the Internet, and have been prepared for non-pedagogic purposes. The instructor's speech is not considered as an authentic material even if the instructor is a native speaker. Moreover, this study excludes the authentic audio-visual materials presented by learners.

### *Authentic Task*

The current study adopts Willis's definition.

## **E. Abbreviations**

AAM: authentic audio-visual materials

AFL: Arabic as a Foreign Language

ALID: Arabic Language Instruction Department

AL: Advanced Level

AUC American University in Cairo

AT: Authentic Tasks

Arabic- L: American Association of Teachers of Arabic

DT: Designing Tasks

TL: Target Language

TC: Target Culture

## **Chapter II**

### **LITERATURE REVIEW**

This study attempted to explore the criteria of selecting authentic audio-visual materials and designing authentic tasks in AFL classrooms. Another aim of the study was to investigate the challenges facing language teachers in selecting authentic audio-visual materials and designing authentic tasks. This chapter discusses the literature on the importance of the following: authentic materials, selection criteria of authentic materials, designing of authentic tasks, and challenges of selecting AAM and designing AT. The following section explores the advantages of using both authentic aural materials and audio-visual materials.

#### **A- Importance of Using Authentic Materials:**

##### **1- Advantages of Using Authentic Aural Materials**

Authentic materials improve communicative and cultural skills, language skills, confidence, motivation, comprehension, and attitudes.

Miller (2003) reported that both researchers and teachers have often thought that listening skills could be learned spontaneously. Therefore, there has been a lack of research and approaches for improving teaching listening skills. This is why teachers are now making conscious efforts to enable learners to develop their listening skills through authentic texts.

Otte (2006) concluded that aural authentic materials have a significant impact on learners' self-confidence in the ESL language classroom. Moreover, he found that aural authentic materials improved learners' listening comprehension and increased their motivation to learn English.

In investigating the impact of authentic materials on listening skills in ESL' learners, Thanajaro (2000) determined the frequent learning strategies of listening in ESL classrooms, and illustrated the

effect of the aural authentic materials on ESL learners' attitude towards learning English. The researcher concluded that the use of authentic aural materials increased the students' confidence while listening to English, improved the students' listening comprehension, and motivated the students to communicate with native speakers. Further research by Lin (2004) investigated the impact of authentic materials, web-based authentic materials, and non-authentic materials on learners' motivation and reading achievement in EFL in Taiwan. While the findings showed that both authentic materials and web-based authentic materials do not have a significant effect on learners' motivation, it indicated that the use of authentic materials significantly improved learners' reading comprehension.

Zhafarghandi, Barekat, and Homaei (2014) concluded that both students and teachers have a positive attitude towards the use of authentic listening materials. Moreover, they reported that teachers select their authentic listening materials according to certain criteria such as length of the text, learners' needs, lexical and syntactic features, course objectives, and genre of materials.

Akbari and Razavi (2015) also concurred that teachers have a positive attitude towards the use of authentic materials. Moreover, they agreed on the significant impact of authentic materials on learners' skills. In addition, the teacher participants in the study stated that authentic materials provide substantial exposure to the real language. Nevertheless, 63% of these participants, regardless of their teaching experience, indicated that they need training for using authentic materials and for designing tasks.

Jack (2014) stated that learners who experience authentic materials at the elementary level enhance their learning strategies and are able to experience more complex materials at the advanced level.

Guariento and Morley (2001) illustrated that authentic materials improve learners' motivation because they use the target language in real situations. Therefore, the learners feel that they are learning a live language.

Mishan (2004) noted that songs can be subconsciously memorized and recalled as they include additional features such as music, lyrics, rhythm, and repetition. Not only do songs reduce the affective filter due to the learners' emotional engagement in the song content, but they also reflect the target culture. For example, songs could represent "societal trends, preoccupations, phenomena or social change" through specific themes (p. 197). Supporting these ideas, Arabic songs represented the political and social aspects during the Egyptian revolution of 2011. Furthermore, songs can promote involvement in the society. For example, language learners who live in the country of the target language, tend to integrate into the society through engaging in the cultural events; opera, theater, cinema, and concerts, all of which reinforce their language acquisition.

## **2- Advantages of Using Authentic Audio-visual Materials**

In addition to the aural authentic materials, the following section highlights the literature on the audio-visual materials. Gilmore (2008) reported that authentic audio-visual materials present sufficient input and can be used in multiple ways and at various levels in order to enable learners to improve their communicative competence.

Rogers and Medley (1988) illustrated that authentic materials have a significant impact on developing the learners' language skills and raising their cultural awareness. They indicated that authentic audio-visual materials are not only culturally enriched, but they also include a paralinguistic dimension such as sound effects, facial expressions, and gestures, all of which serve to facilitate text comprehension.

Blachford (1973) found that the contextualization and the frequency of vocabulary in the news dramatically improve learners' level. Similarly, Bahrani and Tam's (2011) study reported that authentic audio-visual news develops speaking skills in intermediate language classrooms more than non-news materials. Moreover, the study concluded that low-level learners who are exposed to movies develop their language proficiency level due to the unspecialized vocabulary.

In contrast, Bahrani and Sim's (2012) study concluded that exposure to authentic audio-visual news did not have a significant effect on low-level learners' proficiency. Although the authentic audio-visual news in Bahrani and Sim's (2012) study addressed general topics with a normal speech rate where the learners also were provided with a gloss of the specialized vocabulary, the low-level learners had difficulty in comprehending the news. Moreover, Bahrani and Sim's (2012) study concluded that low-level learners who are exposed to cartoons significantly improved their language proficiency level as well. Unspecialized vocabulary, comprehensible input, and viewing interest could be the main factors in producing this result.

Chapple and Curtis (2000) illustrated that movies provide a wide variety of language use, non-verbal cues, and cultural content. Therefore, movies are a valuable source to develop academic and language skills, critical thinking, and to increase cultural awareness.

Rost (2007) indicated that viewers continue processing the meaning even if there is an interruption in the listening. Moreover, he stated that language teachers are able to enhance students' listening skill by providing comprehensible input which could develop learners' listening skill. This can encourage learners to manipulate the input to become comprehensible, and fulfill their listening goals.

Eroz (2009) showed that the effective integration of movies in language classrooms could develop vocabulary acquisition, create real communication, and improve listening, speaking, and

writing skills. Furthermore, Ahour and Rahbar (2014) concluded that frequent exposure to authentic audio-visual materials has a positive impact on learners' listening skills. Snyder and Colón's (1988) study asserted that audio-visual materials have a significant impact on both vocabulary acquisition and listening comprehension, but no apparent influence on learning structures.

Mishan (2004) demonstrated that advertisements represent a specific combination between simple language and complex semantics. For example, advertisements are characterized by language density deriving from rhyme, puns, intertextuality, assonance, alliteration, repetition, and substitution. Moreover, advertisements could also be serious, intriguing, entertaining, and exciting, in addition to employing colloquial language. According to Mishan (2004), despite the language density in advertisements posing a potential challenge to teaching, the linguistic simplicity enables lower-level learners to experience complex cognitive skills.

In the same vein, the learning culture is a critical component in foreign language classrooms. Herron, Cole, Corrie, and Dubreil's (1999) study concluded that using videos and engaging in activities related to the curriculum in a foreign language classroom at an elementary level raises learners' cultural knowledge. Moreover, learners gain social discourse and learn patterns of living better than set achievements of target language culture, such as museums, artists, and other cultural aspects.

Mishan (2004) reported that authentic texts illustrate the culture of the target language, present the actual use of the target language and the relevant topics to the learners' life, and can be exploited at all proficiency levels. Mishan (2004) also stated that foreign language teachers can use the learners' own cultures to activate schemata about the target culture, to compare between cultures for eliciting profound understanding, and to develop learners' communicative competence with the target language culture.

Losada, Insuasty and Osorio's (2016) study concluded that the cultural content in authentic materials has a positive effect on learners' motivation. Moreover, authentic materials improved learners' vocabulary and enhanced their cultural awareness. However, the study pointed out some disadvantages of authentic materials such as time consumption, interference of educational objectives, and inappropriate selection of materials.

Baird and Redmond (2004) stated that authentic materials encourage the use of target language in addition to reinforcing the target culture in a meaningful context.

Mishan (2004) maintained that international languages such as English include various cultures. Similarly, the Arabic language includes different cultures since the Arab world encompasses Gulf, Levantine, and North African cultures. Moreover, each country has its own subcultures. This raises the question of which culture and Arabic language AFL teachers should teach.

According to Harris and Hodges (1981), diglossia is the coexistence of a high (H) and a low (L) variety in a language. The H variety refers to the formal use in writing and some spoken situations and the L variety refers to the informal use (as cited in Alshamrani, 2012).

Alshamrani (2012) conducted a study on three Arabic TV stations and concluded that Arabic is a diglossic language. The study indicated that all three Arabic TV stations used both classical Arabic and multiple regional varieties. The study concluded that the Arabic diglossic situation has a concrete presence in these three Arabic TV stations. Diglossia occurs according to the linguistic orientation of the TV station, the topic, and the guests' knowledge. Moreover, both interviewers and guests switch between two Arabic varieties. While the use of the high variety is frequently related to news, momentous events, religion, politics, historical series or films, and literary Arabic songs, the use of low variety is substantially related to popular songs, commercial films, and TV series. The significance

of using authentic materials, especially the audio-visual materials, affirms the need to specify the main criteria of selection in order to effectively apply them in the AFL classroom.

### **B- Studies on Criteria of Selection in Authentic Materials**

Criteria of selection in authentic materials vary widely. For instance, Bahrani and Soltani (2012) indicated several criteria for selecting authentic materials. They posited that authentic audio-visual materials should be suitable for learners' proficiency level and relevant to learners' lives. Moreover, authentic materials should respond to learners' preferences, entertain and motivating them, provide a variety of accents and cultures, promote educational activities, and integrate the four skills.

Similarly, Eroz (2009) determined specific criteria for selecting authentic audio-visual movies. For instance, the movies used in the language classroom should be based on literary works in order to improve literature teaching. He suggested that the movies should be suitable for students' age and proficiency level, and free of any racial or gender discrimination. Moreover, the movies should closely follow the written work in order to generate a meaningful discussion and points of comparison in the classroom.

Tuncay (2014) stated that the movies used in the language classroom should be aligned with the syllabus for the purpose of encouraging the creation of 'before', 'during', and 'after' activities. Moreover, the movies should include the following components: comprehensible language, cultural and paralinguistic aspects, interesting content, interactive topics, and effective language learning objectives.

Baird and Redmond's (2004) study explored specific criteria of authentic material selection in K-12 French programs as well as the types of these authentic materials, and strategies of incorporating them in teaching to improve learners' communicative ability and raise their cultural awareness. Baird and Redmond's (2004) study concluded that six of the eight participants selected authentic materials

according to personal interest and teaching experiences, current affairs, and learner age appropriateness. However, all participants thought that the essential criteria for authentic materials selection are language level, convenient target culture representation, introduction of Francophone cultural topics, responsiveness to learners' needs and interests, and length of selected materials. Seven of the eight participants believed that authentic materials should be related to the curriculum. Furthermore, all participants stated that authentic materials effectively represent the target culture and native or native-like language.

Rogers and Medley (1988) illustrated three essential elements when teachers select authentic materials such as “appropriateness of text, appropriateness of task, and appropriateness of sequence” (p. 471). The appropriateness of text refers to the suitable content and linguistic complexity of the text for the learners' cognitive and affective abilities. Appropriateness of task indicates the capability of learners to achieve the task according to their level and interests. Appropriateness of sequence indicates the gradual complexity of tasks. Given the abundance of studies on criteria of selection in authentic materials, there is a diversity of studies on designing authentic tasks.

### **C- Studies on Designing Authentic Tasks**

Authentic tasks have a significant impact on acquiring the second language according to specific criteria. Therefore, the designing of authentic tasks requires a clear understanding of their features. For example, Losada, Insuasty and Osorio (2016) demonstrated that developing materials and designing authentic tasks enable learners to produce the target language in a meaningful and purposeful context. Furthermore, there are several factors which improve designing AT in the language classroom.

For instance, Karakoc and Erdal (2016) stated that well-prepared tasks, teacher effective guidance, and a ‘real life’ environment enable learners to improve their knowledge and skills and encourage them to fulfill authentic tasks successfully.

In this regard, Miller (2003) suggested a listening strategy to develop listening skills through ‘pre’, ‘while’, and ‘post’ listening activities. These activities measure listening skills through appropriate and meaningful tasks more effectively than testing listening performance through artificial exercises. To explain, during pre-listening activities, teachers activate learners’ knowledge; during while-listening activities, teachers provide meaningful tasks which improve specific listening skills; and, in post-listening activities, teachers conduct a detailed discussion during which learners discuss the topic critically.

In addition, AT has significant value in language classrooms. For example, Karakoc and Erdal’s (2016) study concluded that authentic tasks have a positive effect on learners’ motivation, learners’ attitude towards the course, and language progress as a whole. Furthermore, the findings also reported that authentic tasks should be implemented in a suitable environment for each topic and in real life situations. Moreover, authentic tasks should increase learners’ motivation, encourage constant learning, involve the actual language used in real situations, enable learners to practice the language, and improve learners’ attitude towards the course. While the previous section highlights the significant effect of authentic materials on language acquisition, various studies identify considerable challenges when selecting AAM and when designing AT in language classrooms.

## **D- Studies on Challenges of Selecting Authentic Audio-visual Materials and of Designing Authentic Tasks**

Although authentic materials have several positive aspects, many researchers highlight a number of drawbacks. They attribute the difficulty of using authentic materials in the language classroom to several factors.

For instance, some researchers asserted that the comprehension of authentic materials represents an obstacle for the learners (Rogers & Medley, 1988).

Widdowson (1998) argued that authentic texts have some features such as “high lexical density, idiomatic language, low frequency vocabulary used for satirical effect, and opaque cultural references” which prevent learners from successfully exploit these texts (as cited in Gilmore, 2007, p. 51).

Gilmore (2011) attributed the difficulty of using authentic materials to three factors: first, teachers have limited access to authentic materials and lack the sufficient experience to develop authentic materials in order to respond to the learners’ needs; second, teachers need more time to design authentic tasks than the contrived materials in order to decide on the effective approach for improving learners’ competence and to determine the sufficient emphasis on various components of the authentic materials. Moreover, teachers should select the appropriate materials and design effective tasks in order to put them into practice inside the classroom; third, teachers face difficulties in accurately assessing the strategic, pragmatic-linguistic, socio-pragmatic, and discourse competencies. For instance, strategic competence is difficult to assess because communication deficiencies infrequently and unpredictably occur in conversation. Therefore, assessment instruments would need to include clarification. Pragma-linguistic competence is also difficult to measure as it requires more time to assess the learner’s comprehension of the implied meaning. The assessment of the socio-

pragmatic competence refers to the analysis of learners' behavior of which the role-play component is the most effective in assessing this competence. The difficulty of assessing the discourse competence arises from the problematic task of analyzing the cohesion and the coherence of a wide range of spoken or written discourse without transcripts.

In the same context, some researchers reported that task design enables teachers to overcome the drawbacks of authentic materials.

Guariento and Morley (2001) indicated that authentic materials are not suitable for the lower levels. Although authentic materials could present simple vocabulary, predictable content, and appropriate tasks, they could actually demotivate lower learners' level. Guariento and Morley (2001) suggested that text simplification makes the text less redundant and, therefore, less natural. Therefore, they proposed that, instead of simplifying the text, teachers design comprehension tasks that target only the essential information.

Karakoc and Erdal's (2016) study concluded that authentic tasks are hindered by several factors such as crowded classrooms, inadequate guide books, inconvenient courses schedules, unsuitable school equipment, time constraints, preparation difficulties, and miscellaneous permit and transportation problems.

## **Chapter III**

### **METHODOLOGY**

#### **A. Introduction**

This chapter provides information concerning research design, instruments, and procedures of data collection and analysis. The present study adopted mixed methods in order to arrive at answers to the Research Questions. The current study examined the following Research Questions:

1. What criteria do teachers use in selecting authentic audio-visual materials in the AFL classroom?
2. What are the challenges which AFL teachers encounter when selecting AAM?
3. What criteria do teachers use in designing authentic tasks in the AFL classroom?
4. What are the challenges which AFL teachers encounter when designing authentic tasks?

#### **B. Research Design**

According to Dörnyei (2007), mixed methods benefit from the strengths of both quantitative and qualitative approaches while avoiding the disadvantages of both. For example, the mixed method design avoids sampling bias and provides deep analysis of the quantitative findings. Moreover, mixed methods provide numerical and descriptive analyses which enable researchers to gain a clear understanding of a certain phenomenon. The convergence of results improves the validity of the research and the corresponding evidence strengthens the generalization of the findings. Therefore, the mixed methods design enables the researcher to elicit information from the data quantitatively and qualitatively. According to Dörnyei (2007), the mixed methods include sequential and interrelated questionnaires, observations, and interviews. The researcher administered a questionnaire to analyze the data quantitatively, and conducted classroom observations and interviews to analyze the data qualitatively. The researcher collected data from a questionnaire, four interviews, and five classroom

observations in order to answer the Research Questions. The data was coded and classified prior to being analyzed. The researcher analyzed the data by transcribing the interviews, coding the transcripts, and constructing the results.

### **C. Participants**

According to Perry (2005), a representative sample effectively shows a larger population group and ensures that the findings will be generalized. In the current study, data was collected from a representative sample in order to generalize the findings. The data collected came from two types of samples: representative sample and convenience sample. The researcher submitted an online questionnaire to a large number of AFL teachers in order to obtain a representative sample which ensures the credibility of generalizing the findings. The participants in the questionnaire comprise various nationalities with different teaching backgrounds in teaching Arabic as a Foreign Language. The participants in the observations are AFL teachers in an Arabic department at a private university in Egypt. This study includes native and non-native Arabic teachers to expand the researcher's scope in investigating the criteria and the challenges involved, regardless of the differences between native and non-native AFL teachers. The criteria for selecting participants included the requirement of being teachers of Arabic as a foreign language with over two years' experience in teaching all the language skills, including listening and speaking skills at university level. The participants' academic qualifications are not a variable in this study as the study mainly focuses on the criteria and the challenges. However, the high academic qualifications may negatively affect the responses because participants may answer according to their theoretical knowledge instead of their real practice in the classroom. The Arabic Department offers Arabic courses for non-native speakers and Egyptian learners who are placed at various proficiency levels. The learners study Arabic as a Foreign Language for either one semester or one academic year. The researcher submitted the questionnaire on various

social media and sent more than 350 emails to Arabic departments in different universities. The researcher received 121 responses to the questionnaire. The observations were conducted during October 2017. The researcher attended two classroom observations with each instructor. The researcher also conducted four interviews and attended five classroom observations where one of the instructors teaches two subjects. The researcher attended five classroom observations as follows: one listening and speaking class, one MSA class, two ECA classes, and one Arabic media class.

## **D. Procedures and Data Collection**

### **1. Instruments**

The researcher followed three procedures in order to obtain information in this study. He submitted a questionnaire (see Questionnaire, Appendix C) only to the representative sample but conducted classroom observations (see Observation Checklist, Appendix D), submitted the same questionnaire, and carried out interviews (see Interview Questions, Appendix E) with the convenience sample. In this research, the instructor's speech is not within the scope of this study. Only the presented authentic audio-visual materials were discussed. The researcher conducted several pilot classroom observations, eight times at a private university and fourteen times at two Egyptian universities, in order to improve the research instruments, the observation checklist, the interview questions, and the questionnaire. Moreover, the researcher submitted the questionnaire online twice as a pilot to yield valid and credible results. Based on the results of the questionnaire, he omitted the essay questions and changed other questions. The researcher submitted the online questionnaire to the American Association of Teachers of Arabic (AATA) website, the Materials Development Association (MATSDA), and the Arabic Language Department at the American University in Cairo (ALID). The questionnaire included demographic information and ten questions in the form of multiple-choice, open-ended questions, using the Likert scale. The participants had the option to choose more than one

answer, add comments, or write their opinions. According to Perry (2005), the Likert scale measures the participants' attitude. Moreover, he stated that the closed form facilitates data recording and analysis through statistical process while the open-ended questions enable participants to express their opinions without constraints.

The researcher collected the questionnaire within the required timetable and analyzed it according to frequency and percentage by using the SPSS package. The researcher discussed the results. Second, the researcher conducted classroom observations in order to explore the criteria for selecting authentic audio-visual materials and designing authentic tasks in AFL classrooms. The observations took place at the Arabic Department at a private university in Egypt. The regular program offers around 160 hours of instruction throughout two semesters (approximately seven months), distributed over 4.5 hours' sessions that meet three times per week. The observations were conducted during the regular program in order to have a sufficient number of learners and to ensure that the participants use their regular teaching methodology and materials.

Third, the researcher conducted face-to-face interviews with the participants according to their availability. The interview questions aimed to explore the criteria of selecting and designing authentic tasks and the challenges which AFL teachers encounter when selecting AAM and when designing authentic tasks. The interviews with the teachers included open-ended questions, typically lasting for 20 minutes. The interviews were recorded and saved on the researcher's computer. The themes of the interview questions are as follows:

- 1- Criteria for selecting Authentic Audio-visual Materials and for Designing Authentic Tasks.
- 2- Challenges AFL teachers encounter when selecting AAM and designing AT.

The researcher conducted interviews with five AFL instructors in a private university in Egypt during October 2017 in order to explore the criteria for selecting authentic audio-visual materials, and

designing authentic tasks in the AFL classroom, and the challenges which AFL instructors encounter when selecting authentic audio-visual materials and designing authentic tasks. All the participants teach Arabic as a foreign language at university level.

## 2. Data Analysis

The data was coded and classified before being analyzed. The researcher analyzed the data by transcribing the interviews, coding the transcripts, and constructing the results. The data was analyzed quantitatively and qualitatively. Interviews: four interviews were held with four instructors, each lasting 20 minutes. The researcher used the SPSS program to analyze the questionnaire data, and also used descriptive analysis in order to analyze both classroom observations and interview questions.

The sample description:

Figure 1: Place of Teaching

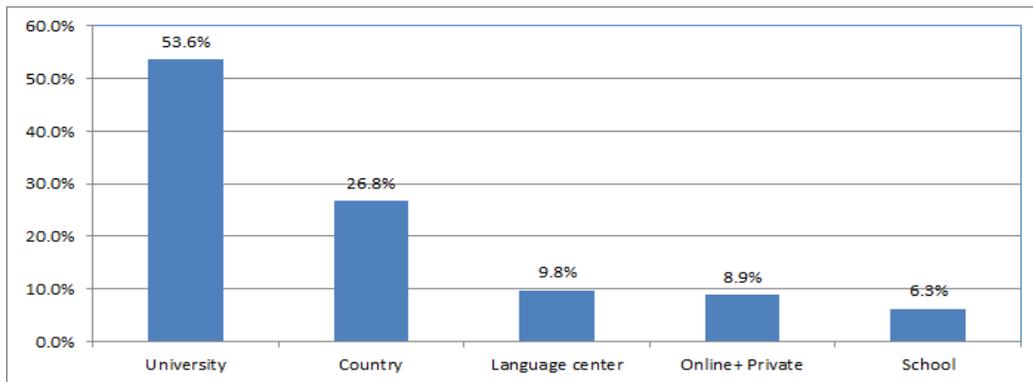


Figure 2: Teaching Experience

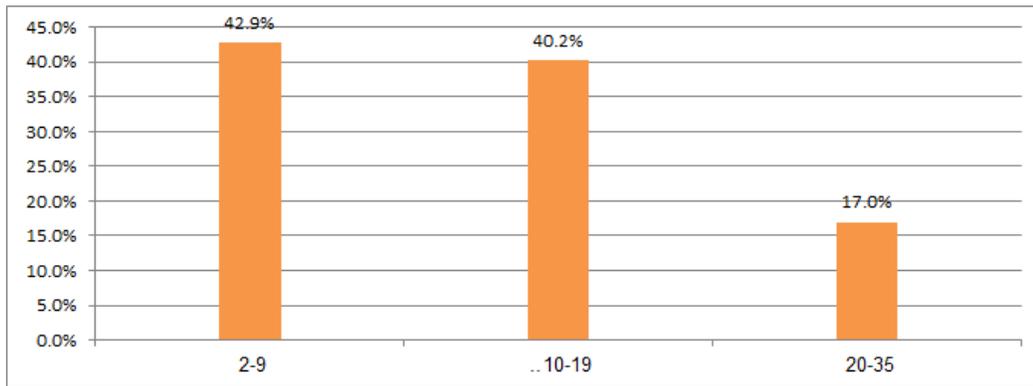
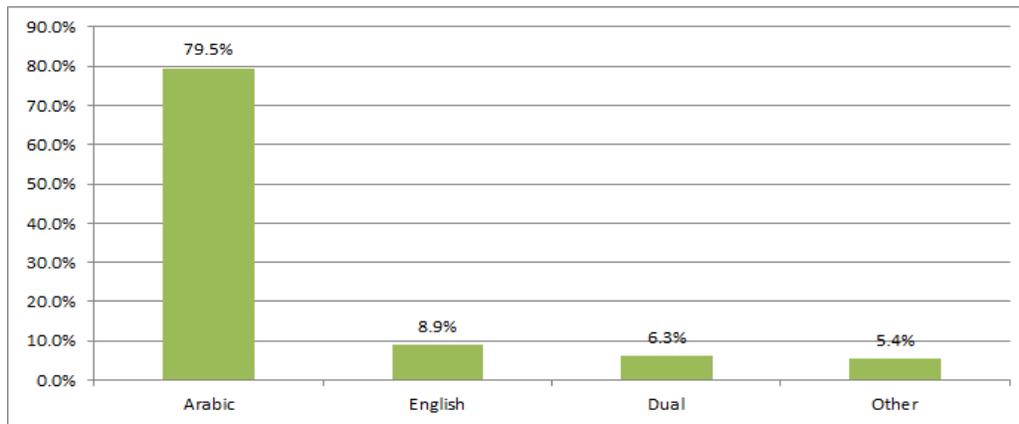


Figure 3: Participants' Mother Tongue



## **Chapter IV**

### **ANALYSIS AND DISCUSSION**

This chapter includes a detailed analysis and discussion of the main study findings. The objective of this chapter is to address the Research Questions of the study with reference to previous studies. While quantitative results were gathered from an online questionnaire and analyzed in terms of percentage by an SPSS program, qualitative results were collected from structured classroom observations and semi-structured participant interviews and descriptively analyzed. The chapter is divided into two sections. The first section discusses the criteria and the challenges of selecting AAM in the AFL classroom. The second section discusses the criteria and the challenges of designing AT. The two sections illustrate the essential criteria and challenges when using AAM in the AFL classroom. Finally, this chapter is concluded by a concise summary of the previous sections.

#### **A. Section 1**

The quantitative and qualitative results for Research Questions 1 and 2, which are related to the criteria and challenges of selecting AAM, are illustrated in this section.

##### ***1. Research Question 1***

This question explores what criteria AFL teachers follow when selecting AAM. In order to answer this question, data from Questions 4, 2, 1, and 3, respectively, in the online survey, structured classroom observations, and semi-structured interviews were analyzed and discussed.

First, Question 4 in the online survey demonstrates the criteria of selecting AAM in AFL classrooms. Responses to this question are represented in the following figure:

Figure 4: Criteria of Selecting Authentic Audio-visual Materials

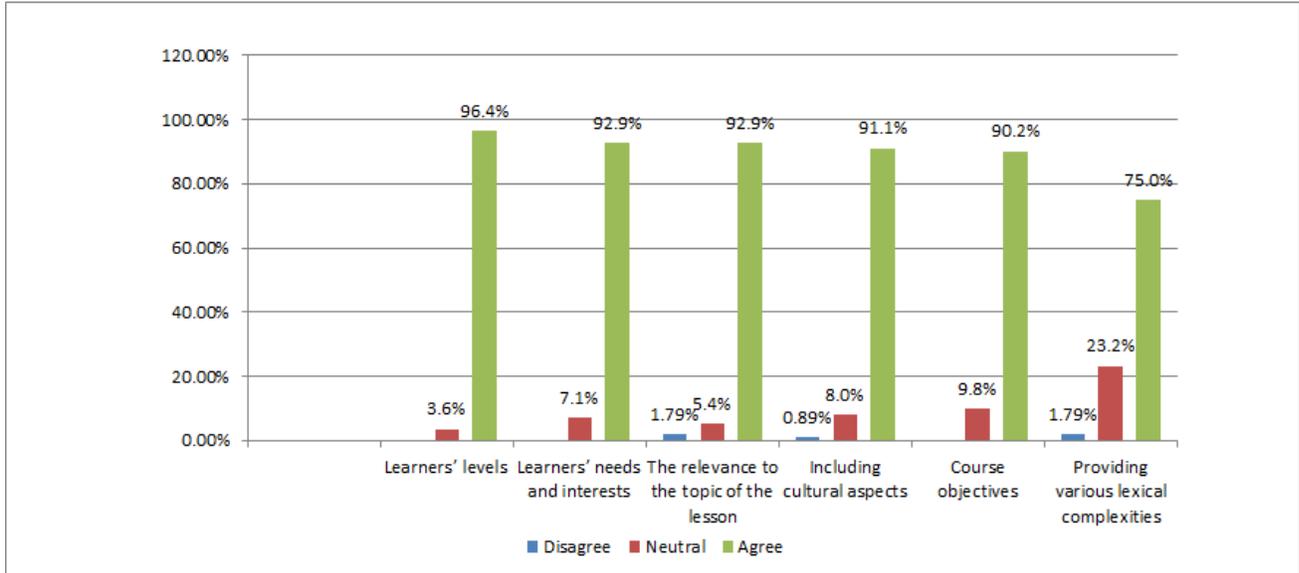


Figure 4 illustrates the variances between the criteria of selecting AAM in the AFL classroom.

Percentages for the first five criteria, namely, “Learners’ levels” (96.4%), “Learners’ needs and interests” (92.9%), “The relevance to the topic of the lesson” (92.9%), “Including cultural aspects” (91.1%), and “Course objectives” (90.2%) are extremely close, which reflects the significant agreement among AFL teachers on the classification of the selection criteria of AAM. These results agree with several studies such as those by Baird and Redmond, 2004; Bahrani and Soltani, 2012; and Eroz, 2009. The survey only included the six most common criteria which are frequently cited in the previous studies. Consequently, it is recommended that further research should investigate the principle criteria for the selection of AAM in the AFL classroom.

On the other hand, the percentage (75%) for the last criterion, “Providing various lexical complexities” indicates that vocabulary diversity has less significance than the other criteria of selection. These findings might be due to the instructors’ exploitation of the visual support, cultural content, and nonverbal features in the AAM, which do not overly rely on the linguistic features. Another reason is that the instructors might use AAM at advanced levels more than at elementary

levels. Therefore, lexical complexity does not represent a difficulty when selecting AAM. This claim is supported by the findings of Questions 2 and 3 in the online survey, which indicates that AAM are mainly used in advanced levels or for raising cultural awareness and warming-up, respectively.

The classroom observations and interview data illustrate that almost all the interviewees indicate that they select AAM according to the following factors: the topic, learners' level, clarity of vocabulary and context, comprehensibility of the text, visual and sound quality, course content, and culture aspects.

Interviewee C illustrated that the speech speed rate or vocabulary complexity do not affect her selection, especially at the advanced level, as she tends to present the language as it exists in real life. On the other hand, she mentioned that she carefully selects audio-visual materials with high expressive and supported visuals at the elementary level in order to provoke learners to use the language purposefully.

The criterion "Including cultural aspects" in the online survey, representing 91.1%, confirms the importance of teaching culture, as mentioned above. These findings agree with several studies such as those by Herron, Cole, Corrie, and Dubreil (1999); Losada, Insuasty and Osorio (2016); and Baird and Redmond (2004). These studies illustrate that the cultural aspects in the authentic audio-visual materials enable learners to better understand the social discourse and the patterns of living of the target language. Baird and Redmond's (2004) study highlighted the significance of careful presentation of the target culture. Moreover, Eroz (2009) illustrated that AAM should avoid any cultural bias or discrimination.

All interviewees indicate that authentic audio-visual materials provide various cultural aspects. Therefore, they mainly ask learners to compare between events and practices occurring in their own cultures as opposed to those in the Arabic culture.

To sum up, approximately all the participants agree on the previous criteria of selection in AAM. These findings might be due to the participants' teaching experience or the mentioned criteria commonly used. Therefore, it is recommended that further research investigate other criteria for selecting AAM in the AFL classroom.

Second, Question 2 in the online survey demonstrates the proficiency levels at which AFL teachers could use AAM in AFL classrooms. Answers to this question are represented in the following figure:

Figure 5: Proficiency Levels at Which AFL Teachers Could Use AAM

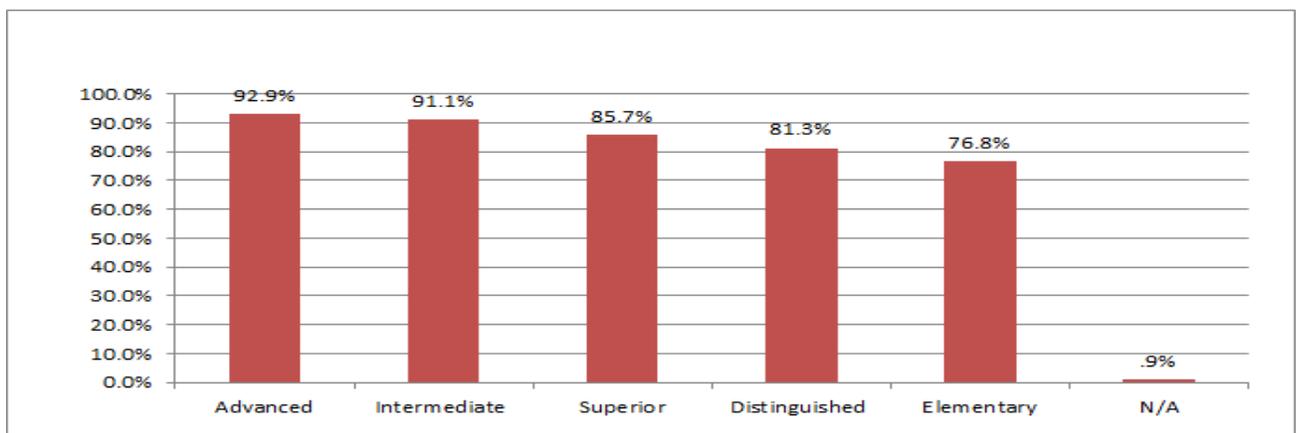


Figure 5 shows that the majority of participants agree on using AAM in the AFL classroom. However, they illustrate that AAM could be used at advanced levels more than at elementary level. While the proportion of participants who indicate that AAM could be used at elementary level is high (76.8%), this percentage is relatively low in comparison with the other proficiency levels. These findings agree with several studies which illustrate that AAM should be used at advanced levels, and is not recommended to be used at the elementary level. For example, Guariento and Morley's (2001) study illustrates that AAM could demotivate lower-level learners while Bahrani and Sim (2012) posit that audio-visual news are not suitable for lower-level. On the other hand, other studies support the use of AAM at elementary level such as those by Jack (2014); Gilmore (2008); and Cole, Corrie, and Dubreil

(1999). Studies by both Bahrani and Tam (2011) and Bahrani and Sim (2012) indicated that only cartoons and movies have a positive effect on lower-level learners.

Interview data illustrates that Interviewees A, C, and D indicate that the AAM could be used at all levels. Moreover, Interviewee C indicates that she uses AAM at all levels based on the quantity of the materials, the activities, and the skills, adding that:

[At advanced levels, I have more freedom to use AAM because the learners have a sufficient language proficiency.]

Similarly, Interviewee D indicated that AAM could be used to a much lesser degree at the elementary level because she may focus on teaching letters or writing. On the other hand, Interviewee B illustrated that she never uses AAM at elementary level, clarifying that:

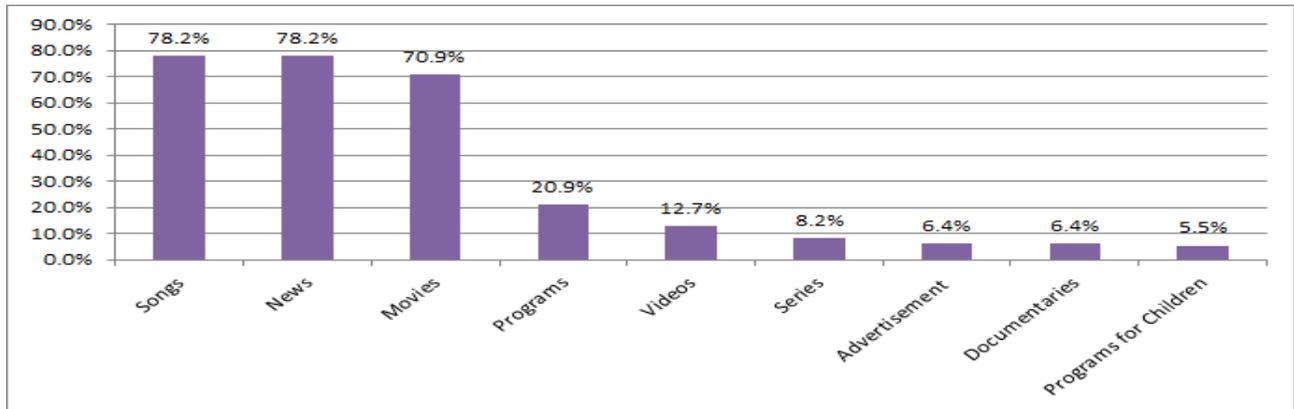
[I never use AAM at the elementary level because it is a waste of time. Moreover, I think that AAM is difficult for the beginner learners because they watch without understanding; as a result, they could not improve their speaking skills.]

Consequently, she does not prepare AT at elementary level.

While both superior and distinguished levels should show high percentages due to the learners' high level achievement in mastering the target language, advanced and intermediate levels are the most frequently selected group. This result might be due to the instructors' main focus on written materials more than AAM at both superior and distinguished levels. Moreover, the instructors might use much more AAM at the advanced and intermediate levels than the other levels in order to motivate learners to communicate with native speakers, to increase confidence, and to improve listening and speaking skills which are highly demanded in this stage of language proficiency. In addition, the instructors might not teach at superior or distinguished levels or they may not have extensive teaching experience. For example, 42.9% of the participants have from two to nine years of teaching experience.

Third, Question 1 in the online survey demonstrates the types of AAM which AFL teachers use in the classroom. The answers to this question are shown in the following figure:

Figure 6: Types of Audio-visual Materials



In response to Question 1, 78.2% of the participants indicate that they equally use both songs and news, while 70.9% of the participants incorporate movies into their classroom activities. These findings agree with several studies which confirmed the significance of using songs, news, and movies in language classrooms. For example, Mishan (2004) reported that songs offer features which promote language learning. In the same vein, Bahrani and Sim (2012) illustrated the positive effect of movies on learners' language proficiency skills. Similarly, Blachford (1973) indicated that redundancy and language in context are the essential factors in the news which develop learners' language skills.

All interviewees indicate that they mainly use news, movies, songs, and programs. According to one interviewee, songs enable learners to better understand the Arabic language. Therefore, the instructor uses a wide variety of old and contemporary songs.

It can be noted that while 20.9% of the participants use a variety of television programs, only 5.5% of them include children's programs. The main reason might be due to the fact that the majority of the participants (53.6%) in the study teach Arabic at university level. Only 8.9% of the participants teach online and private lessons, while only 6.3% of the participants teach at schools. These two

categories might use children's programs to reduce the affective filter in order to encourage learners to communicate with native speakers. Bahrani and Sim's (2012) study illustrated that cartoons have a positive impact on learners' language proficiency level due to specific features such as comprehensible input, unspecialized vocabulary, low lexical complexity, and visually compelling images which, in turn, reduce the learners' affective filter and motivate them to communicate in the target language.

Furthermore, according to Interviewee B, cartoons and children's programs have advantages which enable them to be integrated into the AFL classroom. For example, cartoons and children's programs are characterized by low speech speed rate, short dialogs, visual support, and the learners' previous knowledge of the story, in case the material is dubbed.

While songs, news, and movies are used by more than 70% of participants, both advertisements and documentaries are used much less frequently, with only 6.4% of the participants reporting that they use these materials. This low percentage for using advertisements in the AFL classroom could be due to their language density or their intense message.

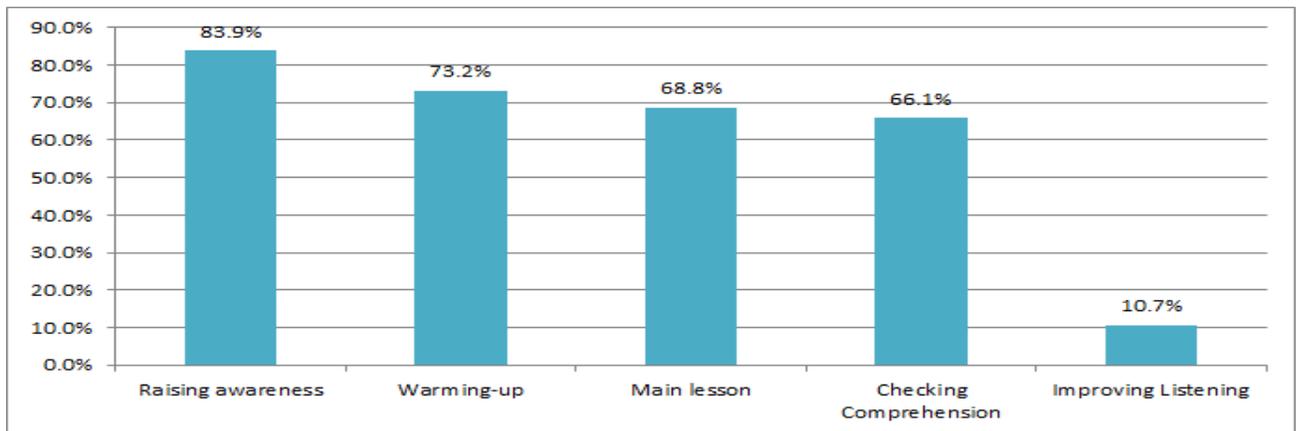
Although the gap between using songs, news, and movies and between advertisements and documentaries is noticeably wide, there is a fundamental similarity between these different types of materials. For example, songs, news, and advertisements are short, visually clear, easy to be learned independently after specific levels, usually include subtitles or captions, and are appealing to university students. A similarly wide gap between movies and documentaries is also apparent at 70.9% and 6.4%, respectively. Instructors might prefer to use movies in the AFL classroom more than documentaries because they are more interesting, culturally loaded, visually supported, and use daily life language. On the other hand, non-native Arabic teachers may have insufficient knowledge of

Arabic movies or T.V series. Therefore, they may prefer selecting materials from news or current events. They may also have only a superficial knowledge of Arabic culture.

Only 8.2% of the participants use serials in the AFL classroom. This low percentage may be due to the time limitations for watching such shows. On the other hand, 20.9% and 12.7% of the participants use programs and videos, respectively. Given this relatively high percentage, the interest in using both programs and videos may be attributed to the daily life language used, the engaging topics, the short duration, and the potential for discussing specific topics.

Fourth, Question 3 in the online survey demonstrates the purposes of using AAM in AFL classrooms. Answers to this question are represented in the following figure:

Figure 7: Purposes of Using Authentic Audio-visual Materials



The majority of the participants (83.9%) indicated that raising cultural awareness is an essential purpose accomplished by using AAM. In the context of which culture should be taught in AFL classroom, there are several types of cultures such as the learners' culture, the target culture, and the international culture. All interviewees illustrate that AAM provide both cultural and linguistic aspects. Therefore, they always address raise learners' cultural awareness through discussing the cultural aspects in the AAM and comparing these aspects with the learners' cultures.

Furthermore, 79.5% of the participants have only Arabic as a mother tongue which may explain their deep understanding of Arabic culture as an essential factor to intensively introduce Arabic culture in the AFL classroom. Another factor that can positively affect using AAM to increase cultural awareness is the significant teaching experience. To illustrate, 40.2% of the instructors have teaching experience ranging from 10-19 years, while 17.0% of the instructors have teaching experience ranging from 20-35 years. These percentages could reflect the profound knowledge of Arabic culture. Moreover, the first category of instructors with teaching experience ranging from 2-9 years, which also is a big scale, represents 42.9%. This means that this category also has a sufficient understanding of Arabic culture.

The percentages for “Warming-up”, “Main lesson”, and “Checking comprehension” are close, at 73.2%, 68.8% and 66.1%, respectively. These findings may be due to the AAM features, namely; easy, interesting, visually supported, short, related to real life language, and independently used. This result agrees with the high percentages of all materials: Songs 78.2%, News 78.2%, Movies 70.9%, Programs 20.9%, and Videos 12.7% respectively.

10.7% of participants illustrate that AAM develop listening skills, which is in line with several studies such as those by Otte, (2006); Thanajaro, (2000); Zhafarghandi, Barekat and Homaei, (2014); and, Akbari and Razavi (2015).

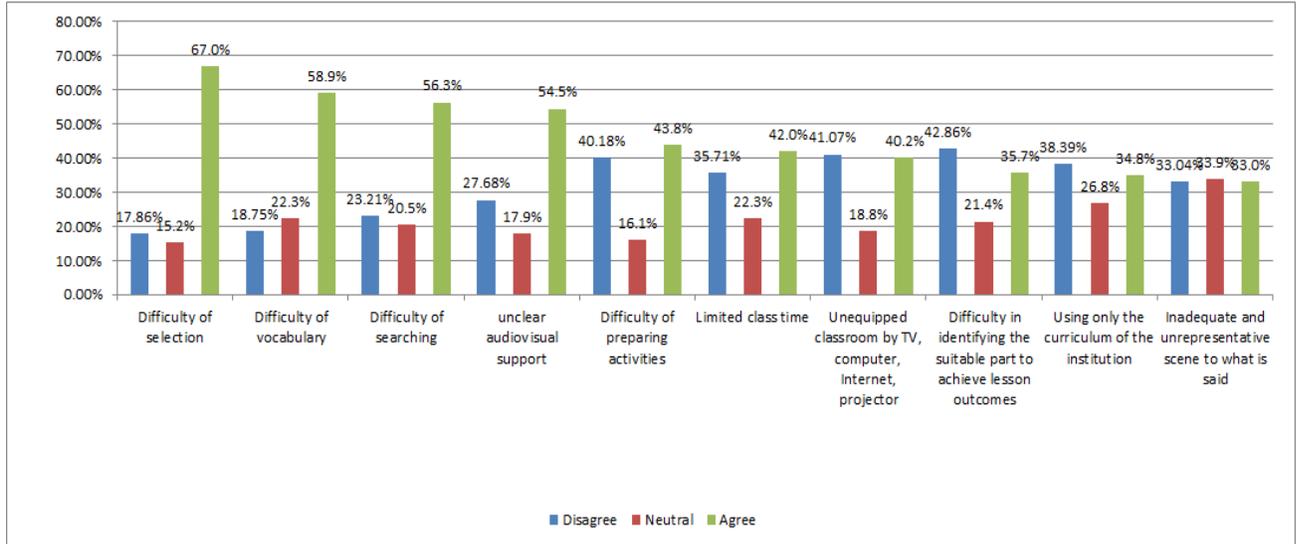
## ***2. Research Question 2***

This question explores the AFL teachers’ challenges in selecting AAM.

In order to answer this question, data from Questions 5 and 6 in the online survey, classroom observations, and interviews were analyzed and discussed.

First, Question 5 in the online survey shows the reasons for difficulty in selecting AAM. Answers to this question are represented in the following figure:

Figure 8: Challenges of Selecting AAM



In response to Question 5 in the online questionnaire, the majority of those surveyed (67.0%, 58.9%, and 56.3%) indicated that “Difficulty of selection”, “Difficulty of vocabulary”, and “Difficulty of searching”, respectively, are the essential factors which hinder the selection of authentic audio-visual materials in the AFL classroom.

Although the main three challenges for selecting AAM show high percentages, the percentage of the highest challenge is relatively low (67%). These findings might be due to the high proportion of participants who are university instructors (53%.6). Therefore, their responses are based on their academic qualifications and their long teaching experience. In support of this claim, the teaching experience of participants with years of teaching experience ranging from 10 - 19 to 20 - 35 years, represents 40.2% and 17.0%, respectively. This reflects the high level of experience in using AAM, which, in turn, implies the potential to easily use the AAM in language teaching. Moreover, the high number of participants whose mother tongue is the Arabic language (79.5%) could be a factor in facilitating these challenges. On the other hand, these results could be due to the participants with limited years of teaching experience ranging from 2 - 9 years (42.9%), thus lacking sufficient experience to appropriately select AAM. In the same vein, while 79.5% of participants are Arabic

native speakers, only 20.5% of participants are non-native speakers. This high variance between the two categories could negatively affect the non-native speakers selecting of or searching for the suitable AAM for the AFL classroom.

Similarly, while 43.8% and 42.0% of the respondents confirm that both “Difficulty of preparing activities” and “Limited class time” represent a difficulty in selecting AAM, 40.2% while 35.7% of respondents confirm the opposite. 42% of participants confirm that “Difficulty in identifying the suitable part to achieve lesson outcomes” does not represent an obstacle in selecting AAM. This may be due to the technology tools which enable instructors to use specific parts in videos and the new programs conducive to asking questions while watching.

All interviewees agreed that most of the statements do not represent challenges when selecting AAM. According to the interview data, Interviewee A stated that the actual search does not represent a difficulty when selecting AAM, explaining that:

[The search not difficult but it takes time to find the suitable materials for the learners’ level.]

Interviewee C indicated that the vocabulary density does not affect her selecting at the advanced level because the learners should encounter the real target content.

Interviewee D illustrated that the main reason for difficulty of selection is attributed to the wide variety of AAM. She said:

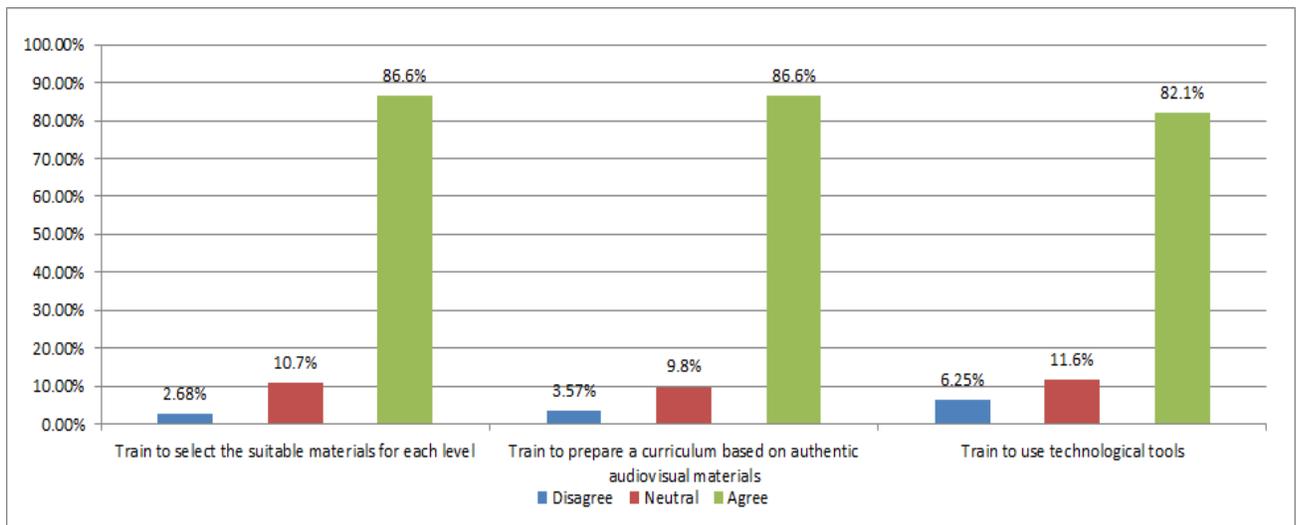
[I watch a lot of AAM in order to decide what is the most suitable for the class. In fact, the wide variety of AAM consumes so much time when selecting the most appropriate to accurately respond to the course objectives.]

When asked whether they could use an ECA material in a MSA class or vice versa, the participants illustrated that the Arabic diglossic situation does not represent a difficulty in selecting AAM. These results might be due to their clear understanding of the nature of the Arabic language and the various

levels in the Arabic language. In addition, these instructors have long teaching experience, academic qualifications, and the Arabic mother tongue. Furthermore, these results could be due to the statements themselves that do not represent a difficulty in selecting AAM, as there are other factors representing the challenging nature of the selection task. All the interviewees and almost the overall participants indicate that these statements do not represent a difficulty. Therefore, further research could explore the essential challenges in selecting AAM.

Second, Question 6 in the online survey demonstrates the AFL teachers’ needs for effectively using AAM in the classroom. Answers to this question are represented in the following figure:

Figure 9: Teachers’ Needs for Effectively Using AAM



In the response to Question 6, while 86.6% of the participants indicated that AFL teachers need to “Train to select the suitable materials for each level” and to “Train to prepare a curriculum based on authentic audiovisual materials”, 82.1% of the participants indicate that they need to “Train to use technological tools”. These findings illustrate that the effective use of AAM in the AFL classroom requires teacher training in order to carefully select the appropriate materials for the different learners’ proficiency level. Consequently, it is expected that 86.6% of the participants in the online survey demonstrate that AFL teachers need training in order to select the suitable AAM for each level. In

addition, all interviewees agree that the AFL teachers should be trained. Furthermore, the result of the statement in Question 4 regarding AFL teachers' need to "Train to select the suitable materials for each level" (86.6%) confirm the result of the statement in Question 5, where the reason of difficulty in selecting AAM is mainly attributed to "Difficulty of selection" (68%).

Furthermore, these findings might be due to the difficulty in identifying the suitable materials for the learners' proficiency level in AFL classrooms. For example, all interviewees indicate that the selection of AAM requires solid teaching experience in order to select the suitable materials for each level. Therefore, all interviewees indicated that young AFL teachers need training in selecting AAM, according to the learners' level.

## **B. Section 2**

The quantitative and qualitative results for Research Questions 3 and 4, which are related to the criteria and challenges of designing AT, are illustrated in this section.

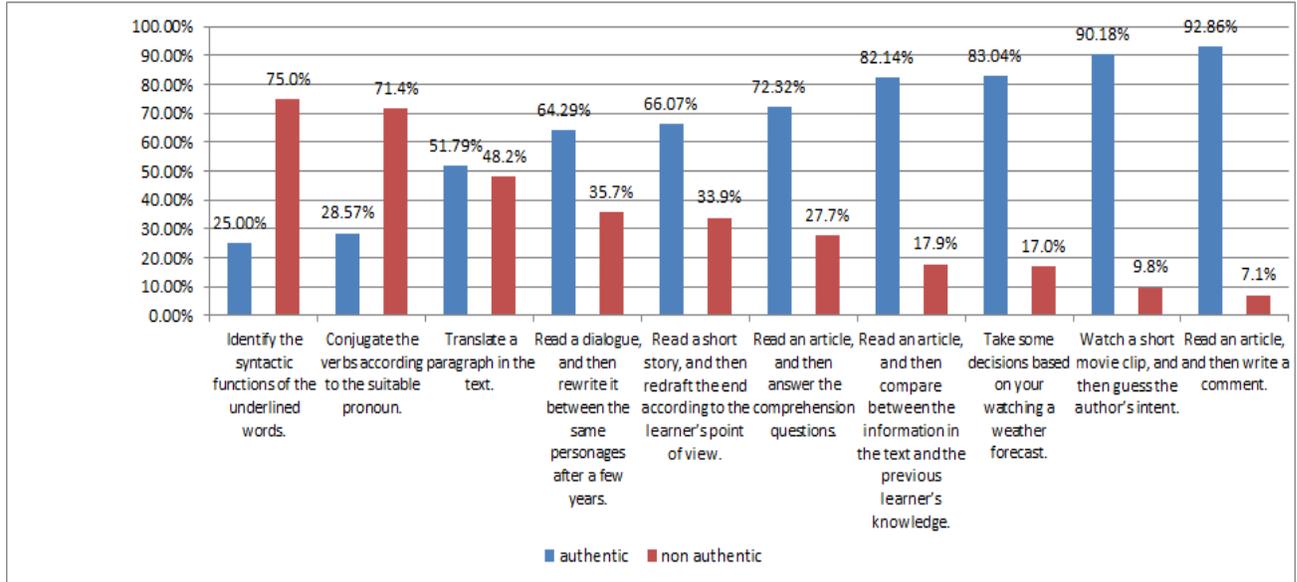
### **1. *Research Question 3***

This question explores what criteria AFL teachers follow when designing AT.

In order to answer this question, data from Questions 7, 8, and 9 in the online survey, classroom observations, and interviews are analyzed and discussed.

First, Question 7 in the online survey distinguishes between authentic and non-authentic tasks. Answers to this question are represented in Figure 10.

Figure 10: Authentic and Non-Authentic Tasks



In response to Question 7, the majority of those surveyed illustrated that the following tasks, namely; “Read an article, and then write a comment” (92.9%), “Watch a short movie clip, and then guess the author’s intent” (90.2%), “Take some decisions based on your watching a weather forecast” (83.0%), “Read an article, and then compare between the information in the text and the previous learner’s knowledge” (82.1%) are highly authentic tasks. These findings agree with several studies by Losada, Insuasty and Osorio, (2016); (1988); and Karakoc and Erdal, (2016), which highlighted that authentic tasks should activate learners’ previous knowledge, promote problem-solving and critical thinking, and focus on meaning. Moreover, authentic tasks should enable learners to produce the target language in real life situations and interact with it in a purposeful context. Consequently, the following tasks are considered non-authentic tasks, namely; “Read an article, and then answer the comprehension questions”, “Translate a paragraph in the text”, “Conjugate the verbs according to the suitable pronoun”, and “Identify the syntactic functions” of the underlined words”. However, the overall response to these tasks was unexpected since a significant proportion of participants considered them authentic tasks at (72.3%), (51.8%), (28.6%), and (25.0%), respectively.

These results might be due to a shadowy understanding of the concept of AT. This is because some instructors believe that if the learners understand the main and sub ideas, they have conducted AT. Moreover, some instructors see that grammatical tasks are authentic simply because the native speakers conduct the same tasks in the Arabic schools. For example, Interviewee B claimed that syntactic and morphological activities are authentic tasks because she defines the authentic task as “the same tasks which Arabic native speakers experience in the schools”. Therefore, this instructor indicates that the following items namely; “Conjugate the verbs according to the suitable pronoun” or “Read an article, and then answer the comprehension questions”, “Translate a paragraph in the text”, and “Identify the syntactic functions of the underlined words” are authentic tasks. Interviewee D mentioned one of the AT she designs involving changing third person pronouns (she/he) to first person (I) or vice versa. These results might be due to the inherited practice of focusing on grammar and translation methods.

On the other hand, while 66.1% and 64.3%, respectively, of the participants indicated that “Read a short story, and then redraft the end according to the learner’s point of view” and “Read a dialog, and then rewrite it between the same personages after a few years” are authentic tasks, approximately one-third of the participants (33.9%) and (35.7%), respectively, indicated the opposite.

These findings are in complete agreement with the literature which confirms the authenticity of both tasks.

However, the most surprising result is that almost one-third of the participants indicated that both tasks are authentic. These findings might be due to the fact that participants underestimate the learner's role in the learning process when doing AT, or they may lack a clear understanding of the nature of the AT. This supports the opinion of Interviewee B who said:

[If I ask a learner to play the role of a reporter in order to write a report about a given topic, it is not an authentic task.]

The researcher did not attempt to confirm the lack of a clear understanding of the nature of AT. Nevertheless, the findings of the classroom observations and the interviewees support this statement. Some interviewees mainly focus on non-authentic tasks or inappropriately designed AT. For example, one of the observed instructors (Instructor A) in the Listening & Speaking class mainly focused on grammatical or morphological activities while filling in the gap with comprehension questions. The same interviewee claims that she designs AT by asking learners to compare between what they listen or read and their previous knowledge. Nevertheless, she only asks them to compare, discuss, or take notes without providing specific tasks. This, in turn, leads to the learners superficially conducting the tasks.

Moreover, another observed instructor (Instructor B) frequently uses authentic pictures. However, she only states the items in the pictures in the target language. According to Instructor B, the authentic task involves making learners speak and discuss the given topic. In other words, she asks the learners to express their opinion without designing a specific AT to enable them to speak about or discuss the given topic. For example, Instructor B conducted a role play activity in the classroom where she played the role of the seller and the learners played the role of buyers; yet, the activity was traditional and the learners were not sufficiently engaged to discuss the topic. Moreover, Instructor B gave activities as homework such as “Watch again the 30 minutes of the movie and select a one-minute excerpt to explain the verbs used” without any meaningful discussion.

Furthermore, in Listening & Speaking in MSA class observations, Instructor C mostly focuses on comprehension questions and main ideas, using only oral activities in the classroom while written activities comprise the homework. The learners only watch the video in the classroom, and then are

assigned to watch another video at home as homework. It is not required to watch the video again at home. They concentrate on understanding the meaning of the video without conducting any communicative activities or in-depth discussion of the topic. As an authentic task, the learners select a topic, and then give a presentation in class. The learners' presentations are related to their selection of one of the discussed topics during the semester. Some videos do not have sufficient visual support which results in the instructor explaining the main idea or the difficult words. In addition, watching a video consumes a considerable amount of class time in order to understand the difficult words. Consequently, the learners do not conduct communicative activities allowing in-depth discussions of the content of the video. In the researcher's view, there is a lack of clear understanding of the AT or partial practice of them. As mentioned above, neither classroom observations nor interviews clearly follow the criteria of designing AT which are mentioned in the literature.

Second, both Questions 8 and 9 in the online survey demonstrate the criteria of designing AT.

Answers to both questions are represented in the following figures:

Figure 11.1: Criteria of Designing Authentic Tasks

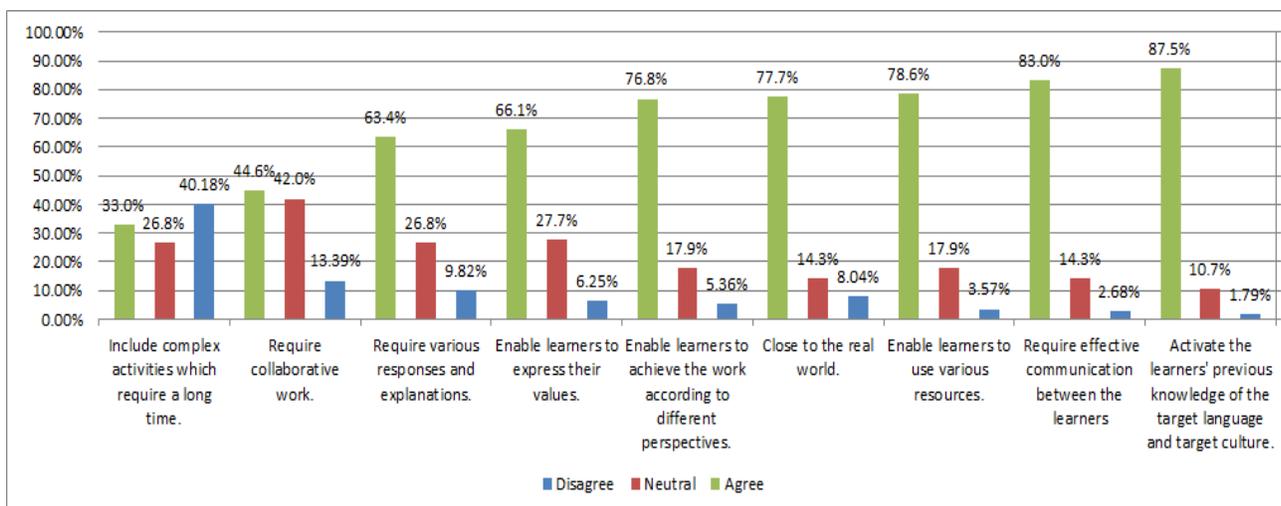
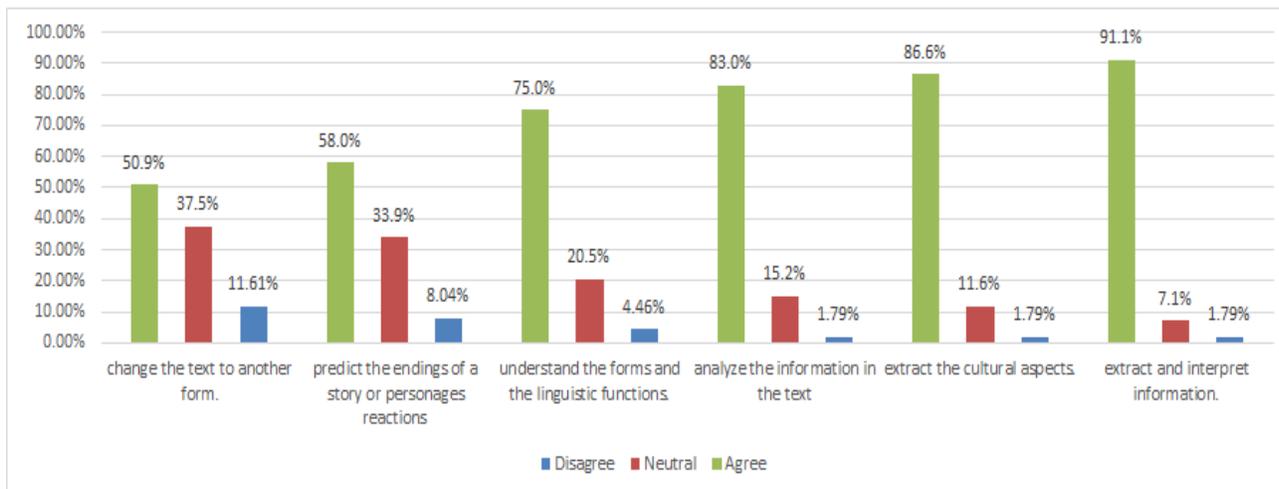


Figure 11.2: Criteria of Designing Authentic Tasks



In response to Question 8 in the online survey, Figure 11.1 shows that the majority of the participants agree that the main criteria of designing AT: “Activate the learners’ previous knowledge of the target language and target culture”, “Require effective communication between the learners”, “Enable learners to use various resources”, “Close to the real world”, and “Enable learners to achieve the work according to different perspectives” (87.5%, 83%, 78.6%, 77.7%, and 76.8%, respectively). Moreover, in response to Question 9 in the online survey, Figure 11.2 shows that the majority of the participants agree that the essential role of the authentic task is to enable learners to “Extract and interpret information”, “Extract the cultural aspects”, “Analyze the information in the text”, and “Understand the forms and the linguistics functions” (91.1%, 86.6%, 83%, and 75%, respectively).

The findings are in complete agreement with the framework of authentic task design mentioned in Mishan (2004). Mishan (2004) stated some guidelines which are based on: communicative purpose, appropriate response, real-life tasks, learners’ previous knowledge, and purposeful communication. These findings might be due to the participants’ academic qualifications and long teaching experience. However, the classroom observations and interview data demonstrate that the instructors mainly use non-authentic tasks or use limited authentic tasks, as mentioned above.

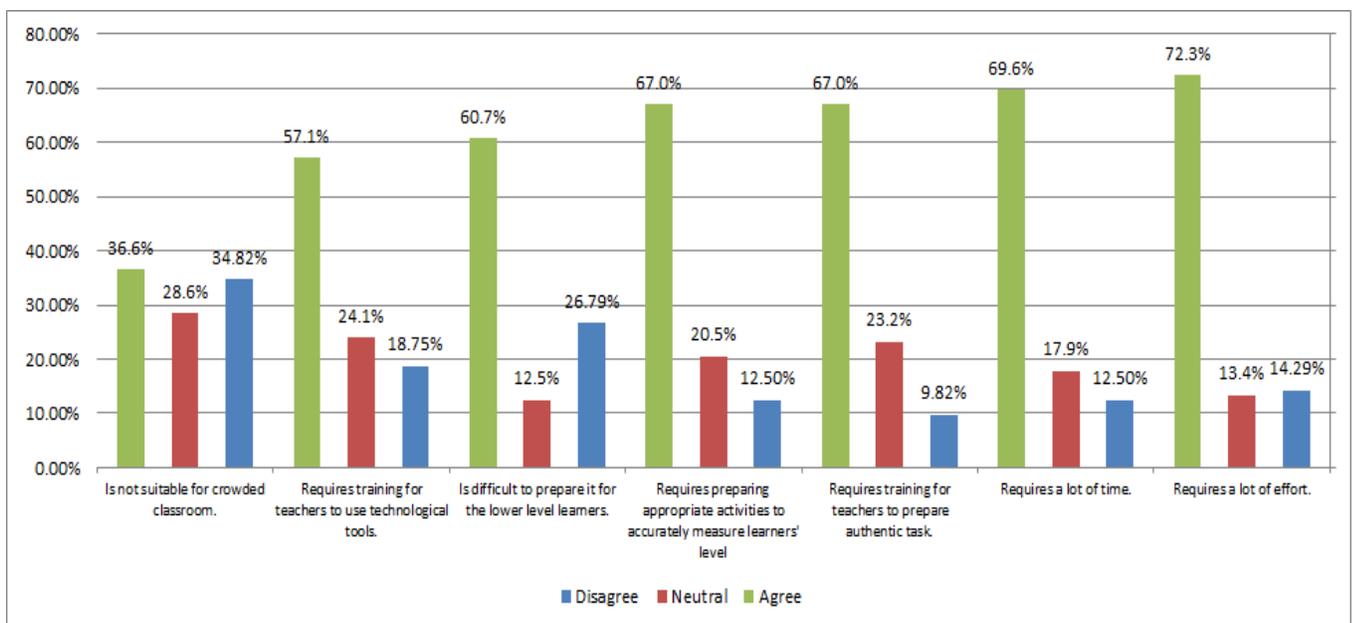
## 2. Research Question 4

This question explores the AFL teachers' challenges in designing AT.

In order to answer this question, data from Question 10 in the online survey, classroom observations, and interviews were analyzed and discussed.

First, Question 10 in the online survey illustrates the reasons for difficulty in designing AT in the AFL classroom. Answers to this question are represented in Figure 12.

Figure 12: Challenges of Designing AT



According to Statements 1 and 2 in Question 10 in the online survey, the majority of the participants agreed that the fundamental difficulty factors which negatively affect the authentic task design are as follows: “Requires a lot of effort” (72.3%) and “Requires a lot of time” (69.6%). This confirms previous findings in the classroom observations which revealed that the instructors observed mainly use non-authentic activities and only address oral questions. In the same context, three out of four interviewees agreed that preparing activities requires much time and effort in order to decide which activities are most compatible with each material and proficiency level. However, one of the interviewees indicated that designing both authentic tasks and non-authentic tasks entails the same

effort and time. These results might be due to the instructors' heavy teaching load and corresponding responsibilities; therefore, they either lack sufficient time to design AT or they do not comprehend the nature of AT.

According to Statements 3 and 4 in Question 10 in the online survey, the result of the factors "Requires training for teachers to prepare authentic task" and "Requires preparing appropriate activities to accurately measure learners' level" are similar (67.0%). These findings are consistent with the findings of Question 6 where the majority of participants illustrate that AFL teachers significantly need training to select the suitable materials for each level (86.6%) and to prepare a curriculum based on authentic audio-visual materials (86.6%). Moreover, these findings also confirm the correlation between the difficulty of selecting AAM and designing AT mentioned in Question 5 with 43.8% of participants indicating that the difficulty of preparing activities poses a challenge when selecting AAM. Moreover, all interviewees illustrated that they did not receive training to prepare AT; therefore, they needed a long teaching experience in order to be able to appropriately design AT. Consequently, they think that young AFL teachers are in urgent need of training to prepare AT.

Although the interviewees confirmed that they have sufficient teaching experience to design AT, the classroom observations and interview questions revealed the opposite. For example, Interviewee B responded to the question "What are the activities that you prepare?" by stating:

[Usually, I give the learners a list of vocabulary, and we discuss that list then we watch the video. After watching, the learners answer written or oral questions then discuss the topic.]

During the classroom observation, the instructor used non-authentic materials, non-authentic tasks, and only oral activities. This result might be due to the misunderstanding of the concept of AT based on her definition of AT as the tasks done by native speakers when studying their own language. For example, some AFL teachers consider that the task "Identify the syntactic functions of the

underlined words” is not an authentic task. However, Interviewee B expressed the opinion that think it should be considered an authentic task as it corresponds to those tasks assigned to the Egyptian learners at school. The same interviewee responded to the question “What AT do you prepare?” as follows:

[In my opinion, I can confirm that the main authentic task is to ask the learners to talk about a topic. In other words, when the learners study a topic then talk about it, is the real authentic task. Moreover, I can ask a learner to give a presentation. In this case, the learner can select a video and give a presentation about it in the classroom and express his/her opinion. I can also instruct a learner to ask an Egyptian about the meaning of something, which involves oral output by the learner. For example, I asked the learners to ask Egyptians about the meaning of 10 adjectives from the list. In my point of view, the concept of authentic tasks is to make the learners talk.]

In the classroom observation, the instructor gave the learners a list of adjectives such as ‘clever’, ‘intelligent’, and ‘arrogant’. She then requested the learners to ask Egyptians about the meaning of these adjectives. On the other hand, each learner gave a presentation according to her/his interest. However, after the presentation, the learners addressed questions for main ideas or details without any in-depth discussion of the topic. In addition, the instructor did not follow any criteria of designing AT as mentioned in the previous sections.

In line with the previous idea, Interviewee C indicated that AFL teachers:

[Need training to appropriately prepare suitable activities for each language proficiency level. AFL teachers who have limited teaching experience may inappropriately design AT.]

In the same vein, the interviewee answered the question “What are the authentic tasks you prepare?” She said:

[Learners should understand the main ideas, debate, learn strategies of discourse, conduct discussions, and make comparisons between what they are watching and what they experience in their own country. Moreover, I believe that when the learners understand and express their opinion, this can be considered as an authentic task because when the learners discuss the topic, they can agree, disagree or criticize.]

However, during the classroom observations, the instructor did not conduct any debate or discussion. The class was merely based on understanding what the speakers say. This response confirms that there is a lack of knowledge of both the communicative purposes and the task typologies. When there are several communicative purposes and tasks typologies, the instructors limited the AT to three main forms of questions: talking, discussing, and comparing, without specifying the tasks which effectively enable the learners to produce the oral output required. Furthermore, in response to Statements 3 and 4, Instructor D indicated that AFL teachers need training in order to design AT. In the interview, the instructor responded to the question “What AT do you prepare?” The instructor said:

[I prepare AT such as “Read something in MSA, and then talk about it in ECA”, “Conduct a discussion in ECA”, “Divided the learners into groups, and then conduct a discussion”, “Role playing”, “Change the pronoun from she/he to I”, “Compose a narrative about other characters in the series”, and “Ask learners to talk about the political context in the series and how it is represented”. I think these activities are AT because they are a simulation of what we do in real-life situations.]

In response to Statement 5 in Question 10 in the online survey, while two-thirds of the participants (60.7%) indicated that the preparing of authentic tasks for the lower level represents a

difficulty in designing authentic tasks, almost one-third of the participants (26.8%) confirmed the opposite. Interviewee C indicated that designing AT at the elementary level is difficult by stating that:

[The activities are limited at the elementary level because they focus on developing vocabulary and improving pronunciation. Moreover, the activities at the elementary level should avoid discussion due to the learners' low proficiency level.]

26.8% of participants indicated that designing AT for the lower level learners is not a challenge. This result may be essentially due to two factors. The first factor is that the long teaching experience of the participants ranging from 10 - 19 and from 20 - 35 years (40.2%) and (17.0%), respectively, could empower them to design AT for all levels easily. The second factor is the remarkable university instructor proportion of participants (53.6%) reflecting the adequately high level of academic qualifications which, in turn, enables them to easily prepare the authentic tasks for any learner level. Nevertheless, this result might also be due to the fact that experienced teachers do not currently teach at elementary level because they have high academic qualifications and other occupations. Consequently, they do not design AT at the elementary level; in contrast, the young AFL teachers encounter difficulty when designing AT for the lower level learners. To support this idea, another interviewee indicated that she has long teaching experience. However, she has limited experience of teaching at the elementary level. Therefore, she neutrally responded to Statement 5. On the other hand, 60.7% of the participants indicated that preparing AT for the lower level learners represents a challenge. This result could be interpreted according to the limited AFL teachers' experience where 42.9% of participants have from 2-9 years of teaching experience. This result is in complete agreement with the previous findings which confirm that young AFL teachers need training to design AT.

In response to Statement 6 in Question 10 in the online survey, while 57.1% of the participants indicated that AFL teachers need training to use technological tools to prepare authentic tasks, 18.8% of the participants confirmed that AFL teachers' training does not represent a difficulty in designing authentic tasks. On the other hand, 24.1% of the participants responded neutrally. These findings are in complete agreement with the interviewees' responses indicating that AFL teachers need training to use technological tools in order to design AT.

Interviewee C indicated that young AFL teachers have sufficient knowledge of the technological tools. She said:

[Young AFL teachers are much more aware of the new technological tools than the highly experienced instructors.]

In response to Statement 7 in Question 10 in the online survey, whereas approximately one-third of the participants (36.6%) illustrated that crowded classrooms represent a difficulty in designing authentic tasks, 34.8% of participants confirmed the opposite. On the other hand, 28.6% of the participants neutrally responded. These findings are consistent with the interviewees' responses as all interviewees demonstrated that crowded classrooms do not constitute a difficulty when designing AT. These findings might be due to the instructors' teaching experience and the appropriate learners' numbers in the language classrooms.

### **C. Summary of the Results**

The results of this study indicated that AFL teachers frequently use three main genres of AAM which are songs, news, and movies. Moreover, AFL teachers use AAM at all language proficiency levels. However, they use AAM more at the advanced levels than at the elementary level. AFL teachers indicated that they use AAM to a considerable degree in order to raise cultural awareness, as mentioned in several studies.

The results also reveal that AFL teachers follow specific criteria when selecting AAM such as learners' levels, learners' needs and interests, relevance to the topic of the lesson, cultural aspects, course objectives, and various lexical complexities. In addition, over half of the participants indicated that the materials' selection, vocabulary, research for materials, and unclear audio-visuals (67.0%, 58.9%, 56.3%, and 54.5%, respectively) represent the main difficulties in selecting AAM in the AFL classroom. On the other hand, AFL teachers similarly attributed the difficulty in selecting AAM to other factors. 43.8%, 42.0%, 40.2%, and 35.7% of the participants indicated that the difficulty in selection of AAM is attributed to the difficulty of preparing activities, limited class time, the lack of technological equipment in the classroom, and identifying the suitable part to achieve lesson outcomes, respectively. Other participants represented by 40.2%, 35.7%, 41.1%, and 42.9%, respectively, indicated the opposite in these respective categories. Additionally, AFL teachers highlighted that the effective use of AAM in the AFL classroom essentially requires training for teachers to select the suitable materials for each level, prepare a curriculum based on authentic materials, and gain proficiency in the use of technological tools. The results also indicated that 72.3% and 51.8% of the participants, respectively, claim that non-authentic tasks, such as reading an article and then answering comprehension questions, or translating a paragraph in the text, are actually authentic tasks. Similarly, over a quarter of the participants (28.6% and 25.0%) considered non authentic tasks such as conjugating verbs according to the suitable pronoun, or identifying the syntactic functions of the underlined words, as authentic tasks. Furthermore, many of the participants highlighted that authentic task design should activate the learners' previous knowledge of the target language and target culture, require effective communication between the learners, enable learners to use various resources, simulate the real world, and enable learners to achieve the work according to different perspectives (87.5%, 83.0%, 78.6%, 77.7%, and 76.8%, respectively). In the same context, most of the participants

indicated that authentic tasks should encourage learners to extract and interpret information, identify the cultural aspects, analyze the information in the text, and understand the forms and linguistic functions (91.1%, 86.6%, 83.0%, and 75.0%, respectively). Finally, the results confirmed that AFL teachers attributed the difficulty in designing authentic tasks in the AFL classroom to several factors: “It requires a lot of effort” (72.3%), “Time” (69.6%), “Training for teachers in order to prepare authentic tasks” (67.0%), “Preparing appropriate activities to accurately measure learners’ levels (67.0%), and “Is difficult to prepare for the lower level learners” (60.7%). However, 34.8% and 26.8% of the participants, respectively, confirmed that crowded classrooms and preparing authentic tasks for lower level learners did not represent any difficulties in designing authentic tasks in the AFL classroom.

The real contribution of this study lies, first, in specifying the criteria of selecting AAM in the AFL classroom which are:

- learners’ levels
- learners’ needs and interests
- relevance to the topic of the lesson
- inclusion of cultural aspects
- course objectives
- inclusion of various lexical complexities

Second, setting the criteria for designing authentic tasks should:

- activate the learners’ previous knowledge of the target language and target culture
- require effective communication between the learners
- enable learners to use various resources
- simulate the real world

- enable learners to achieve the work according to different perspectives
- enable learners to express their values
- require various responses and explanations
- require collaborative work, encourage learners to extract and interpret information
- extract the cultural aspects
- analyze the information in the text
- understand the forms and linguistic functions
- predict the ending of a story or character reactions
- change the text to another form

Third, the challenges in selecting AAM in the AFL classroom are:

- activities preparation
- materials selection
- vocabulary
- materials searching
- unclear audio-visuals
- limited class time
- the need to train AFL teachers to select the suitable materials for each level, prepare a curriculum based on authentic materials, and use of technological tools

The challenges of designing authentic tasks are as follows:

- requires a lot of effort
- requires a lot of time
- requires training for teachers to prepare authentic tasks
- requires preparing appropriate activities to accurately measure learners' levels

- is difficult to prepare for the lower level learners
- requires training for teachers to use technological tools
- is not suitable for crowded classroom

## **Chapter V**

### **Conclusion**

This chapter includes five sections: the essential findings of the study, the pedagogical implications, the limitations and the delimitations of the study, further research, and finally a brief summary of the previous sections.

#### **A. The Essential Findings of the Study**

This study has two fundamental objectives: first, it attempts to explore the criteria of selecting authentic audio-visual materials and designing authentic task in the AFL classroom. The second objective is to investigate the challenges which AFL teachers face when selecting authentic audiovisual materials and when designing authentic tasks. The study was carried out in a language department at a private university in Egypt. A triangulation approach was adopted in order to collect data: online questionnaire, structured classroom observations, and semi-structured interviews. Although the data was quantitatively and qualitatively analyzed, the findings could not be generalized due to the limited number of participants.

The findings reveal that AFL teachers frequently use AAM, specifically songs, news, and movies. AFL teachers mostly use AAM at advanced levels more than at the elementary level. Moreover, the findings indicate that the fundamental purpose for using AAM is to raise cultural awareness in the AFL classroom. Furthermore, the findings confirm that AFL teachers mainly select AAM according to learners' levels, learners' needs and interests, the relevance to the topic of the lesson, the inclusion of cultural aspects, and course objectives.

Moreover, the findings demonstrate that the essential challenges for selecting AAM are, in order of preference: difficulty of selection, difficulty of vocabulary, and difficulty of searching.

Furthermore, the findings indicate that the main criteria of designing AT, in order of preference, is to: activate the learners' previous knowledge of the target language and target culture, require effective communication between the learners, enable learners to use various resources, simulate the real world, extract and interpret information., extract the cultural aspects, analyze the information in the text, and understand the forms and linguistic functions.

In addition, the findings illustrate that the essential challenges in designing AT, in order of preference, are that it: requires a lot of effort, requires a lot of time, requires training for teachers to prepare authentic tasks, requires preparing appropriate activities to accurately measure learners' levels, and is difficult to prepare for the lower-level learners.

The findings reveal that AFL teachers follow the common criteria of AAM selection. However, the challenges of selecting AAM are relatively low since they apparently do not represent an obstacle for the experienced instructors. Therefore, further research could explore the significant challenges which face young AFL teachers when selecting AAM or other challenges which encounter AFL teachers in general.

The findings, in addition, demonstrate that AFL teachers follow the fundamental criteria for designing AT which might be the opposite of what actually occurs in their practices. Moreover, the findings illustrate a lack of a clear understanding of AT design. The majority of the interviewees design non-authentic tasks that do not align with those in literature, or only ask learners to talk or compare. Therefore, further research needs to be conducted on the actual criteria of AT design in AFL classroom through a larger sampler of classroom observations.

### **B. Pedagogical Implications:**

The findings illustrate that songs, news, and movies were frequently used in the AFL classroom. Consequently, materials developers, instructors, and educational institutions should take

this into consideration to exploit such audio-visual material in the AFL classroom. In addition, although the findings indicate that AFL teachers use much less AAM at the elementary level than at the advanced levels, several studies highly recommend the use of AAM at the elementary level. In response, AFL teachers should carefully select appropriate AAM for the lower-level learners and design appropriate authentic tasks in order to enable them to effectively communicate in the target language. It is recommended that AFL teachers adapt the contrived and authentic tasks, as well as appropriately select AAM instead of simply avoiding using AAM at the elementary level.

According to the findings, AFL teachers overwhelmingly use AAM for raising learners' Arabic cultural awareness. As a result, the educational policy makers should encourage the stakeholders to integrate the Arabic culture into both contrived and authentic materials, especially in the audio-visual ones. Furthermore, materials developers and instructors should mainly follow specific criteria in order to successfully select the AAM in AFL classroom such as learners' levels, learners' needs and interests, relevance to the topic of the lesson, inclusion of cultural aspects, and course objectives. Moreover, task designers and instructors should design authentic tasks which enable learners to effectively communicate in the target language.

### **C. Limitations and Delimitations of the Study:**

1. The researcher only attended five classroom observations with four teachers (one of them was assigned to teach two subjects) and conducted four interviews with them. Therefore, the number of observations was strictly limited: four classroom observations with instructor A, three classroom observations with instructor B, two classroom observations with both Instructor C and Instructor D (Instructor D teaches two subjects). The limited number of classroom observations was attributed to the limited number of assigned instructors who teach

subjects related to AAM in intermediate or advanced level such as Media Arabic, L&S, ECA, and Current Topics in the Egyptian Society in MSA.

2. In the observation classroom, the researcher noticed that the instructors generally use authentic audio-visual materials but, due to the limited number of classroom observations, he analyzed only a few audio-visual materials.
3. The study excluded all participants who cited their country of origin without mentioning their educational institution because it was not clear at which proficiency level they taught. In the English version of the survey, the question on the place of teaching included the educational institution. However, in the Arabic version, the question was not clear because it did not exactly specify the educational institution. Therefore, it was ambiguous for some participants.
4. The study mainly focused on AFL teachers at university level due to their high academic qualifications, the freedom of selecting AAM, the various levels of learners, and the long teaching experience in AFL.
5. The study only focused on analyzing AAM presented by instructors and excluded any audio-materials, pictures, presentations, grammar, reading, and contrived materials presented by either instructors or learners. Moreover, the study excluded any AAM presented by learners.
6. The classroom observations and the interviews only were conducted with Arabic instructors in a private university in Egypt. However, the questionnaire was distributed online via Arabic-L, American Arabic Teachers, and email to several universities. On the other hand, the study included AFL teachers from different teaching backgrounds in one private and two public universities in Egypt. However, the researcher excluded the results of the two public universities because they both lack essential technological tools to effectively use AAM or use teaching methodologies incompatible for use with AAM.

7. The study excluded AFL teachers with teaching experience backgrounds less than two years in order to be ensure that the participants have sufficient teaching experience in AFL classroom.
8. The study excluded Arabic teachers who teach Arabic as a first language because the study attempts to explore the criteria of selecting AAM in the AFL classroom which could be different in Arabic as a first language classroom.
9. The study does not take into consideration the students' perspectives towards using authentic audio-visual materials due to the limited number of students.

#### **D. Suggestions for Further Research:**

The current study answered four questions: What criteria do teachers use in selecting authentic audiovisual materials in AFL classes?; What are the challenges which AFL teachers encounter when selecting AAM?; What criteria do teachers use in designing authentic tasks in AFL classes?; What are the challenges which AFL teachers encounter when designing authentic tasks?

However, I suggest that future research should replicate this study with a larger sample, namely more questionnaire responses, a longer period of classroom observations, and a larger number of interviewees in order to generalize the results. Furthermore, because of the significant lack of research in the AFL classroom on AAM, I suggest that further research should unpack the following five areas in order to address the following questions:

First: AFL Teachers' Needs

- What are the types of training programs AFL teachers need in order to develop selecting AAM and designing AT skills?
- What are the technological tools that AFL teachers need in the AFL classroom?

Second: Criteria for selecting AAM and for designing AT

- What criteria of AAM do AFL teachers use at each language proficiency level?
- What further criteria do AFL teachers use for selecting AAM and designing AT?
- What are the Arabic cultural aspects that AFL teachers present at each level?
- To what extent do AAM develop cultural skills in the AFL classroom?
- What types of songs, news, and movies do AFL teachers frequently use?

#### Third: Challenges in selecting AAM and for designing AT

- What are the challenges which AFL teachers encounter at each level?
- What strategies do AFL teachers use in order to overcome such challenges?
- What are the challenges which non-native AFL teachers encounter when selecting AAM and designing AT?

#### Fourth: Behavioral Correlation with AAM

- What are AFL teachers' and native speaker learners' attitudes towards using AAM in the AFL classroom?
- What are AFL teachers' and native speaker learners' attitudes towards using AT in the AFL classroom?
- To what extent do AAM develop AFL learners' autonomy?
- What is the correlation between using AAM and learners' motivation in the AFL classroom?

#### Fifth: Linguistic Correlation with AAM

- What is the correlation between using AAM and separately developing the four proficiency language skills in the AFL classroom?
- What are the methods of teaching that AFL teachers use when teaching AAM in the AFL classroom?

In conclusion, the current study indicates that AFL teachers follow specific criteria for selecting AAM and for designing AT. However, they encounter several challenges during these processes. As a result, some pedagogical implications should be taken into consideration when using AAM. In addition, further research could improve selecting AAM and designing AT, as well as overcome the related challenges to them. Furthermore, further research could avoid the limitations which are mentioned in this study. Finally, this study and further research will hopefully fill the significant gap in the research with respect to AAM in the AFL classroom.

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## Appendices

### Appendix A

#### Documentation of Informed Consent for Participation in Research Study

Project Title: Selecting Authentic Audio-visual Materials and Designing Authentic Tasks in the AFL Classroom: Criteria and Challenges.

Principal Investigator: Mohamed Hassan Hamed Ahmed

\*You are being asked to participate in a research study. The purpose of the research is to investigate the criteria and challenges for selecting and designing authentic audiovisual materials in Arabic as a foreign language classroom, and the findings may be published, presented, or both. The expected duration of your participation is 30 minutes. The procedures of the research will be as follows: online questionnaire, classroom observations for one week, and semi-structured interview.

\*There will not be certain risks or discomforts associated with this research.

\*There will not be benefits to you from this research.

\*The information you provide for purposes of this research is confidential.

\*Questions about the research, your rights, or research-related injuries should be directed to Mohamed Hassan Hamed Ahmed at 01003926949 or Email:[mhassanfr@aucegypt.edu](mailto:mhassanfr@aucegypt.edu) .

\*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

## Appendix B

### A Questionnaire for AFL Teachers

This questionnaire is designed to collect data for a research study on criteria and challenges when selecting authentic audio-visual materials (AAM) and when designing authentic tasks (AT) in the AFL classroom.

Questionnaire (online): استطلاع رأي حول استخدام المواد المسموعة المرئية الأصلية لتدريس اللغة العربية كلغة أجنبية

استطلاع رأي حول استخدام المواد المسموعة المرئية الأصلية في صفوف تدريس اللغة العربية كلغة أجنبية

أين تُدرّس العربية للناطقين بغيرها:

كم سنة تعلم اللغة العربية للناطقين بغيرها؟

ما لغتك الأم

الاسم/ بريد إلكتروني (في حالة الحاجة لمزيد من المعلومات)

### Questions from 1- 3 are multiple choice and open-ended questions

1- أي من المواد المسموعة المرئية الأصلية التالية تستخدمها (يمكن اختيار أكثر من إجابة):

أفلام

أغاني

أخبار

لا شيء مما سبق

أخرى

2 - من وجهة نظرك, في أي مستوى يمكن استخدام المواد المسموعة المرئية الأصلية في صفوف تدريس العربية للناطقين بغيرها؟

(يمكن اختيار أكثر من إجابة):

مبتدئ

متوسط

متقدم

متفوق

متميز

لا شيء مما سبق

3 - من وجهة نظرك, ما الغرض من استخدام المواد المسموعة المرئية الأصلية في صفوف تدريس العربية للناطقين بغيرها؟ (يمكن

اختيار أكثر من إجابة):

التحقق من الفهم

التمهيد للدرس

رفع الوعي الثقافي

كدرس أساسي

أخرى

#### Questions from 4- 10 are Likert Scale

(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, or (5) Strongly Agree

4- في رأيك, يتم اختيار المواد المسموعة المرئية الأصلية لتدريس العربية للناطقين بغيرها على أساس:

أهداف البرنامج الدراسي

مناسبتها لمستوى الطلاب

احتياجات واهتمامات الطلاب

ارتباطها بموضوع الدرس

احتوائها على مظاهر ثقافية

احتوائها على مفردات متنوعة

5 في رأيك, في حالة وجود صعوبة في استخدام المواد المسموعة المرئية الأصلية لتدريس العربية كلغة أجنبية ترجع الصعوبة إلى:

صعوبة اختيارها

صعوبة عمل أنشطة و تدريبات

ضيق وقت الدرس

صعوبة البحث عنها

عدم وضوح الصوت و الصورة

عدم وجود صورة معبرة عما يقال

صعوبة تحديد الجزء المناسب لأهداف الدرس

صعوبة المفردات بها

عدم تجهيز قاعة التدريس بأجهزة مثل شاشة عرض- إنترنت- كمبيوتر- تلفزيون

الالتزام بتدريس منهج المؤسسة التعليمية فقط

6- في رأيك, لاستخدام المواد المسموعة المرئية الأصلية لتدريس العربية للناطقين بغيرها بشكل جيد يحتاج المدرس إلى:

تدريب على اختيار ما يناسب كل مستوى

تدريب على إعداد منهج من المواد المسموعة المرئية الأصلية

تدريب على استخدام أدوات تكنولوجية لإعداد المواد

7 - في رأيك , أي من الأنشطة التالية يعتبر نشاطاً أصلياً؟

قراءة قصة ثم تغيير نهايتها من خلال وجهة نظر الطالب

ترجمة فقرة من النص

اتخاذ قرارات للسفر مبنية على النشرة الجوية

قراءة حوار ثم تخيل الحوار بين نفس الشخصيات بعد عدة سنوات

إعراب ما تحته خط

قراءة مقال ثم عمل مقارنة بين المعلومات به و بين معرفة الطالب السابقة بالموضوع

قراءة مقال ثم التعليق عليه

قراءة مقال ثم إجابة أسئلة الفهم

تصريف الأفعال حسب الضمير المناسب

مشاهدة فيلم قصير ثم تخمين مغزى المؤلف

8- في رأيك, الأنشطة الأصلية يجب أن :

تكون قريبة من الواقع

تتطلب العمل الجماعي

تتيح للطلاب أن ينجزوا النشاط من خلال وجهات نظر مختلفة

تتيح للطلاب أن يستخدموا مصادر مختلفة

تحتوي على أنشطة مركبة تحتاج لوقت طويل

تتيح تفسيرات و إجابات متعددة

تتيح للطلاب أن يعبروا عن معتقداتهم و قيمهم

تُفعل المعرفة المسبقة باللغة و الثقافة المتعلمة

تتضمن اتصال هادف بين الطلاب

9 - في رأيك, عند إعداد أنشطة أصلية يجب أن يراعي المدرس أنها تجعل الطالب :

يدرك الأشكال و الوظائف اللغوية

يتوقع نتيجة الحدث , سلوك الشخصيات

يستخرج معلومات و يفسرها

يغير النص من صورة إلى أخرى

يستخرج العناصر الثقافية

يحلل المعلومات في النص

10 - في رأيك, في حالة وجود صعوبة عمل أنشطة أصلية ترجع هذه الصعوبة إلى:

تطلبها كثير من الوقت

المجهود الكبير المبذول لإعدادها

الأعداد الكبيرة في الفصل

حاجة المدرس للتدريب على عمل أنشطة أصلية

عمل أنشطة تقيس مستوى الطلاب بدقة

صعوبة إعدادها للمستوى المبتدئ

In the questionnaire, the researcher adapted the items of Question 7 based on several studies. For example, the following items are based on Nunan's (1979) definition of authentic tasks, which "require learners to approximate, in class, the sorts of behavior required of them in the world beyond the classroom", and pedagogic tasks, which "engage learners in tasks they are unlikely to perform outside the classroom" (as cited in Mishan, 2004, p. 70).

- Translate a paragraph in the text.
- Identify the syntactic functions of the underlined words.
- Conjugate the verbs according to the suitable pronoun.

The two following items are based on examples cited in (Mishan, 2004, p. 70).

- Take some decisions based on your watching a weather forecast.
- Read an article, and then answer the comprehension questions.

The following item is based on several studies (Widdowson, 1979; Geddes, 1981; McGrath, 2002 as cited in Mishan, 2004). For example, Widdowson (1979) reported that authentic task should reflect the purpose of the writer/speaker from the text, Geddes (1981) stated that learners should clearly understand the communicative importance of the text before achieving a task., and McGrath (2002) asserted that learners should react with the text as a native speaker through understanding the intent of the writer/speaker from the text (as cited in Mishan, 2004).

- Watch a short movie clip, and then guess the author's intent.

The following four items are based on Grellet's (1981) examples (as cited in Mishan, 2004).

- Read an article, and then compare between the information in the text and the previous learner's knowledge.
- Read an article, and then write a comment
- Read a short story, and then redraft the end according to the learner's point of view.
- Read a dialog, and then rewrite it between the same personage after few years.

## Appendix C

### Classroom Observation Sheet

Date			
University (Institution)			
Course			
Level			
Instructor observed			
Yes/No/ Not applicable scale			
1- Types of materials			
Audio			
Video			
Audio-visual			
Authentic text			
Semi-authentic text			
2- Purpose of materials			
Warm-up			
Checking comprehension			
Are used as main lesson			
3- Characteristics of materials			
Respond to course objectives			
Suitable for learners' levels			
Respond to learners' needs and interests			
Are related to the topic of			

the lesson			
Including cultural aspects			
Providing sufficient visual supports			
Both authentic and non-authentic materials are related to each other			
4- Activities			
Authentic task			
Pedagogic task			
Oral activities			
Written activities			
Activities for main ideas			
Activities for details			
Observer's comments			

## **Appendix D**

### **Interview Questions**

1. What types of AAM do you use?
2. What are the criteria for your selection?
3. At which level do you frequently use AAM?
4. Do you use AAM at the elementary level?
5. How do you use AAM to increase cultural awareness?
6. Could you use an ECA video in a MSA class or vice versa?
7. Do you encounter difficulty when selecting AAM?
8. What are the authentic tasks you prepare?
9. Do you think that preparing AT is difficult?
10. Does designing AT represent a difficulty at the elementary level?
11. Do you think that AFL teachers need training to prepare AT?
12. What are the AFL teachers' needs in order to effectively use AAM?