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Ecole Normale Supérieure  
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Centre d'Etude et de Recherche  
en Langue et Lettres Anglaises

USING AUTHENTIC MATERIALS  
TO IMPROVE MALAGASY HIGH  
SCHOOL STUDENTS' SPEAKING SKILLS

CAPEN DISSERTATION

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19 Juillet 2013

Academic year: 2012- 2013

## ACKNOWLEDGEMENTS

This present dissertation would not have been completed and ready for public presentation without help and support of many people to whom I am deeply indebted.

Firstly, I am really grateful to Mrs Andrea CLEMONS, my thesis advisor, for her constant patience, encouragement and valuable guidance for my work. Her ideas, recommendations, and contributions have been invaluable throughout this research.

Secondly, my special thanks goes to Mrs RANDRIAMAMPIONONA Christiane for her useful comments and advise, which have greatly contributed to the improvement of the initial version of my dissertation.

Thirdly, I also give my sincere thanks to Mrs ANDRIANTOAVINA Lantomalala Irène whose helpful comments have also helped me to improve this work.

I would also acknowledge the contributions made by public high school teachers and private school teachers at CNELA and CCA for kindly completing my questionnaires, generously allowing me to observe their classes and to experiment my lesson plans in their classes willingly.

Last, but not the least, I am extremely grateful to my family, my closest friends, for their constant moral and material as well as spiritual support.

May all, those, in one way or another, who have helped me with this research find here the full expression of my heartiest gratitude.

MAY GOD BLESS YOU ALL

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## LIST OF ABBREVIATIONS

ACC	American Cultural Center
CAPEN	<i>Certificat d' Aptitude Pédagogique de l' Ecole Normale</i>
CEG	<i>Collège d' Enseignement Generale</i>
CNELA	<i>Centre Nationale d' Etude de la Langue Anglaise</i>
DEA	<i>Diplôme d' Etude Approfondie</i>
EFL	English as a Foreign Language
ENS	<i>Ecole Normale Supérieure</i>
ENFP	<i>Ecole Normale de Formation Pédagogique</i>
ETP	English Teaching Program
LMA	<i>Lycée Moderne Ampefiloha</i>
S	Student
Ss	Students
T	Teacher
TESOL	Teachers of English to Speakers of Other Languages
T R C	Teacher Resource Centre
Ts	Teachers

# PART ONE

## GENERAL INTRODUCTION

## 1.1 Problem statements

Although most Malagasy students spend time learning English in high schools and may pass the public official examination (baccalaureate), they still cannot communicate in English. Also despite the objective of the syllabus which is to make students able to express themselves in real situations, the majority of them can hardly hold a simple conversation in English after three years in high school. One possible reason is that they have little time to speak or interact in their classrooms. In the light of this, Raharimalala writes,

Unlike French, which is heard, read and even spoken everyday by Malagasy pupils, English, which is a foreign language in Madagascar, is mainly heard only during English classes. In other words, pupils are not very much in touch with it and the teachers are the only persons that speak to them in that language. (1998, p 3)

In the book, *Caught in the web or lost in the textbook?* (1996, p 438) Ravelonahary also says that the classroom is generally the place where the students hear or use English. However, she also points out that there are no English language newspapers or television, films are dubbed into French, and the British Broadcasting System ( BBC ) and Voice of America ( VOA ) are only available in the capital (Antananarivo). English as a Foreign Language ( EFL ) students like those in Madagascar have little access to learn English. They do not have ready-made contexts for communication beyond their classrooms. Brown (2001) confirms that the EFL students' immediate use of the language may seem far away from their own circumstances and classroom hours may be the only part of the day when they are exposed to English. In many EFL classes, the students spend only about four hours a week at most whereas in many English as a Second Language (ESL ) classes like those in America, students spend more than eight hours a week exposed to English. According to Brown (2001), ESL means learning English in a country within a culture where the language is spoken and is readily available outside of the classroom that is learning the language in English- speaking countries. However, learning EFL implies learning English in one's culture with few opportunities to use the language; that is to say, EFL indicates a learning context in which English is not the dominant language. For example, Malagasy students who learn



English in Madagascar often have limited access to practice the language, and so should be considered EFL students.

EFL students in Madagascar also lack meaningful communication opportunities in their classrooms. In the case of Malagasy schools, large classes discourage teachers from doing communicative activities since students cannot literally move and teachers cannot monitor them. Instead, students typically respond to closed questions. Many Malagasy teachers also think that asking three students out of fifty or sixty to come in front of the board and act out a dialogue means that they have done group work and they have given their students time for speaking practice. In the light of this, Swain (1999) claims that learners must have opportunities to produce comprehensible output during interaction involving meaningful content. Indeed, in most Malagasy schools, grammar points and topics are often taught and learnt, but oral communication rarely occurs and is sometimes neglected in classrooms. Malagasy students are often asked to practice grammatical patterns in written tasks. Actually, they are used to teachers who use drills and choral repetition as a means of teaching large classes. According to Ravelonanahary, “ These techniques are good to keep students busy but their effectiveness as a learning tool is limited because of the lack of interaction ”(1996, p 438). Therefore, they do not have enough practice for real life language inside their classrooms, and they may get bored and lose concentration when they learn English, especially when they do not see or use materials. As a matter of fact, students need, not only to know the structure of the target language, but also to know when and how to use it. As Norman says, “ Learning language requires more than the understanding of words and grammatical rules ( linguistic competence ). It requires the ability to put this knowledge into practice ( communicative competence ) ”(1986, p 15) .

Communicative competence is a linguistic term which refers to a learner’s second language ability. It not only refers to applying and using grammatical rules, but also to forming correct utterances, and knowing how to use these utterances appropriately. Hymes refers to communicative competence as, “ Those aspects of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts ” (1972, p 24). Here, Hymes shows two roles of communicative competence which people can acknowledge when they communicate. Actually, most Malagasy students lack this competence. They generally know how to apply grammatical rules and they may write in English, but they have difficulty in oral communication. Moreover, Savignon notes,

“Communicative competence is relative, not absolute, and depends on the cooperation of all participants involved” (1983, p 25). This writer states that this seems conditional and it requires learners and teachers to work together. In classroom setting, participants include teachers and students. Indeed, theories of communicative competence suggest that teachers ought to do more than just simply give learners a number of language structures to manipulate. EFL teachers need to demonstrate how language items are used, and in what situations they are appropriate. They must show to students that a choice of words is truly necessary, and show that they can use a variety of vocabulary items to communicate meaningfully.

Another major problem in language learning and teaching in many Malagasy high schools is the shortage of learning and teaching materials. For this fact, Ravelonahary highlights:

Teachers of English in Madagascar as in other countries face the problem of insufficient or no textbooks, the problem of trying to work from out-dated books or materials that require modern equipment. Many EFL books include activities on cassettes or CDs and as I mentioned, most of the country is not connected to electricity and even when the schools do have power they certainly do not have the money to buy cassettes players.( 1996, p 437 )

Malagasy teachers realize that they have limited resources especially when they teach large classes like the case of Madagascar. In most Malagasy schools, the number of students is between 40 and 60 in one class, and very often schools do not have enough books for all students. In addition, many schools in Madagascar, especially those in remote areas (outside of Antananarivo), even a simple textbook is not available. Only few resources centers can be found in Madagascar and teachers from distant places may not have access to them. Ratsimba states, “Textbooks are not recent at all and students are not used to using them” (2005, p 19). Textbooks and the sheltered language they provide have their place in the classroom, but there is a gap in the communicative competence as measured in textbook tasks and as needed by the students who wish to have a high level of oral proficiency, and to be able to use the language effectively, as well as to fulfill their roles

as employees, parents, and community member later. Furthermore, real language in every day life completely differs from the language which is used in textbooks. It has been recognized that the language presented to students in textbooks is a poor representation of the real thing. Crystal and Davy confirm this fact when they say, "Textbooks are far away from that real, informal kind of English which is used very much more than any other during a normal speaking lifetime "(1975, p 2).

Thus, there is a gap between authentic language and textbook language. If students' ultimate goal is not the ability to complete textbook exercises correctly, they probably want to understand others' ideas and communicate their thought to others in the world outside their classrooms. In other words, Malagasy students may need to communicate more effectively in English. According to Richards,

Communication successfully in another language means shifting frame of reference, shifting norms and shifting assumptions of what can do and cannot be said, what has to be explicit and what ought to remain tacit, and soon. In other words, using another language effectively involves more than vocabulary and structures, it involves thinking differently about language and communication. (2000, p 35)

This implies that only possible key to a successful communication may not necessarily be the knowledge of language elements (including vocabulary, structures), but the comprehension of the difference between written and spoken language. Malagasy EFL students are often taught these language elements, but above all they need to learn how and when to use the target Language to reach a communicative goal. Also Malagasy curriculum emphasizes this communicative goal when Malagasy high school students learn English.

Another issue in most Malagasy school libraries or even in other teacher resource centers is the lack of authentic materials. They are known as real materials and they often contain language which is produced by native speakers for real audience. The materials are also produced to convey real message. They include maps, brochures, newspapers, magazines, video tapes, cassette players, pictures, and computers. Most of them can be

only found in few private schools in Madagascar, often in rich private schools or institutions which provide English courses for professionals. However, most public schools do not have even pictures on classrooms wall. As already mentioned, textbooks may be the most common materials in many high schools. However, Malagasy EFL teachers also need to guard against creating book-centered classrooms or becoming book dependant. In Madagascar, teachers tend to depend on old books which may cause students boredom and may not motivate them while learning. Apart from the problem of text-book centered classrooms, we have a matter of no formal materials in Madagascar. Once again, high school libraries lack authentic materials and recent books and many schools do not have laboratories. As teachers do not have enough materials to use and they rarely use available materials such as local newspapers and magazines, students may not be motivated or they may even lose their willingness to learn to English.

Moreover, most high school teachers do not devote enough time in doing communicative activities in classroom such as role plays, conversation. Malagasy teachers often explain lessons and ask students to copy them in their copybooks. Also, Ralinavalona says that in Malagasy high schools, “ Most of the time, the typical activities are repetition and memorization as well as grammar practice which is often done in written tasks ” ( 2003, p 25 ). For example, students are asked to conjugate verbs in the correct tense, to transform sentences from active voices into passives. In the theory of behaviorist view, second language learning requires formation of new habits in language production, and Fries and Lado explain, “These habits can be established by putting learners through the kinds of rote repetition and practice experience” (1959, p 52). This shows another issue in Malagasy schools as students repeat phrases or sentences without understanding their meaning or knowing when and how to use them. Moreover, Malagasy students often receive instructions and classroom language, but they are not usually used in real communication, especially when the students want talk in English outside their school compound. Also, Lamendela states, “The kinds of language presented in classroom drills are unavailable for spontaneous use beyond the classroom domain” (1979, p 32). Here, it is argued that such meaningless, non- contextualized language as that used in drills is processed in different areas of the brain compared to language made available through communication in meaningful contexts.

As such, many structures drilled extensively in class may not be carried over into students' daily conversation. Krashen states, "Students are often provided with comprehensible input, but it is not often sufficient to ensure successful second language learning " ( 1999, p 42). Again, students need opportunities to modify their interlanguage production and thereby to produce what Swain refers to as comprehensible output. Although this latter construct is not as clearly defined or researched as its interlanguage, and comprehensible input, Swain's research (1998) suggests that comprehensible output has an important role to play in the learning process and, along with comprehension, must be given a central place in the second language classroom. Nevertheless, when classroom drill and practice ask learners to perform in ways more relevant to the evaluation of their speaking skills than to their sharing of information and when they focus on isolated structures, sentences, or sound, they do not appear to help learners become more resourceful in the ways as suggested by Swain. Like the case in most Malagasy high schools, grammar patterns are often taught separately and activities are always done in written form such as gap-filling exercises and transforming tenses. Ratsimba reports, "Another fact in Malagasy high schools also is that the amount of teacher' talk in classroom seems high " ( 1996, p 45). As a result, the students always listen and they have little opportunities to talk in English (especially among themselves). Chueng confirms that when he says, " The activities chosen are based on teacher-talk and student-listen routines. These practices are unlikely to lead students to develop a genuine ability in learning English " (2001, p 18).

As already mentioned, there is a gap between authentic language (real life language) and textbook language in Madagascar. Classroom language also differs from everyday language. In classroom setting, the language is often limited to giving students instructions and explaining lessons (for example, stop talking, listen to me carefully) whereas real life language requires phrases or expressions which are appropriate to each situation (for example how to greet a person, to ask for help, to invite someone). Though the official syllabus contains language functions (included the latter examples) to be taught in Malagasy high schools, students lack practice and still have little time for interaction and meaningful communication.

One way to bridge this gap is to introduce and use available authentic materials in classroom. To base classroom activities on these materials as often as possible is a good way to reach communicative goals in teaching and learning English. There are two main

reasons why authentic materials are important. Cristal says, “ Authentic materials expose real life language to students and connect the means of learning and the purpose of learning close together which establishes a direct link with the word outside classrooms” (1975, p 5 ). The literature about authentic materials tells us that the materials can provide resources for EFL and ESL teachers and motivate students more and make them familiar with the language which is used in real life interaction. However, we have little information about how EFL teachers and students in Madagascar benefit from using authentic materials in classrooms. We also lack information about how to use these materials to improve students speaking; a skill we know which is less developed in Malagasy English learners.

The purpose of this thesis then aims at finding out how speaking skills are taught in Malagasy high schools. It also investigates how English teachers use available authentic materials when dealing with speaking skills and how authentic materials can be used more effectively to teach speaking in the Malagasy high school context.

## 1.2 Research questions

In order to understand the relevance of using authentic materials in EFL classrooms as well as its effect on Malagasy students’ motivation, this research will investigate the following questions:

- a. What are the advantages and disadvantages of using authentic materials in language teaching and learning, according to the available literature?
- b. What do teachers and students actually use for materials in EFL classrooms?
- c. How do authentic materials help teachers and students when dealing with speaking skills?
- d. What could be the pedagogical implications of using authentic materials in Malagasy high schools?

## 1.3 Limitations

As already mentioned, the main objective of this work is to search out how speaking skills are taught and how EFL teachers use authentic materials when dealing with speaking skills in Malagasy high schools. This work will focus then more on the use and potential of authentic materials to improve students speaking skills. As such, I will not deal with the details of speaking skills such as the process of oral production (stress, rhythm,

intonation); however, I will include some relevant theory of speaking which will help me to analyze the data I collected ( concerning the teaching of speaking in Malagasy high schools). In addition, I observed some public and private schools in order to see if they had resources that contained authentic materials and to find out how teachers used them when teaching speaking. Nevertheless, I could not observe all schools and teachers due to time constraints and finances. Moreover, I also chose to discuss some available authentic materials such as menus, magazines, newspaper, travel brochures, vacation ads especially printed materials, but not other materials like video, computer software because they are not readily available in many Malagasy EFL classrooms especially in remote areas. Moreover, in order to collect data about the use of authentic materials and the speaking skills, I interviewed, did classroom observations, sent questionnaires to private and public high school teachers to limited number of teachers and looked at resources in public and private schools. As such, my results will not be generalized to all high schools, Malagasy EFL teachers and students in all regions of Madagascar.

#### 1.4 Significance of the research

Despite these limits, this work is generally significant firstly to high school teachers and secondly to all Malagasy high school students as these materials brings them in contact with real language and motivates them more when learning English. This study shows the importance of using these materials in EFL classrooms and its effect on the improvement of students' speaking ability. We also try to develop how beneficial these materials are to both teachers and students when teaching and learning spoken English. Moreover, this research tries to find out what can be done to provide enough opportunities for meaningful communication and interaction to Malagasy students. It might bring some changes such as giving students maximum practice in oral communication or fluency practice and including real life language more in classrooms. It also encourages high school teachers to present and use available authentic materials when teaching speaking. In addition, this study suggests some speaking activities which may promote Malagasy students oral proficiency.

## 1.5 Organization of the thesis

This work is divided into five parts. The first part is the introduction covering the background of problems (textbooks and classroom language, limited hours of teaching and learning, limited materials, limited meaningful interaction and communication in Malagasy high schools). It also states the purpose, research questions, limitations of this study, its significance and its organization. Then, the second part deals with literature review of authentic materials including its advantages and disadvantages. The literature shows some important roles of authentic materials such as exposure to real language and authentic cultural information. Moreover, it also states some relevant theories of speaking to the use of authentic materials such as the components of speaking and criteria for speaking tasks. The third part of this work is the Methodology, which describes participants and the instruments we used to gather information about using authentic materials and teaching speaking. In the fourth part, I present and analyze the data I collected about using authentic materials and teaching speaking. First, I report the responses from questionnaires I distributed to Malagasy EFL teachers, interviews with public and private teachers and classroom observations. Second, I try to examine some important factors which may affect the teachers' response perspectives about authentic materials and speaking skills.

Moreover, I report some results of experimentations which I experimented with a few authentic materials in Malagasy high schools in order to see how helpful and motivating they were to both teachers and students when doing speaking in classrooms. The last part of this work deals with recommendations about using available authentic materials when teaching speaking in Malagasy high schools and providing enough opportunities for students to interact and to communicate in a meaningful language. I also recommend more teacher training and workshops such as training about how to use authentic and non-authentic materials when teaching speaking or doing communicative activities. This final part suggests some ways of managing speaking tasks in high schools.



# PART TWO

## LITERATURE REVIEW

## 2.1 Theoretical considerations of authentic materials

In recent years, teachers have certainly heard persuasive voices insisting that the English presented in classrooms should be authentic not produced for instructional purposes only. Generally, what this means is using materials which involve language naturally occurring as communication in native –speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, real magazine articles, real advertisement, real cooking recipes for example. In an article entitled *Authentic materials and authenticity*, Gilmore reports, “ The issue of authenticity reappeared in the 1970s as the debate between Chomsky and Hymes led to a realization that communicative competence involved much more than knowledge of language structures, and contextualized communication began to take precedence over form ”( 2007, p 12 ). This culminated in the approach which, at least in EFL circles, still holds sway today. Communicative language teaching paved the way for the reintroduction of authentic texts which were valued for the ideas they were communicating rather than the linguistic forms they illustrated. However, despite appeals for greater authenticity in language learning, movements in this direction have been slow.

### 2.1.1 Definition of authentic materials

According to Morrow et al (2000), the definitions of authentic materials are slightly different in literature. What is common in these definitions is exposure to real life language and its use in its own community. For example, Rogers (1988) defines authentic materials as appropriate and quality in terms of goals and objectives, learners’ needs and interests, and natural in terms of real life and meaningful communication. Here, Rogers shows that authentic materials are related to students’ needs in every day life and expose students to real language. Harmer (1991) defines authentic texts as materials which are designed not for language students, but for the speakers of the language. Also Richards points out, “Authentic materials, in the context of language classroom include oral and written texts that occur naturally in the target language environment and that have not been created or edited for language learners ”( 2001, p 45 ). Thus, from these definitions, we can deduce that authentic materials are not artificial teaching materials. In fact, these are materials for different purposes in real life situations. In other words, we would also define authenticity in

the same way as Morrow, “A stretch of real language, produced by a real speaker or a writer for a real audience and designed to convey a real message of some sort” (1977, p 13). It is then possible to say whether a text is authentic or not by referring to the source of the discourse and the content of its production. Porter and Roberts (1989) argue by defining authenticity in this way, teachers may be able to begin identifying the surface features of authentic discourse and evaluating to what extent contrived materials or learners output resemble it.

In order to motivate students and to reach a communicative goal in language teaching and learning, the materials used by teachers like authentic materials will certainly depend on the usual factors: topic, target language, skills, students’ needs and interests.

#### 2. 1. 2 Authentic materials and students

As already mentioned, authentic materials are closer to students’ every day life as they present real life language. Actually, the use of these materials may depend on the level of the students as well as the skills they have. According to Guarento and Morley, “The use of authentic materials is available for use in classrooms at post- intermediate level” ( 2001, p 42). They explain that this might be attributed to the fact that at this level most students master a wide range of vocabulary in the target language and structures. They also note that at a low level, the use of authentic materials may cause students to feel demotivated and frustrated since they lack many lexical items and structures used in the target language. However, most Malagasy students in the same level in high schools often have different learning backgrounds and do not usually reach a post-intermediate level. As such, the kinds of authentic materials may affect students’ motivation. For example, using photos and pictures might be motivating and interesting for students of *seconde* class. As they are visual materials, they often attract students’ attention and represent what students see in their daily lives. Pictures and photos can also be used for speaking activities to increase their motivation in learning.

Besides, Matsuta (1996) suggests that using audio-visual materials aiding students’ comprehension is beneficial since it will prevent students, especially beginners, from being frustrated about authentic materials. Here, Matsuta assumes that audio-visual materials like television and video may be less frustrating than other materials like newspapers because students who may not fully understand by listening may grasp something more by viewing. It

is especially because of this combination of sound and vision that video for example seems more interesting than an audio- tape. It depicts real-life situations, real -life people and real - life language. In addition, Lenny states,

The learner does not only learn to decode and understand the verbal elements of the target language, but she also learns to incorporate aural clues such as intonation and pause, paralinguistic information such as facial expression, gestures, register, social setting, and cultural behavior when exposed to video. (1990, p 08)

Nevertheless, the materials suggested by Matsuta are not always available in most Malagasy high schools especially those which are located in remote areas. However, the theory is relevant to most Malagasy high school teachers and students in Madagascar. Guarento and Morley (2001) also suggest that authentic materials should be used in accordance with students' ability and they add that suitable tasks can be given to learners in which total understanding is not relevant. This means that Guarento and Morley claim the use of authentic materials must suit the students' ability in classrooms. It is important then to really know what students can do before introducing these materials to them. Malagasy students' ability may differ from one another though they are in the same level. For example, they often simply cannot understand texts and vocabulary because they may have no visual support, they also feel frustrated because books present a world which they simply do not have access to, particularly for students in isolated rural areas. So, this may imply the choice of appropriate materials or the adaptation of the materials to suit all students' ability in low levels.

According to Jordan (1997), in the early stage, non-authentic materials can be used, but he stresses that upon students dealing with materials from their own subject area, authentic materials should be introduced. However, this concept is not really valid in Malagasy high schools since the students do not learn different subjects in English. Most of the school subjects in Malagasy high schools are in French language. Yet, authentic materials can be introduced and used when high school students learn not only English, but also when they learn others subjects in which they might be interested in. For example, a map in English can

be used when they learn geography, or a picture of human body with legend in English can be used when they learn science. Using authentic materials in classrooms, even when it is not done in an authentic situation, and provided that it is appropriately exploited, is significant for students' learning. In addition, Sanderson states, "Authentic materials keep students informed about what is happening in the world, so they have an intrinsic value"(1999, p 26). This implies that students can receive news, facts around the world and they may broaden their general knowledge through the use of the materials in classrooms. In her thesis, *Using authentic materials to improve the students' reading skills in Malagasy lycée*, Ralinavalona writes, " As authentic materials are what people use in every day life, students would become more familiar with the outside world of language if they were used in class"(2003, p 05 ).

The materials can also encourage reading for pleasure because they are likely to contain topics of interests to students, especially if the students are given the chance to have a say about the topics of the kinds of materials to be used in classrooms. Students need high oral proficiency in order to interact successfully inside and outside their classrooms, and primarily to contribute to the development of the country through business, politics, and social problems. One way to guide students toward fluency is to have them interact with authentic materials in classrooms. Moreover, Richards admits, "Authentic materials introduce students to the culture that surrounds them and provide them with opportunities to see where different grammatical structures and types of discourse are used" (2004, p 26). Although Malagasy students are not surrounded by English culture, introducing these materials to them may prepare them for this culture and help them really see how grammatical structures are used in English. As such, culture and grammar pattern also are presented in the materials. Furthermore, by presenting authentic materials in classrooms, students can not only be taught to critically analyze the target culture and the beliefs behind it, but also to categorize the massive amount of media they are exposed to each day, and to make suitable choices in their own leisure: reading, listening and viewing. Indeed, Larimer ( 2001 ) presumes that classroom activities become preparation for real- life scenarios provided that these materials are introduced and often used in classes. This implies that the more the materials are used, the more students get familiar with real- life of English speakers. They try to act out and to use real language in classrooms when using the materials.

### 2. 1. 3 Authentic materials and teachers

When considering authentic materials, students often get informed about culture and get familiar with real language which is used in the materials. On the other hand, teachers play the roles of informants, monitors and interpreters of this culture and the language as the students are not English native speakers. EFL teachers then play important roles when they introduce and use authentic materials in classrooms. According to Jordens,

True authentic materials are not unedited and remain unsimplified in any way. This requires teachers to act as filters, releasing the language in manageable quantities, raising or lowering the filters as needed, and ensuring the comprehensibility of the materials through selection of learning objective, the task to be accomplished, and the way the materials are approached. (1996, p 32)

In other words, one of the teachers' tasks is to make authentic materials comprehensible to students and to assume that the teaching and the learning goals have to be reached. Furthermore, teachers need to fully understand the values and interests within the materials. An expected role that teachers when using authentic materials sometimes have to fulfill is that of sympathetic, non-judgmental listener. When using the materials, teachers also have to determine if they are working on a concept that is new to many students. For example, bringing entertainment sections of local newspapers may be new and interesting to students. EFL Malagasy teachers may explain some differences between entertainment in English-speaking countries like America and entertainment in a non-English-speaking countries like Madagascar to Malagasy students such as mountain climbing or hiking which seems unfamiliar to them, especially those in remote places. New concepts mean there is no direct background experience and teachers will have to search literally in the students' lives to build a meaningful context for the new concept. Moreover, Spellerly (2002) also claims that teachers are interpreters between authentic materials and students, and will likely use a repertoire of paraphrase, synonyms, quick sketches, miming and pictures to get the message across for it is the message not the structures, that is the focus of authentic material. By

presenting students these materials such as application forms or financial aid forms, teachers are connecting a language structure with vocabulary in context. This implies that Malagasy high school teachers need to consider if this context is pertinent to the real lives of their students, so teachers present materials which are likely to have connections with students' everyday lives.

The obvious advantage of using authentic materials is that teachers present students to actual everyday language just as it appears in real life. It means that EFL Malagasy teachers are supposed to have a background or knowledge of real life of English native speakers. Nevertheless, this is a challenge for them especially teachers in public schools in distant areas of Madagascar as they may not have an opportunity to go to an English-speaking country or may not get informed about life in this country. For example, Ravelonahary states that teachers face problems with the book, *The New Cambridge English Course* by Swan and Walter due to its western design and sophisticated materials which make teachers and students frustrated. This implies that adaptation of the material is needed in order to avoid panic and frustration.

#### 2. 1 . 3. 1 Adapting authentic materials for language teaching and learning

As already mentioned, the introduction and the use of authentic materials depend mainly on the level of the students as well as the skills they have. The materials also represent culture and language structures in which students may not fully understand or they are not simply familiar with. Teachers have to adapt the materials because they may even have difficulties in using them. So, it is probable that teachers adapt authentic materials though it seems a little difficult and complicated. Murcia argues, "Adapting original materials for language teaching is an incredible process, half-art and half- science" (2000, p 25). The materials may be adapted in order to make them suit the students' levels and reach both the teachers and the students' goals. Moreover, Ralinavalona (2003) writes that the materials would not be authentic at all if they were adapted. She also states that they are only adapted when necessary, and the kind and the degree of adapting depend on the age and the capacity of the students. Nuttall (1998) suggests these following keys to successful adaptation of authentic materials: converting them into workshop activities, adjusting the length of the materials, simplifying or explaining key language elements and converting them into a variety of exercise types. When a material is adapted, it should allow

students to interact freely in the target language. Activities can be: a form to fill out, a recording to listen to, a checklist to clarify. Gardner (1998) also claims that successful adaptation requires careful attention to the semantic, lexical, syntactic, and discourse elements of the original text. Thus, EFL teachers should adapt authentic materials for different classroom uses, depending on their students' age and English proficiency no matter what the source of material or its purpose in class is. Also EFL teachers should select available authentic materials depending on their teaching objectives and the activities they intend to do in classrooms.

### 2. 1 . 3. 2 Choosing and exploiting authentic materials

Although there are different kinds of authentic materials, EFL teachers must choose and exploit the material which meets their teaching objectives. However, Malagasy EFL teachers do not have enough choices because, again, many authentic materials are not available in Madagascar, more precisely in school libraries or teacher resource centers. In spite of the shortage of the materials, Ralinavalona (2003) suggests that it would be a good idea if teachers themselves gather all types of materials that they can find. As such, Malagasy EFL teachers can collect any materials that they meet in every day life such as newspapers, leaflets, manuals. Moreover, Spellery claims, "When choosing materials the important thing to keep in mind is to consider what students are likely to come in contact with in their daily lives" (2002, p 16). Indeed, teachers often need to remember to choose materials that are appropriate and relevant to students' needs and that they experience in their real lives. Again, this limits the resources available to Malagasy EFL teachers as they may find materials which are not adequate and suitable for students or materials which do not make them use real language.

In order to exploit authentic materials carefully, Murcia (2000) recommends that teachers should take some time to look through available materials such as newspapers and magazines with an ESL eye as they have these materials in hand or arrive at home. She also claims that they might cut some extracts from the materials or mark them. In addition, Jordens proposes, " Teachers can also ask shopping guides and sales advertising at local supermarkets and shops, tourist brochures at travel agencies or menus at local restaurants" ( 1999, p 45 ). However, Jordens' recommendation cannot be applied in Madagascar; instead Malagasy EFL teachers can ask for *Mada English Journal*, a bi- monthly newspaper available



to them, except for teachers in very remote areas. They can also find manuals or instructions for using telephones, sewing machines, televisions refrigerator written in English. Again, real language and culture are reflected within authentic materials.

#### 2. 1 . 4 Authentic materials, language and culture

Authentic materials represent the actual goal of communicative competence. However, this goal is not the same for everyone. All students have some practice in meeting these real challenges including the ability to use the target language effectively and to know the culture over the real language. Also Malagasy students need to practice real- life language more in classrooms. Even at early stages, students should learn how to respond to language which they do not fully understand, but which presents real language. As Rivers states, “Authentic materials bring students in contact with language as it is the culture to meet actual communication needs” (1998, p 15). The materials make language contextual and natural, and importantly they bring the real world into classrooms and significantly enliven ESL classes. In addition, Moya (2003) assumes that EFL teaching methods that incorporate authentic materials show the usage of the target language in a modern way and can add freshness and life to the process of learning. Successful language learning requires language users to know that culture underlying language in order to understand it. Tseng (2002) suggests that culture effects change in individual perception, and is vital for expanding an individual’s perception of the world. According to Stuart and Nocon, “Learning about the lived culture of actual target language speakers as well as about one’s own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts which linguistic codes are used ” ( 1996, p 435 ). Although the actual experience of visiting an English speaking city cannot be transferred to classrooms, virtually all the sources of information students visiting a city would use can be made available in urban classroom settings. Nevertheless, students in rural areas cannot benefit from it due to the lack of materials, and most of these areas are not connected to electricity. Also, Shanahan (1997) states that cultural content provides exposure to living language that a foreign language lacks. Here, it is said that cultural content has similar role to authentic materials. It exposes students to real language, the language that people speak in every day life. For example, in some books, topics describe how people live in the western world and in newspapers which are also authentic materials, provide some good source of

cultural information. It may be good for Malagasy EFL students to learn about life in other countries, alternative cultures and traditions to improve their knowledge as this is part of language learning. Moreover, Mc Kay writes, "The main reason for the use of culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language" (2000, p 14). This shows that the use of cultural content in classrooms is expected to foster students' motivation. Here, the role of the culture in authentic materials is just to create students' interests towards content and thus towards language, that is highly desirable. It is an aid to motivate students rather than something to be taught. So it can be an important element in language classrooms.

#### 2. 1. 5 The relationship between authentic materials, motivation and acquisition

One of the benefits of using authentic materials is that they can spark students' interests and motivation since they usually contain topics relevant to different profiles of real life. As Richards et al state, "Authentic materials provide a positive effect on learners' motivation" (2001, p 23). As authentic materials have been written for communicative purposes, they are intrinsically more interesting and stimulating than artificial materials, which are invented to illustrate the usage of some features of the target language. Moreover, in terms of language style, authentic materials present a variety of genres, which will contribute to raising students' language awareness and latter developing their productive use of the language. Therefore it may well be the case that authentic materials, if sensitively chosen, will make the learning experience enjoyable on the one hand, and on the other hand keep students highly motivated and interested in language learning. They will motivate Malagasy EFL students since they expose them to real language. The materials also can complement English classes by enlivening the classes and creating a more positive attitude towards learning. Another benefit of authentic materials is that they bring to students much exposure to natural language. Since they contain a large amount of authentic language information either oral or written, they can serve as a source of language input.

Second Language Acquisition (SLA) researchers propose that L1 children pick up language unconsciously, simply because they are surrounded by L1 input everyday. According to Little et al, "It is assumed that well-chosen authentic materials can lead to a natural occurrence of language acquisition if they are used in sufficient quantities"

(1989, p 21). Therefore successful language acquisition is most likely to occur in the classroom context when students are engaged in the processing of authentic texts, and the more the texts are related to the personal concerns and interests, the deeper and the more the processing will be. Despite the limited access to authentic materials in Madagascar, Malagasy students enjoy learning with materials that are related to their everyday life.

Moreover, Lamber assumes, “Authentic materials can customize what textbooks have to make generic because of mass marketing considerations” (1998, p 34). Indeed printed materials from community reflect the students’ reality and bridge the gap from classroom lessons to real life by incorporating names, places, events, and factual information that can actually be used by the students to enrich their life, completely aside from their relevance in language teaching and learning. The assumption is that if they were introduced and used in classrooms, students would be more competent and able to cope with reality. Moreover, the fact of getting new, real and various information might increase students’ interests to know more about what is told. It means that their general knowledge has been widened, and they would start to recognize the importance of language since the materials are close to their everyday life and they may also participate more in classroom activities which are relevant to them.

Thus, using authentic materials is beneficial for both EFL teachers and students. This literature review shows that authentic materials: provide authentic cultural information to EFL students, have positive effect on students’ motivation, relate more closely to students’ needs, provide exposure to real language and support a more creative approach to teaching. However, most of those information may not be relevant or appropriate to EFL Malagasy students classes. As I mentioned, EFL Malagasy schools lack didactic materials ( including authentic materials ). Although authentic materials have come to become a catch phrase existing as ubiquitous as communicative language teaching, relatively few of these materials have found their way into language classrooms in Madagascar. So, this limited access to authentic materials impacted the approach in this present work. This may imply more exploitation to any available materials in Malagasy school libraries or teacher resources.

## 2.2 Theoretical considerations of speaking skills

In the first part of this work, I stated some issues in many EFL Malagasy classrooms in high schools including the lack of meaningful communication, the lack of materials especially authentic materials, limited hours when teaching English, the lack of speaking activities. Again, this present work focuses on using authentic materials to teach speaking. In the light of the fact that speaking skills is almost neglected in most EFL Malagasy high schools, this section deals with relevant theory of teaching speaking. It can be helpful in order to learn more about the importance of this language skill, and in particular to learn how speaking can be taught through authentic materials. This theory includes: definition of speaking skill, reasons for teaching speaking, components of speaking, and techniques for developing speaking.

### 2. 2. 1 Definition of speaking skills

Speaking is a crucial part of second language teaching and learning. Despite its importance, Murcia (2001) claims that for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition of drills or memorization of dialogs. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way can students express themselves in the target language and learn how to follow social and cultural rules appropriate in each communicative circumstance. Speaking is often regarded as the most important element of the four skills (speaking, reading, listening and writing) as Penny says, "People who know a language are referred to as speakers of that language as if speaking includes all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak" (1996, p 25). As such, people often feel the need to speak in the target language first in different situations of their real lives rather than learning how to write in the language. According to Chaney, " Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" ( 1998, p 13 ).

Later, Nunan extends Chaney's definition. He says that what is meant by teaching speaking is to teach ESL students to:

- Produce the English speech sound and patterns.

- Use words and sentence stress, intonation patterns and rhythm of second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, with is called fluency. ( 2003, p 56 )

Apart from knowing what teaching speaking is, it is also necessary to know the reasons why speaking is taught in EFL classroom.

### 2.2.2 Reasons for teaching speaking

Long ( 2001) writes that there are two main reasons why English teachers should teach speaking. First, in terms of motivation. Many students equate being able to speak the language with knowing the language. As Nunan states, “ Success is measured in terms of the ability to carry out a conversation in the target language ”(1991, p 32). Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon feel de-motivated and lose interests in learning. On the one hand, if the right activities are taught in the right way, speaking in classes can be fun, raising general students’ motivation and making EFL classrooms a dynamic place to be. Second, speaking is fundamental to human communication. In our daily lives, most of us speak more rather than write. Yet, many Malagasy EFL teachers spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Actually, if the goal of a language course is truly to enable students to communicate in English, then speaking skills should be taught and practiced in EFL classrooms. Moreover, Harmer points out, “Speaking activities provide rehearsal opportunities” (1991, p 123). Such opportunities give students chances to practice real- life speaking in the safety of classrooms.

Speaking tasks also in which students try to use any or all of the language they know provide feedback for both teachers and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. In addition, Scott (2005) suggests that teaching speaking depends on the existence of a classroom culture of speaking, and that classroom needs to become talking classroom. In other words, students will be much more confident speakers, and their

speaking abilities will improve if a kind of speaking activation is a regular feature of lessons. Larimer also says, "EFL students should be able to make themselves understood, using their current proficiency to the fullest" (2001, p 36). This means that ESL students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communicative situation. In short, Byrne (1998) says that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undo hesitation. When teaching speaking, EFL teachers also need to recognize the three components of speaking: appropriateness, fluency and accuracy.

### 2. 2. 3 Components of speaking

#### 2. 2. 3.1 Appropriateness

Appropriateness is very important in people's everyday life in order to say the right thing at the right time. In spoken language, it is necessary to say the message as appropriate as possible. Crystal defines appropriateness as "a linguistic variety of form which is possible in social situation" (1975, p 13). In other words, it can be defined as the ability to choose the lexical items used according to the situation where one is speaking to. For this reason, the idea of appropriateness is related to choice which depends on the context. As Breen claims, "In the process of communication, every speaker adjusts the way he speaks (...) according to the situation he is in, the purpose which motivates him and his relationship between himself and the person he is addressing to" (1980, p 16). Appropriateness is not far from the idea behind meaningful communication. The latter is not often practiced in many EFL Malagasy classrooms.

Many Malagasy students of English may know how to use and manipulate grammar structures in written exercises, but they do not fully know what context and situations in which they are appropriately used. Actually, students are used to hearing and learning classroom languages; however, this language is not always used for different situations in their lives. So, they need to learn appropriate words, sentences and expressions to given situations. In other words, they need to learn to speak formally and informally in classrooms depending on circumstances in their daily life. For example, the way one student talks to his director is really different from the way he talks to his classmates. Apart from knowing what words, sentences and expressions are said in appropriate situations, it is also needed to have

an ability to speak the language in a natural way or to be able to speak it at any time, any place and any situation without hesitation. This refers to fluency which is also another component of speaking skills.

#### 2. 2. 3. 2 Fluency

When most people talk about someone as being a fluent speaker of English or when they say, “ he / she speaks the language fluently ”, they often simply mean that fluency is the ability to speak fast. Speed is a factor, but is by no means the only or even the most important one. Research into listeners’ perceptions a speaker’s fluency suggests that pause is equally important. Normally, speakers of native or foreign languages pause to draw breath. In the light of this, Scott states, “Even proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization” (2005, p 6). As a matter of fact, in terms of listeners’ rate and speakers’ fluency, the frequency of pausing is more significant than the length of pauses. But to understand fluency more, it is needed to consider Breen’s definition, “Fluency is the ability to speak or write as naturally as easily, but not necessary as native speakers can” (1980, p 21). In other words, a speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency generally increases as students progress from beginning to advanced levels (readers and writers).

Besides, teachers who concentrate on fluency help their students themselves in fluent English. They pay more attention to meaning and context, and are less concerned with grammatical errors. However, Malagasy EFL students in high schools lack fluency activities. The fluency of teachers has to help their students to produce fluent speech when speaking in English. In classrooms, Malagasy EFL students need to do enough fluency tasks. These tasks should build their confidence, be a chance for them to recycle language and vocabulary, be good for diagnosis that is to say students can experiment with language, and give them space so that they can personalize. Furthermore, fluency tasks should have a positive effect on classroom dynamisms. In teaching speaking skills, it is extremely important to teachers who are very sensitive to students’ needs to practice the language freely and openly without fear of being corrected at every minor flaw. On the other hand, EFL teachers need to correct some selected grammatical and phonological error so that students do not fall into the trap of assuming that ‘ no correction implies perfection ’ adapted from Byrne’ s quote which says,

“ No news is good news and neglecting phonological practice now may be at the expense of later accuracy ( 1998, p 14 ). ”

### 2. 2. 3. 3 Accuracy

Actually, fluency and accuracy are both important goals to pursue in communicative language teaching. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken. Brown gives an example to make the relationship of fluency and accuracy clear, “ If you were learning to play tennis instead of second language, the same philosophy would initially get you out on the tennis court to feel what’s it like”( 2001, p 268 ). This implies the interdependence of fluency and accuracy.

In a dissertation, *Improving lycée pupils’ speaking skills through communicative activities*, Ratsimba (2005) refers to accuracy as the correctness or exactness of sentences or utterances. As such, a speaker has to take into account how he says sentences. In other words, accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. In most Malagasy high schools, teachers and students focus on accuracy more than fluency, writing gap – filling exercises, grammar presentations, frame dialogs and drills are the typical accuracy activities. More traditional teachers give accuracy paramount importance and test their students for accuracy only. Often in a rigid educational system where tests and exams are the focus, students and their traditional teachers may believe that the language accuracy is what matters most, and giving correct answers often becomes an obsession. However, Nunan (2003) states that students who have been taught this way can complete any grammar gap filling which teachers care to give them, but they will struggle to order a coffee in a real English- speaking situation. Again, Nunan’s statement advocates the idea within *via versa* fluency.

The role of EFL teachers is then to create the perfect balance between accuracy and fluency. In a seminar on “Balancing fluency and accuracy” at a videoconference organized by the British Council (November 15, 2007), Ur, a professor of English at Northern Arizona University says, “Students learning fluency without accuracy is one of the biggest threats. Fluency and accuracy are two factors which determine the success of the students in the



future.” In other words, Ur confirms the idea that accuracy and fluency are inseparable. Besides, the components of speaking, it is also useful to use some techniques when teaching speaking.

#### 2. 2. 4 Approaches for teaching speaking

When teaching EFL students, English teachers have to keep in mind the fact that what they have in front of them is a mixed class with varied abilities, expectations, motivation, knowledge and last but not the least, different learning styles ( case of most Malagasy EFL students in high schools ). Towards this fact, Baruah (1991) suggests that teachers need to vary their approaches and offer as much opportunity as possible to make the whole class find a little thing to hold on, expand and grow. This implies that all students in a classroom are supposed to be involved in any speaking task, or opportunity in which students often work together. As already mentioned, the goal of teaching speaking skills is communicative efficiency. EFL students need to improve their ability to speak the target language. To help students develop this communicative efficiency in speaking, Omaggio recommends, “EFL teachers can use a balanced activities approach that combines language input, structured output, and communicative output” (1986, p 19).

##### 2. 2. 4. 1 Language input

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of classrooms. It gives students the material they need to begin producing language. It may also be related to what Krashen (1999) first proposed as “comprehensible input.” In this hypothesis, he reports that English language learners acquire language by hearing and understanding messages that are slightly above their current English level. As a matter of fact, learners must understand the message that is conveyed from speakers. For example, Malagasy EFL students may need to have opportunities to hear authentic language before making them practice real – life language in classrooms. The use of authentic materials helps students to have real language input. According to Murcia (2001), language input may be content-oriented or form-oriented. Firstly, content-oriented focuses on information, whether it is a simple weather report ( for low levels ) or an extended lecture on an academic topic ( for high levels ). It may also include descriptions of learning strategies and examples of their use. Secondly, form-

oriented input focuses on ways of using the language that is a guidance from the teacher and another source of vocabulary, pronunciation, and grammar ( linguistic competence ), appropriate things to say in specific context ( discourse competence), expectations for rate of speech, pause length, turn taking, and other social aspects of language use (sociolinguistic competence), and explicit instructions in phrases to use to ask for clarification and repair miscommunication ( strategic competence ).

In the presentation part of a lesson, teachers combine content-oriented or form oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For example, Asher states, "From students at low levels, or in situations where a quick explanation on a grammar topic is needed an explanation in the students' own language may be more appropriate than one in the target language" (1977, p 32). Although Krashen claims the hypothesis of "comprehensible output", Swain's research on Canadian immersion learners indicated that to hear "comprehensible output" as simply not enough to ensure second language mastery ( L2 ). So Swain advocates, "EFL students need also to modify their own versions of L2 production that is to produce comprehensible output" (1985, p 60). This implies that EFL students need not only to get input, but also to produce the language they are learning. As EFL students need language input, they are also required to produce correct language input, which is called structured output.

#### 2. 2. 4. 2 Structured output

Structured output focuses on correct form of the target language. In Structured output, students may have options for responses, but all of the options require them to use the specific form or structure that teachers have just introduced. Besides, Rivers adds, " It is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items "( 1998, p 24 ). This means that EFL students may use their previous language items with the new ones when producing the target language. Moreover, teachers often insert structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. For example, textbook exercises may make good structured activities. However, as already mentioned in the first part of this work, most Malagasy schools lack textbooks. So, when doing structured output activities, Malagasy EFL teachers often use drills, choral repetition

or gap-filling on the board instead of using textbooks. Actually, these techniques are good to keep students busy, but their effectiveness as a learning tool is limited because of the lack of interaction in classrooms. From an opposing point of view, Lamendela says, “ Non contextualized language as that used in drills is processed in different areas of the brain compared to language made available through communication in meaningful contexts” (1979, p 59). This may show that structures drilled extensively in class are not usually carried over into students’ daily conversation. Also Swain (1999) states that when classroom drills and practice ask students to perform in ways more relevant to the evaluation of their speaking skills than to their sharing of information and when they focus on isolated structures, sentences, or sounds, they do not appear to help students become more resourceful. Thus, in Structured output, students often deal with language production in written tasks, but they may also produce the target language in a communicative or spoken way, communicative output.

#### 2. 2. 4. 3 Communicative output

In communicative output, the students’ main goal is to complete a task, such as obtaining information or developing a travel plan. To complete the task, they may use the language that the teachers have just presented, but they also may draw on any other vocabulary grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In every day communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool not an end in itself.

Thus, in a balanced activities approach, EFL teachers use a variety of activities from these different categories of input and output. Students at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language. As speaking is a productive skill, it needs to be developed.

In this second part of this research, I reviewed some theories of authentic materials which included authentic materials and teachers, authentic materials and students, choosing

and adapting authentic materials, authentic materials, language and culture, and the relationship between authentic materials, acquisition and motivation.

In short, using authentic materials is advantageous since they motivate students. Also, they represent real life language to students. There will be an increase in variety and spontaneity in classes that use authentic materials.

I also reviewed some theories of speaking skills in which I stated some reasons of teaching speaking in EFL classes, some components of speaking skills ( appropriateness, fluency and accuracy) and some techniques for teaching speaking skills ( language input, structured output and communicative output). Reviewing these theories is relevant to this present work since they were the basis of my concern, that is to say using authentic materials to improve Malagasy high school students' speaking skills. Indeed, these theories will be explored in the analysis of data and experimentations.

In the third part of this work, I will deal with the methodology in which I will describe the participants (school settings, teachers and students in both private and public schools). I will also mention the instruments I used to collect data (classroom observations, interviews and questionnaires).

# PART THREE

## METHODOLOGY

In the previous part of this work, I reviewed relevant literature about using authentic materials in EFL and ESL classrooms. The literature explored the role of authentic materials in language teaching and learning. It also showed how beneficial the materials are to both teachers and students, though there were some drawbacks when using them. Again, my research investigates the materials that teachers used when they taught speaking and how they used these materials in classrooms. It also examines how authentic materials helped teachers and students when dealing with speaking skills in classrooms and studies the pedagogical implications of using authentic materials in Malagasy high schools. This third part of the dissertation deals with the descriptions of the participants and the instruments I used to gather information about using authentic materials to teach speaking. The participants included EFL teachers and at American Cultural Center (ACC), *Centre National d'Etude de la Langue Anglaise* (CNELA) , *Lycée Moderne Ampefiloha* (LMA), *Lycée Jean Joseph Rabearivelo*(JJR), *Lycée Ambohidratrimo* and *Lycée Andoharanofotsy*. I give the important details about the teachers (their age, their teaching years of experience, the sort of training they received) and the students (their number per class, their age, their level). I also divide the description of the participants into four sites.

### 3.1 School settings

To see facts in EFL Malagasy schools, I conducted some classroom observations. I observed 6 schools in total. Two of them are institutions: American Cultural Center (ACC) and *Centre National d'Etude de la Langue Anglaise* (CNELA). I chose to study these institutions since they might have and use authentic materials, and there were also speaking classes in which classroom activities were often based on oral communication. So, the information from ACC and CNELA might help me to find out about the advantages and disadvantages of using authentic materials, how the materials help teachers and students when dealing with speaking skills and what the pedagogical implications of using authentic materials could be. I observed 4 high schools: *Lycée Moderne Ampefiloha* (LMA), *Lycée Jean Joseph Rabearivelo* (JJR), *Lycée Ambohidratrimo* and *Lycée Andoharanofotsy*. I mainly chose to study these schools since my research primarily concerns authentic materials in Malagasy high schools, and these are representative Malagasy high schools.

#### Site: 1 American Cultural Center (ACC)

The American Cultural Centre (ACC) is located in Antanimena. In general, it is an institution which provides communicative English for students and business English for workers. There is also a special course for high school students on Wednesday afternoons. The institution has a resource centre which contains 350 books, 50 magazines, 30 pictures, 20 newspapers, 10 computers, 120 video tapes and 14 cassette players. It is a resource center where ACC teachers get and choose the materials they use when teaching. I observed 5 classrooms which had some useful classrooms language written on papers and stuck on the walls such as: "Excuse me, what does....mean? Can you repeat please?" For beginning classes. There were also a few pictures with their meaning in English on the walls. For example, pictures of people with some vocabulary items about different kinds of clothes. The ACC has laboratory in which learners can listen to authentic dialogs or have some other listening activities. The goal for English is mainly that the students should be able to communicate effectively, both with and non-native speakers.

#### Site: 2 *Centre National d'Etude de la Langue Anglaise* (CNELA)

*Centre National d'Etude de la Langue Anglaise* (CNELA) is located in Antsakaviro. Unlike ACC, it is an institution which provides general English courses only. The difference between CNELA and ACC is that there are five levels of students at CNELA whereas there are eight levels of students at ACC. It has 10 classrooms and a library (called reading room). The library has 180 books, 15 newspapers, 40 magazines and 15 cassette recorders. It also has four computers; the students can use them for additional language input such as vocabulary, expressions and grammar. Some of the books like course books are accompanied by tapes with listening passages or conversations in various situations. It is worth mentioning that the conversations are authentic ones, which are produced by English native speakers. There was a chalk board in the classroom I observed. There were two big cartoon strips on the wall. It was not crowded. It was and quiet. The tables were placed in a semi-circle.

#### Site: 3 *Lycée Moderne Ampefiloha*

*Lycée Moderne Ampefiloha* (LMA) is located in Ampefiloha. It is a public high school. It is different from other high schools since it has just been reconstructed. There is also a television in the teacher's room. The school yard is bigger than other schools I observed. It

has a school library and a concert hall. There are 210 books and 30 magazines (in French) in the school library. The concert hall is used for watching documentaries or for holding ceremonies or school events. Although it has 10 cassette recorders, they are rarely used. It is worth mentioning that there are three levels of students at LMA ( *Secondes, Premières and Terminales*). The classroom which I observed was quite big. It had a big blackboard as well. There were 23 tables. Two students sat in each table. It was a little crowded and noisy in the classroom, but it was clean. The tables were placed in rows. There was not any picture on the classroom walls.

Site: 4 *Lycée Jean Joseph Rabearivelo* (JJR)

*Lycée Jean Joseph Rabearivelo* (JJR) is also a public high school. It is located in Analakely, the capital of Antananarivo. Its library contains 240 books (30 of these books are in English and 35 magazines in French). The blackboards and tables were quite old compared to those at LMA. Although a few classrooms are out of order that is the roof, the doors, the windows and the tables were broken, the students can still learn in other classrooms. There were 22 tables in the classroom which I observed. The tables were placed in four rows. Though it was rather crowded, there were still spaces for teacher and the students to move around when doing classroom activities. It was clean and quiet, but it became noisy when the students did oral activities or when they talked about something else in their own language.

Site: 5 *Lycée Andoharanofotsy*

*Lycée Andoharanofotsy* is rather different from other high schools. It is linked with public secondary school, *Collège d'Enseignement General* (CEG). The school is located in Andoharanofotsy. It has a school library which contains 210 books in French and 25 books in English and 24 magazines in French. It has also been given a newspaper in English called *Mada English Journal*. Though the schools looks crowded, the classrooms are more or less enough to accommodate pupils. Moreover, a few classrooms have been reconstructed. For example, the classroom which I observed had just been painted. There were 24 new tables and a blackboard. The tables were placed in rows and there is enough space for the teacher and the students to move especially when the students are asked to do some oral activities in which they have to move every time. In general, the school is clean quiet. The school yard is also big.



## Site: 6 *Lycée Ambohidratrimo*

*Lycée Ambohidratrimo* is quite far from town. It is about one hour drive from Antananarivo. It is one of the public schools which does not have enough classrooms. There are seven classrooms only. So, students do not have a permanent classroom and they have to move from one classroom to another. In the classroom I observed, there were 24 tables which were placed in rows. In general, the school was clean and quiet (as it is located in a remote area). There was a big yard and a basket ball court as well. The table below shows the names of schools I observed and the materials available in their school libraries or resources

Table 1: Names of schools and available materials

Schools	Available materials
CCA	350 books, 50 magazines, 20 newspapers, 10 computers, 14 cassette players, 120 movies, 15 photos, 30 pictures,
CNELA	180 books, 40 magazines, 15 newspapers, 4 computers, 14 cassette players,
LMA	210 books, 30 magazines, 10 cassette players, 8 newspapers
<i>Lycée J J R</i>	240 books, 30 magazines
<i>Lycée Andoharanofotsy</i>	210 books, 25 magazines
<i>Lycée Ambohidratrimo</i>	Books

## 3.2 Participants

### 3.2.1 Teachers

The information below shows some important details about EFL teachers at the two institutions (ACC and CNELA) and the four high schools ( *Lycée Ambohidratrimo*, *Lycée Andoharanofotsy*, *Lycée Jean Joseph Rabearivelo*, *Lycée Moderne Ampefiloha*). These details inform readers about the teachers' teaching experiences, the teachers' training and the teachers' belief on using didactic materials. Most ACC and CNELA teachers received more training than high school teachers. Materials might be available in school libraries or

resources but teachers might not receive any training about using these materials in classrooms.

#### Site: 1 Teachers at American Cultural Center (ACC)

First , I went to ACC to observe EFL Malagasy teachers. My aims were to see how they taught speaking, how they used authentic materials like videos, cassette tapes, books and to really know what was going in EFL classes. There are 22 teachers at the ACC, but I only observed nine of them. The reason I chose them was that they could help me answer my research questions. They were also speaking classes. The class observations lasted two weeks.

The first teacher had five years of teaching experience. She got her bachelor's degree from the University of Antananarivo in 2003. Her license discipline was applied linguistics in language teaching. She was trained at Peace Corps as a language and cultural facilitator for 4 years (from 2003 to 2007). She has taught at ACC for two years and a half now. She teaches high beginners, which is the first level at ACC. She is also interested in using authentic materials and she usually uses pictures and photos in her class when she teaches.

The second teacher I observed at ACC had 10 years of teaching experience. She also received her bachelor's degree from the University of Antananarivo in 1996. She attended a teacher training on communicative approach and in EFL classrooms in 1994. She followed an English Teaching Program (ETP) at ACC in 1998. She also participated in Teachers of English to Speakers of Other Language (TESOL) convention in California in 2004 and in New York in 2007. She is in her thirties. She teaches different course levels every year but this term she teaches advanced. She prepares her students for oral and written examination at the end of this term. Concerning materials, she often uses books, magazines, cassette recorders, brochures, CDs, video and materials from internet. She uses these materials in order to meet her teaching objectives, to make her approach more communicative, to vary activities according to the teaching methods she uses, and above all to expose her students to authentic situations.

The third teacher had 25 years of teaching experience. She was a university graduate. She was awarded a Bachelor of Art (BA) at the University of Paris in 1981. She also followed different kinds of training at *Institut National de Formation Pédagogique* ( INFP ) from 1983 to 1989 and English Teaching Program (ETP) at ACC in 1995. Moreover, she received her

Master's degree in Applied Linguistics at Leicester Schools of Education in 1988 and she attended a training about textbook development in Leeds for three months. She is 51 years old and she has taught English at ACC for fifteen years. At present, she teaches three classes. She has one regular class (high beginner) and two special classes (high beginner and pre-advanced). The students in regular class are more numerous than the students in special classes. Regarding materials, she often uses newspapers, magazines, pictures, realia, videos, and cassette recorder.

The fourth teacher has 9 years of teaching experience. She graduated from the University of Antananarivo with a License in Socio-linguistics in 1997. She participated in a nine-month teacher training (ETP) at ACC in 1998. Then, she attended the 41<sup>st</sup> annual TESOL convention in Seattle in 2007. She is 30 years old and she has taught English at ACC for nine years. She teaches two levels (advanced I and advanced 1C). Similar to the previous teachers, she often uses textbooks, magazines, cassette recorder and Voice of America (VOA) news broadcasts and internet resources for high levels. In addition, she says that units' lessons in good textbooks have been carefully sequenced and planned. However, as I have already mentioned in the previous part of this work, textbooks are not even available in many EFL classes as the case of Malagasy schools. She also mentions that activities such as role plays, information gaps, and conversations are all communicative and there is more exposure to authentic English when teachers use these materials in classrooms.

#### Site: 2 Teacher at *Centre National d'Etude de la Langue Anglaise* (CNELA)

The teacher I observed at CNELA had 19 years of teaching experience. She was also a university graduate. She received her bachelor's degree from the University of Antananarivo in American civilization in 1976. She was also trained at Colchester English Study Center in 1980. She received a certificate in teaching English as a foreign language at this centre after 6 months of training. She was awarded a degree in Applied Linguistics at the University of Wales in 1984. She is in her forties, and she has taught at CNELA for ten years. She teaches two levels (elementary and pre-intermediate) this year but every year she teaches different levels. Her goal is to equip her students with language structures and language skills that are needed in communication. Concerning materials, she often uses books, cassette recorder and available brochures (usually for high levels).

Site: 3 Teacher at *Lycée Moderne Ampefiloha*

The teacher I observed at LMA was trained at *Ecole Normale Supérieure* (ENS) and received a *Certificat d'Aptitude Pédagogique* (CAPEN) in 1990 after 5- years of studies. She has taught English at LMA for seventeen years. Concerning materials, she sometimes uses newspapers and cassette recorder. When I observed her class (*Première class*), she brought some newspapers in French and in Malagasy. She asked her students to read and report what they had read orally. About teaching techniques, she says that she often uses integrated skills when she teaches; it means she combines two or three of the language skills in her teaching. Her goal is not only to equip her students with language structures and topics in the official syllabus, but also to provide an opportunity for the students to use the target language (English) as it is in real-life interactions.

Site: 4 Teacher at *Lycée Jean Joseph Rabearivelo*

I observed a teacher at *Lycée JJR* who was a university graduate. She received her Bachelor's degree from the University of Anatananarivo in 1978. She also has a degree called *Diplôme d'Etude Approfondie* (DEA) about English as a second language management from Sussex University in London in 1992 and a degree in American Civilization in the United States in 1999. She is in her fifties and she has 30 years of teaching experience. She has taught English at JJR for six years. She often used materials that are available at the school library like textbooks and magazines. In addition, she always spoke English in the classroom when she explained lessons and gave instructions to her students. Her belief was that that her students could learn the language, not only to be able to write in English and understand texts, but also to speak it in various situations inside and outside their classrooms.

Site: 5 Teacher at *Lycée Andoharanofotsy*

I also observed a teacher who was also a university graduate. She received her Bachelor's Degree from the University of Anatananarivo in Socio- linguistics in 1978. She followed different kinds of training at *Institut National de Formation Pédagogique* (INFP) in 1980. She started teaching in a private and a public school in Majunga in 1982. She taught there for five years. She moved to Antananarivo in 1967, and she was recruited as a high school teacher in 1990. She is 45 years old, and she has 24 years of teaching experience. She taught at *Lycée Andoharanofotsy* for nineteen years. Concerning didactic materials, she

often uses textbooks that are available at the school library. Her main objectives are to make her students understand lessons well, to make them use language structures properly in written exercises and in their examination. She often confirms the lack of materials in many public schools in Madagascar. She says that even textbooks are not even enough for Malagasy high school teachers. About teaching techniques, she often uses drills on the blackboards.

#### Site: 6 Teacher at *Lycée Ambohidratrimo*

The teacher I observed at 6 *Lycée Ambohidratrimo* had 18 years of teaching experience. She was also a university graduate. She received her bachelor's degree from the University of Antananarivo in translation in 1985. She followed a 4 month- training on teaching English as a foreign language in London in 1988. Moreover, like the other teachers above, she followed different kinds of training at *Institut National de Formation Pedagogique* (INFP) in 1990. She started teaching English in a private school in Antsirabe in 1991. A year later, she was recruited as a public teacher at *Lycée Ambohidratrimo* in 1996. She is in her forties and she has taught at this high school for thirteen years. She has often attended a workshop for high school teachers at Teachers Resource Centre (TRC) since she started teaching in a high school. Concerning materials, she often uses course books and cassette tapes that are available at the center. Her goal is mainly to equip her students with some vocabulary that they need, so that they can start speaking in English first before they learn how to use language structures. The table below shows the average years of teacher training and teacher experience in Malagasy high schools and in the two institutions. It is important to note them since it may impact both teachers and students as far as the use of authentic materials and speaking skills are concerned.

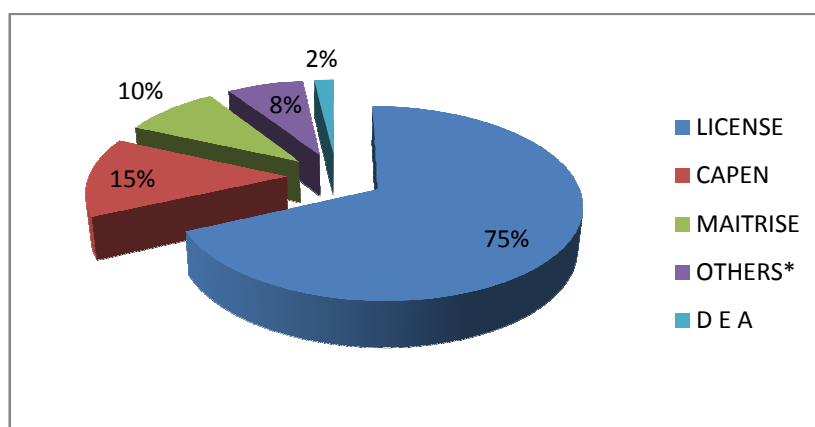
Table 2: Average years of teacher training and teacher experience

SCHOOLS	Average years of teacher training	Average years of teacher experience
ACC	6	12
CNELA	4	15
LMA	3	18
<i>Lycée JJR</i>	3	17
<i>Lycée Andoharanofotsy</i>	2	12
<i>Lycée Ambohidratrimo</i>	1	9

It is seen from the table that ACC and CNELA teachers received more training compared to public high school teachers.

The figure below clearly shows that the majority of private school teachers and public high school teachers have License degree, but few of them have D E A degree. OTHERS\* refers to degrees or certificates that private school teachers at CNELA and ACC get such as Master's degree at Leicester School of Education in U K , Certificate of English Proficiency in India, Master's degree in American Civilization in USA, Master's degree in Applied Linguistics from the University of Wales. I mention the teachers' training, the teachers' experience and teachers' degrees since teachers with more experience, training and degrees are likely to experiment with authentic materials and be more competent at teaching speaking than teachers with less or without experience, training and degrees.

Figure 1: Percentage of teachers' degrees



### 3.2.2. Students

It is necessary to know about students in order to find out how they reacted towards materials and also to see how their English proficiency, especially their speaking ability. The information below describes students in the four Malagasy high schools and the two institutions. Including their age, their level, their number (per class) and their goals in learning English.

#### Site: 1 Students at American Cultural Center (ACC)

There were nine levels at the ACC (high beginner, low intermediate, high intermediate, pre-advanced, Advanced 1, Advanced1C, Advanced 2, and Advanced2C). The age of the student was mixed but most of them were young people between 15 and 25. I had the opportunity to observe each level. The students at the high beginner class learned the Basic English lessons such as greetings, introductions, leave-takings. At the end of advanced 1C, they were given first certificate and at the end of advanced 2C they were given second

certificate (provided that they passed the final exam). Their goals for learning English seemed different, but their common goals were to be able to speak the language fluently and to get certificates. For example, some ACC students learn English in order to work with foreigners (English native speakers), some wish to live and work in English speaking countries, and others want to work as tourist guides, interpreters, and receptionists in big hotels. In other words, the main purposes of learning English depend on each individual student. The requirements to be admitted at ACC are that one has to get his / her baccalaureate and pass a placement test.

Site: 2 Students at *Centre National d'Etude de la Langue Anglaise* (CNELA)

I observed seven students (2 boys and 7 girls) at CNELA. They were in level three. This means that they had already known the basic English lessons such as greetings, leave takings and they were a little advanced compared to the two lower levels (level one and level two). Like many Malagasy EFL students, they often learned English grammar lessons and topics such as sports, environment, education, but they rarely learned oral communication or did speaking activities in their previous schools. Their ages were between 17 and 20. Their goals were primarily to be able to communicate in English as well as to get certificates, which were needed when they apply for a job. Before the day I observed them, they were given a few listening exercises as a homework.

Site: 3 Students at *Lycée Moderne Ampefiloha* (LMA)

The students I observed at *Lycée Moderne Ampefiloha* (LMA) were in *Première C2*. They were 46; the number of boys was 22 and the number of girls was 24. Their ages were between 15 and 18. They often learn grammar lessons, topics like family, sports and language functions like invitations, advice in the official syllabus. In general, the students can write and read in English and in French as they always spent most of their class time on written tasks (copying lessons, doing exercises). Yet, they sometimes do speaking activities, and they cannot speak English well. They learn their lessons well in order to get good marks and pass the baccalaureate exam. After their studies, some of them would like to accountants, engineers, judges, pilots and doctors.

#### Site: 4 Students at *Lycée Jean Joseph Rabearivelo*

There were 48 students in *Seconde class* I observed at *Lycée Jean Joseph Rabearivelo*. 22 of them are boys and 26 are girls. Their ages were between 14 and 17. Like LMA students, they can also read and write in English and in French, but most of them have a little difficulty in speaking the target language. They can only say few sentences in English when they are asked. The majority of them do not have communicative goals in learning English, they always do exercises and learn their lessons well in order to move up to high levels (*Première* and *Terminale* ). Most of them want to get their baccalaureate and to continue their studies at university. Their ambitions are to become secretaries, teachers, doctors, directors, actors and actresses.

#### Site: 5 Students at *Lycée Andoharanofotsy*

The students I observed at *Lycée Andoharanofotsy* were more numerous than other students in other high schools. The total of the students was 54 in *Seconde class* ( 30 girls and 24 boys) and 52 in *Première* ( 18 girls and 34 boys). The number of girls was 30 and the number of boys was 24. Their ages were between 14 and 19. Their main goal in learning English also is to get good marks and to pass the baccalaureate exam. Some of the students in *Seconde class* want to become English teachers, interpreters, chauffeur, and air hostesses after their studies.

#### Site: 6 Students at *Lycée Ambohidratrimo*

I observed two *Seconde classes* at *Lycée Ambohidratrimo*. The number of the students were 45 in *Seconde 1* and 48 in *Seconde2*. The number of males was 20 and the number of females was 25 in *Seconde 1*. The number of males was 22 and the number of females was 26 in *Seconde 2*. Their ages were between 13 and 16. Like all high school students, they also learn grammar, themes and language functions. They were good at grammar and remembered verbs quite well when I observed them. Also, they could say a few sentences when the teacher asked them. In general, they can write and read in English and in French too. After their studies in high school, they want to continue to study at university. Their ambitions are to become journalists, doctors, judges, teachers, policemen...



### 3. 3. Instruments

The instruments I used were questionnaires, interviews and classroom observations. Questionnaires make teachers think carefully about how to respond to the questions, allowing them to have more time to read and to answer the questions. In total, I distributed 50 questionnaires to Malagasy EFL teachers (7 at LMA, 5 at *Lycée* JJR, 4 at *Lycée* Nanisana, 5 at *Lycée* Ambohitrimanjaka, 3 at *Lycée* Ambohidratrimo, 3 at *Lycée* Mahintsy, 6 at *Lycée* Andoharanofotsy, 4 at *Lycée* Ambohimanarina, 9 at ACC and 3 at CNELA). Each questionnaire contains 9 questions. I asked 4 questions about speaking skills such as why do you teach speaking? What do you use the materials that you use? 4 questions were multiple choice and 6 questions were open that is the teachers had to respond according to their beliefs or perspectives about teaching speaking and using authentic materials. It took the teachers one week to complete and to return the questionnaires. In total, 39 questionnaires were complete and got returned.

Moreover, I interviewed teachers in order to ask their opinions about authentic materials and speaking skills. Interviews helped me get immediate responses from teachers and added more results to questionnaires. The interviews were based on a few planned questions related to this present research ( see Appendix 6 ). As a matter of fact, I interviewed a few other teachers apart from the teachers I asked to complete the questionnaires. In total, they were 28 ( 4 teachers at LMA, 2 teachers at *Lycée* Ambohidratrimo, 2 teachers at *Lycée* Andoharanofotsy, 3 teachers at *Lycée* JJR, 2 teachers at *Lycée* Ambohimanarina, 1 teacher at *Lycée* Nanisana, 12 teachers at ACC and 2 teachers at CNELA). The interviews lasted for 5 minutes. During the interviews, I asked teachers questions such as how long have you taught English? What materials do you use when you teach speaking? Have you ever used authentic materials?

As far as classroom observations are concerned, to help me to see what materials they used and how they used these materials when teaching speaking. In other words, classroom observations allowed me to really find out how materials were used, especially authentic ones and how speaking was taught in high schools and in institutions like ACC and CNELA. I observed 8 levels of students at ACC for a week, 2 levels of students at LMA for two days, 1 level of students at JJR for half-day, 1 level of students at CNELA for half-day, 1 level of students at *Lycée* Ambohidratrimo and 2 levels of students at *Lycée* Andoharanofotsy.

In this third part of the work, I described the participants which were the school settings (ACC, CNELA and public high schools), teachers and students in these schools. In general, ACC and CNELA have more available materials than public high schools. There are books, magazines, newspapers, cassette players, pictures, computers, etc whereas the common materials in public high school are books. Regarding teacher training, many ACC and CNELA teachers received more training than public high school teachers. Concerning students, many ACC and CNELA students have got baccalaureate diploma. In one class, they are fewer (about 20) than public high school students (around). Besides, I mentioned the instruments (classroom observations, interviews and questionnaires) I will use to collect data. I will conduct some classroom observations in the schools above to see facts in classes. Also, I will interview teachers and I will send distribute them questionnaires about materials and speaking skills. Moreover, I will experiment some lesson plans in a few public high schools.

Thus, the next part of this work will report and analyze the collected data. The first section of the fourth part will deal with the analysis of classroom observations, interviews and questionnaires, and the second part will tackle with the report of experimentations.

# PART FOUR

## ANALYSIS OF DATA

#### 4. 1 Analysis of data

This section deals with the presentation and analysis of data I collected. As mentioned, I distributed 50 questionnaires. In total, 39 teachers completed the questionnaires. I asked 4 questions about speaking skills such as Why do you teach speaking? What motivates your students to participate in speaking activities? I also asked 5 questions about authentic materials such as What materials do you use when you teach speaking? Why do you use the materials that you use? The teachers responded according to their beliefs or perspectives about teaching speaking and using authentic materials.

In general, the results showed that most public teachers in high schools do not often teach speaking and do not devote much time in doing speaking activities, whereas private teachers at ACC and CNELA often do communicative activities and spend time on speaking. Both the public and private teachers taught speaking by eliciting technique or integrating skills. They often combined speaking with the other language skills (listening, reading, and writing). ACC and CNELA teachers often taught speaking through games, anecdotes, role plays, sketches, conversations and discussions, but high school teachers did not always use these activities. Due to lack of resources and materials in many high schools, many high school teachers used few books. However, ACC and CNELA teachers benefited from materials like textbooks, pictures, magazines, cassette players, computers in their resources and laboratories. The results also showed that most public teachers did not have access to authentic materials. Those teachers reported that these materials are not always available in many public schools. There could be many reasons for the teachers' beliefs or perspectives about teaching speaking and using authentic materials. Nevertheless, I have only chosen to present and to analyze factors which are observable in classroom settings during classroom observations. These factors might support or correspond to the teachers' responses on the questionnaires. I present in each sub-topic below the detailed results from observations of both public high school teachers and private teachers at ACC and CNELA. Each result is explained by possible factor which influenced their responses.

##### 4. 1. 1 Teaching speaking frequency

When teachers were asked how often they taught speaking, in total 12 private teachers at ACC and CNELA replied that they always taught speaking. They said that they taught speaking almost every session. They often spent 30 minutes to talk with their students

about different topics related to students' everyday life such as sports, hobbies, love, fashion, music, and activities on weekends. For example, in one class I observed at ACC, the teacher asked the students in pairs to talk to each other about the activities they did last weekend. As the students did the activity, the teacher moved around the class. She listened to the students and helped when they had problems (like pronunciation and vocabulary). At the same time, she sometimes corrected students' mistakes. The students talked for about 15 minutes and then the teacher prompted individual students to talk more about things they did. The teacher talked to 5 students out of 17. This classroom observation corresponded the teacher's response that she did speaking in class. Another result showed that 7 public high school teachers and 2 private school teachers often taught speaking, that is four times in six sessions. Most public high school teachers who responded to the questionnaires (in total 20) replied that they sometimes taught speaking, that is three times a month (twice in six sessions). Below are comparative figures showing how often private school teachers (at ACC and CNELA) and public high school teachers teach speaking.

Figure 2: Frequency of students' speaking activities in private schools

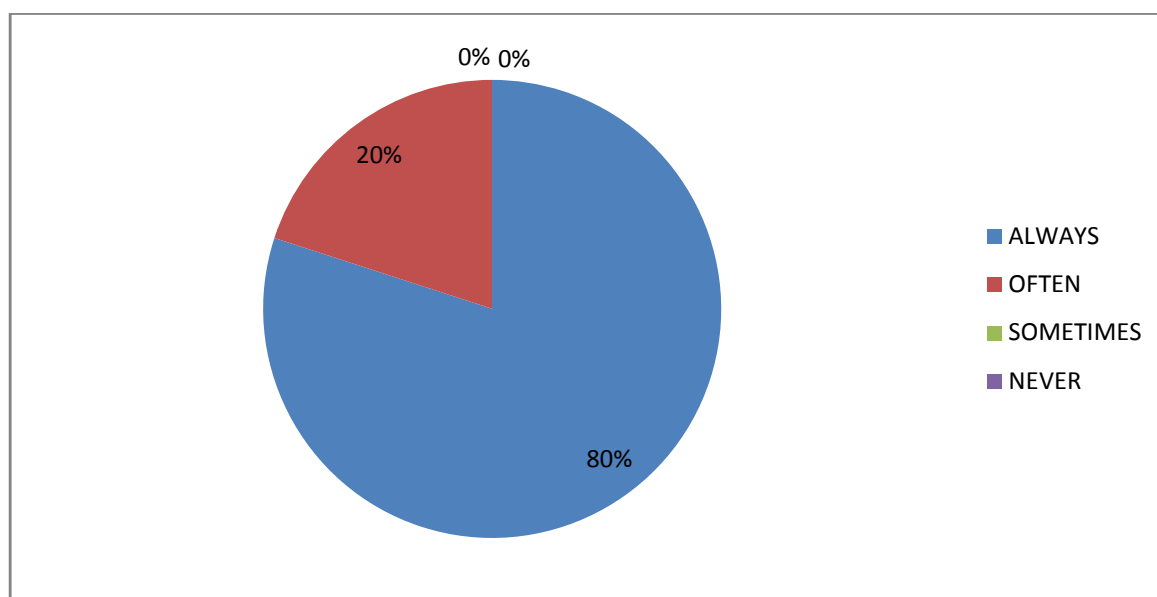
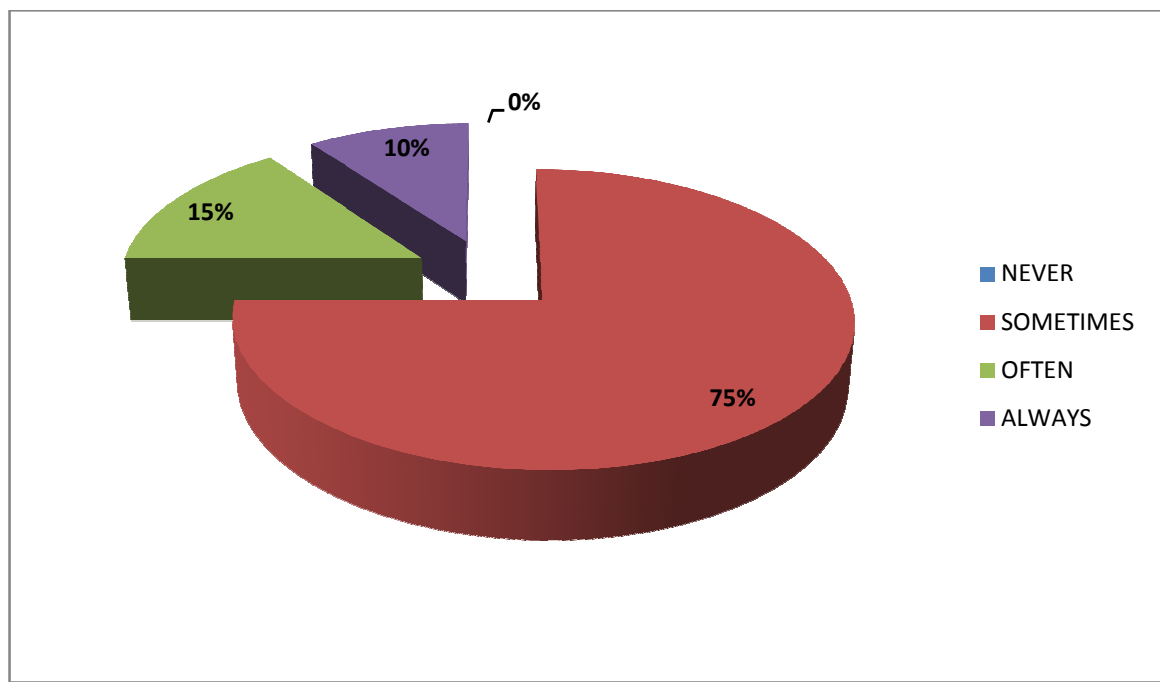


Figure 3: Frequency of students' speaking activities in public high schools



These figures show the questionnaire responses of the teachers. The majority of private school teachers responded that they always taught speaking, but many public high school teachers responded that they sometimes taught speaking.

Regarding these results, the issue of resources may have impacted the teachers' responses. As teachers reported, private schools like ACC and CNELA had available resources for their teachers. So, the teachers had access to them and used authentic materials such as pictures, video tapes, cassette player, magazines when teaching speaking. However, most of the public schools lacked these materials. Indeed, teachers who have access to authentic materials might teach speaking more than the others who do not have because provide real life language and culture which can lead to students' motivation.

Moreover, teacher training influenced their perspectives about their frequency of teaching speaking. Interviews with 5 public high school teachers and 7 private school teachers at ACC and CNELA, 10 questionnaires as well as 15 classroom observations showed that they received different training. As mentioned in the description of teachers in the Methodology section, some teachers at ACC received training about Teaching English to Speakers of Other Languages (TESOL) and English Teaching at ACC. They also attended workshops on teaching spoken English and on using didactic materials (including authentic materials). On the other hand, most public teachers were university graduates and were

teaching without receiving training about speaking and using authentic materials in classrooms.

Furthermore, limited hours for teaching and learning English especially in public high schools had an impact on the teacher's responses. For example, the teachers I observed at ACC taught speaking more because they had enough time to do it in class. On the one hand, ACC classes were not focused on speaking only. Students had to learn the other language skills (listening, reading and writing). Most of the time ACC teachers focus on teaching communicative English. They spent one hour everyday (from Monday through Friday) on doing speaking activities. As opposed to private teachers at ACC, public high schools teachers taught speaking less. Firstly, they only had 3 or 4 hours a week to teach English. Secondly, they had taught not only speaking but also the other language skills as well as grammar lessons and themes (such as environment, family) in the official syllabus. Due to time constraints, most public high school teachers integrated speaking with the other skills or included it in the topics when they taught.

Communicative teaching also was another possible reason why ACC teachers taught speaking more often. Actually, ACC offers communicative English courses and teachers applied the communicative approach they received during their training. This approach claimed that classroom goals were focused on all of the components of communicative competence and were not restricted to grammatical or linguistic competence. ACC teachers taught speaking according to these characteristics of communicative language: authenticity, real- life simulation and meaningful tasks. For example, those teachers often exposed authentic materials like real photos to students. The latter are also exposed to authentic conversation on video or on cassette recorders in which they are trained to get familiar with English native speakers. Very often, the teachers also engaged a meaningful conversations or a short talk with their students before they began their course. For example, teachers asked students about weather, the last news or teachers told students about what they had heard or seen. The students often reacted according to what they heard, bad or good news.

Besides, the size of the class or the number of the students also influenced teachers' perspectives about the frequency of teaching speaking. Many public high schools had a large number of students (each class contained 45 students at least) and Malagasy EFL teachers might find it difficult to teach speaking in terms of classroom management and in terms of teachers' roles during speaking activities. For example, in one *Première* class I observed at

LMA, the teacher could not monitor her students well when she tried to teach speaking. In this class, the teacher asked the students to work in pairs and to talk about what they did during the weekend. The students sat when they did the activity, and the teacher approached to few students in front to see if the students spoke in English. However, she did not monitor each pair of students because they were many (48), and there was not enough space for the teacher to move around the classroom. Consequently, some students did not do the task instead they were talking about something else in Malagasy, especially the students who sat at the back. As such teaching speaking skills in large class is a challenge to many Malagasy EFL teachers in public high schools. However, institutions like ACC and CNELA restricted the number of the students admitted (18 students at most in each class).

Unlike high school teachers, ACC and CNELA teachers found it much easier to teach speaking and to do various communicative activities. For example, when I conducted classroom observations, the teachers monitored the students well. They often moved around the class to make sure the students were doing the right tasks. Almost every student had enough opportunities to speak the target language or communicate in it with their teacher and with their classmates as well. Unlike the LMA students above, there were 12 students in one class at ACC. The teacher let the students speak freely, and she sometimes corrected the students' pronunciation. They stood up and changed a friend from time to time when they did the speaking activity. It is worth mentioning that ACC students could usually move from one place to another when doing activities whereas many high school students could not do it due to their number and their small classroom. Also, there were always blackboard, chalk, teachers' desk and students' desks in high school classrooms I observed. However, I saw some pictures and classroom languages written on papers on classroom walls at ACC and CNELA that I did not see in public high schools. These classroom languages provided support for the students speak in English.

Thus, the results of questionnaires and observations show that resources, teacher training, limited time and large class could influence teachers' perspectives about the frequency of teaching speaking. The next sub-topic below deals with the description and the analysis of the methods that public high school teachers and private school teachers at ACC and CNELA applied when they taught speaking.

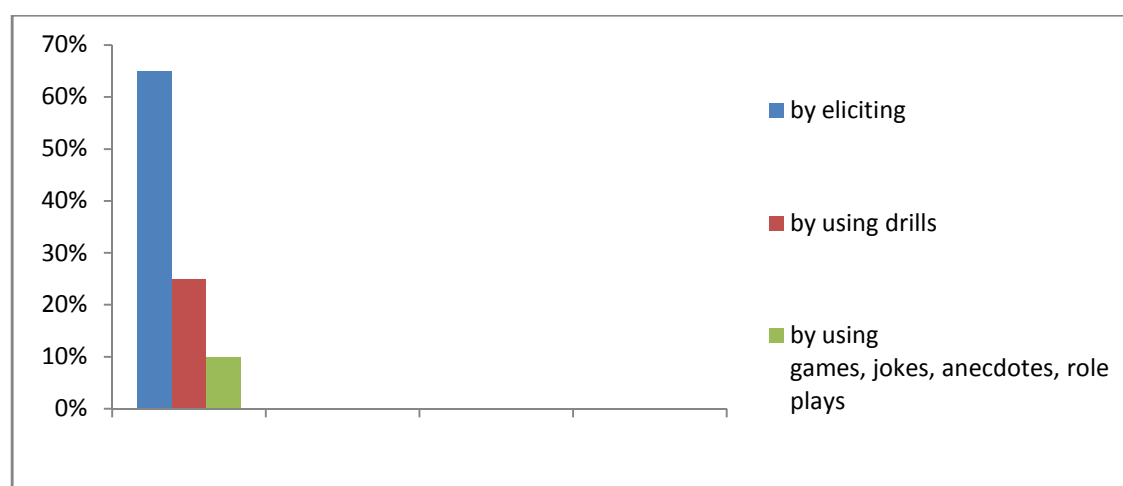


#### 4.1.2 Techniques of teaching speaking

When teachers were asked how they taught speaking on questionnaires, in total 22 public high school teachers responded that they taught speaking by eliciting responses or by integrating skills. That is they included speaking in grammar lessons or topics such sports, education, environment that public high school students had to learn at school.

In one *Première* class at LMA , the teacher asked her students, “ How’ s environments nowadays ? , one student said, “ It is very dirty, Madam! , another student said, “ There is pollution ”, and another student said , “ The environment is destroy ” The teacher said, “ Yes, very good! You’re right it is destroyed”. Then, the teachers asked her students to work in pairs. She asked the students, “ What are the causes of the destruction of our environment ? ”. The students worked in pairs; they tried to speak in English and noted some words in their notebooks. After five minutes, the teacher asked them, “All right, now tell why our environment is destroyed? One student stood up and said, “ Because many people smoke ”, another student said, “ There is may smoke of cars too. ” they teacher replied, “ Yes, that’s right, any other cause? ”, another student said, “ There is many smoke of usines ( factories ) too. Another student asked the teacher, “ What is *manary fako eny an-dalana* Madam? ” The teacher replied, “Yes, throw rubbish everywhere. Great! When there’s a lot of smokes, the air is polluted so what happens when the air is polluted? ” One student said, “We are sick”, the teacher said, “Yes, that’s true, air pollution causes sickness.” This shows that this high school teachers use eliciting technique when talking about the destruction of the environment. According to Doff, “Eliciting involves the class by focusing students’ attention and making them think. This happens even if students do not know the word being elicited” (2001, p 15). The figure below shows that 65 percent of public high school teachers responded that they taught speaking by eliciting, 25 percent of them said that they taught speaking by using drills, but 10 percent of them said that they taught speaking by using games, jokes, anecdotes and role plays.

Figure 4: Teachers' techniques of teaching speaking



In one *seconde class* I observed at *Lycée Ambohidratrimo*, the teacher used mime and gesture when she taught gerund or verbs in –ing forms. After telling the teachers about her favorite activities like shopping, gardening, she asked the students the meaning of other activities. For example, she mimed in front of the students in order to elicit the verbs to fish, to sing, to dance. Then, she asked the students to add-ing to these these verbs after to like, to love, to dislike and so on. Another teacher in *seconde class at Lycée Andoharanofotsy* told her students to review some vocabulary around the parts of the body. By doing so, she asked she asked the students, “What are these? Anybody? ” (pointing to her eyebrows). One student in front stood and replied, “Eyebrows”. The teacher said, “Yes, eyebrows. How do you write it ?” She wrote the word on the board as students spelled it. The teacher asked again, “What about these? (Pointing to her eyelids). Look! I can open and close them. They are.....eye.....? ” . No response from the students so she said, “Well, we call them eyelids (and she wrote it on the board), what about the hairs on your eyelids?”One student in the middle of the class replied, “Lashes”. The teacher said “Yes, good eyelashes. Can you spell it?” She wrote the word on the board as students spelled it and she pointed to other part of the body and asked the meaning to the students. These two examples shows how the teachers taught speaking. The teachers used mime, gesture and asked follow up questions to their students.

Furthermore, eliciting may need additional materials or techniques such as using picture, photos or gestures and mime as the two high school teachers above used. Eliciting also does not require long answers from the students, teachers often elicit one or two word from the students like the second example of eliciting.

Another result showed that only 4 public high school teachers, but 14 private school teachers at ACC and ACELA said that they taught speaking through games, anecdotes, role plays, sketches drama, conversation and discussions. Theory shows that these activities are helpful in getting students to practice speaking as a skill. For example, Doff states, "Games, role plays, simulation and discussion provide intensive and interesting language practice" (1990, p 26). According to him, students are really exchanging information and using language. However, the activities can easily be done in a small class (up to 20 students) and that might be one reason why most ACC and CNELA teachers used them (as they have small classes). One teacher at ACC, for example taught speaking to an elementary level (high beginner) through a game called 'Guess the sentence'. The teacher wrote sentences on a piece of paper. Examples of the sentences were: I went to the market to buy vegetables, I went to the stadium to watch a football match, and I went to the post office to mail a letter. She did not show the sentences to the students but she wrote the basic structure on the board-I went (somewhere) to (do something). Then, the students guessed the exact sentence by asking questions such as: Did you go to the park? Did you go to school? Did you go to the stadium? Did you play football? The teachers only answered "yes" or "no". This game gave a chance to students to ask more questions and made them think of the appropriate answer. It took about 15 minutes to play the game.

In an intermediate level at ACC, each student was asked to tell a joke to the class about 5 minutes (at most) at the beginning of the course each session. For example, one student told a joke about a man who complained to a waiter that there were holes in the cheese he had ordered. The teacher did not interrupt the student when he made mistakes (grammar and pronunciation) as he told the joke but waited until he finished the joke to correct the mistakes. In another intermediate level at ACC, each student was given a different story in a handout. The stories were funny ones. As the students read the stories, the teacher moved around the class to monitor the students and to help students in case they had problems. It took the students about 10 minutes to read the story. After each student finished reading his/ her story, he/ she had to tell the story to his/ her partner. As students told the stories to each other, the teacher sometimes corrected mistakes such as pronunciation, grammar. It took the students about 6 minutes to tell the stories. Then, the teacher asked 3 students as volunteers to tell their stories to the class. They told the stories in a funny and stimulating way. As such, these classroom observations corresponded

to ACC teacher's responses that they taught speaking through storytelling. Moreover, Scott states, "Storytelling such as stories, jokes, anecdotes is a universal function of language and one of the main ingredients of casual conversation" (2007, p 7).

For public high school teachers, one possible factor which may affect their practices about the methods of teaching speaking might be time constraints. As mentioned earlier, the hours of teaching and learning in public schools are limited. Again teachers only had 3 or 4 hours a week to teach English. Owing to this fact, most public high school teachers did not teach speaking apart or they did not spend much time on speaking activities. During a short interview with a public high school teacher at Ambohidratrimo, she stated, "I do not teach speaking as a separate skill but I often integrate it in the three other language skills or language elements such as grammar" (Interview date: 05/15/09). According to this teacher, "an integrated skill is helpful, especially for teachers who maintain large classes to cover language skills or language elements and to finish the official program at the end of the school year". During a classroom observation of her class, she taught a short grammar lesson about the Simple Past. Firstly, the teacher told her students about what she did last Saturday and Sunday. She said, "Last Saturday, I went shopping in the morning. I stayed at home and washed my clothes in the afternoon. Last Sunday, I went to church in the morning and I visited my parents". Then, she wrote these sentences on the board and asked the students to repeat them in chorus. Actually, that was just reading aloud, but it was not speaking. She explained the use and the form of the Simple Past to the students for about 5 minutes. Secondly, she asked these questions to four students: "What did you do last Saturday and Sunday? Where did you go? " Samples of the students' responses were, " I played football " , " I went to Analakely ", " I stayed at home and watched television " , " I went to church." Thirdly, she asked 12 students (out of 48) in pairs (a boy and a girl) to stand and to talk about their past activities, Saturday and Sunday. These students were communicating for about four minutes each pair. Meanwhile, they received correction from the teacher when they made mistakes (often about pronouncing past form with -ed). This classroom observation showed that the teacher presented a grammar point, the Simple Past. The students did not do any written task about this verb tense; yet, they did a speaking activity. They worked in pairs and exchanged information about what they did during the weekend. Although it was a grammar lesson, she teacher created an opportunity for her students to talk in English.

Moreover, teachers' preparation influenced their perspectives about the methods they applied when teaching speaking. Teachers who taught speaking through role-plays, games, drama need special preparation. Moreover, theory showed that these activities (including conversation and discussions) could create a need to communicate among students and provide opportunities to use authentic language in classroom. Scott (2005) claims that speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real- life language use. In the light of this theory, the following example describes how drama allowed students in *Seconde* class in high school Jean Joseph Rabearivelo to put classroom language away and to practice real- life language use. The teacher did not use real materials like cards, but instead she wrote the contents of the role-plays on the board ( See Appendix 3). The role play was about language functions including offering help, borrowing and apologizing. After writing each situation on the board, the teacher asked ten pairs of students to perform the role play in front of the class. Here are two situations which showed how they responded to the role play:

Situation 1: Offering help

S1: Hello!

S2: Hello!

S1: Can I help you bring this bag?

S2: Yes, please.

S1: student 1

Situation 2: Borrowing

( a bicycle )

S1: Hello!

S2: Hello!

S1: Can I borrow your bicycle?

S2: Sorry, but I need it.

S2: student 2

Though the students used simple language in this short role play, they could perform quite well. This type of speaking activity allowed the students to use authentic language as throughout the performance they reproduced real world situation and communication in class. In short, this role play allowed the students to talk in English naturally since the situations encountered in the role play were borrowed from real life situations. As such, theories, limited time and preparation might influence private public school teachers' perspectives about how they taught speaking. Indeed, to better understand the importance

of learning to speak, the following section explores the reasons why teachers teach speaking.

#### 4. 1. 3 Teachers' reasons for teaching speaking

When asked why teachers taught speaking, in total 22 public high school teachers responded that it was part of the four language skills (listening, speaking, reading, and writing). They also said that it was the target of language learning. For the other, 2 private school teachers and 3 public school teachers reported that they taught speaking in order to make their students participate in class and to have a lively class as well. In total, 12 private school teachers at ACC and at CNELA, but 3 public high school teachers only taught speaking in order to give their students opportunity to speak English in class, to develop their ability to communicate freely and spontaneously and to make express their opinion.

The following example shows a description of a classroom activity in which one ACC teacher made her students talk about thing they liked and disliked. First, the teacher asked them to give expressions or verbs that had similar meaning to like and dislike. As students said a verb or an expression, she wrote that on the whiteboard. Then, she shared handouts with students. In the handout, there were 5 people who talked about their likes and dislikes. She asked each student to read what was written in the handout and corrected the students' pronunciation such as fishing in which (- sh )—is pronounced / / not /s/, detest in which- e- is pronounced / i: / not / e/. Finally she asked the students to form groups of three and to tell one another about what they liked and disliked with reasons. The students were talking to each other in English for about 15 minutes and the teacher helped them with vocabulary items around the activity (when the students did not know). For example, One student said, " I like watching *dessin animé* " and the teacher said, " it means cartoons "; another student said, " I enjoy *mandehandeha* ", the teacher told her that it meant wandering. It is worth mentioning that the teacher did not often correct the students mistakes, she really let the students communicate freely. Here are some examples of mistakes that the students were making and the responses of the teacher: student one: I like dancing because it is interested, and ' relaxant ' teacher: you say ' interesting ' when it is something, but interested when it is someone.

Student 2: I like listen to rnb because it is my music *préfééré*.

The teacher: Oh, you mean your favorite music!

Student 2: Sorry, yes! It is my favorite music, and what about you Tina?

Student 3: Me, I like to sing very much.

Student 1: Ah, she like singing, me I dislike it because my voice is very bad.

Thus, this classroom observation showed that this teacher taught speaking to develop the students ability to communicate freely.

A public school teacher at *Lycée Ambohitrarimo* taught the same topic, likes and dislikes to her students. Firstly, she told her student's that she liked shopping and gardening. Unlike the ACC teacher, she did not use handouts, but she wrote sentences on the board. Then, she asked the students to repeat the sentences. After that, she told the students that she disliked smoking and drinking. She wrote this sentence on the board. Secondly she asked the students to give equivalents of the verbs like and dislike. The students responses were: love, hate, detest, enjoy. Unlike the ACC example, the public school students were not divided into groups to talk about their likes and dislikes freely. They were not communicating among themselves, the teacher only asked 6 students (out of 48) to stand and to answer this question, "What do you like and dislike? (from the teacher). The students' answers were, "I like playing football, but I dislike playing rugby"; "I like talking to my friends, but I dislike lying"; "I like watching TV, but I detest listening the radio"; "I like singing, but I hate shopping. " This classroom observation showed that only 6 students could say simple sentences in English; however, the rest of the students did not participate in this speaking activity. Moreover, the students did not get enough opportunity to practice real- life language and to communicate freely among themselves like ACC students did. In short, this classroom observation showed the lack of authentic communication by the students. It was just' ask and answer questions between the teacher and the students. The teacher asked a few follow up questions to her students. For example,

The teacher: What do you like, Vonjy?

Vonjy: I like playing football, madam.

The teacher: Good, and who do play football with?

Vonjy: With my friends at school.

The teacher: I see, and where do you play?

Vonjy: oh, (laughs)! Mmm at *Antanimbary*. Sorry, madam I don't know it.

The teacher: Oh, rice field

On the other hand, most ACC teachers teach speaking according to two reasons: motivation and communication. In particular, these teachers taught speaking in order to increase intrinsic motivation towards students. According to Harmer (2007), intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom, this could be the teacher's methods, the activities that students take part in, or their perception of their success or their failure. The methods that ACC teachers used such as the use of communicative approach may generate this motivation within students, as the aim of this approach is to provide students with the ability to use the target language (English) in real life communication. During my classroom observation, ACC teachers often encouraged their students to express themselves and to act out in English. So, students reacted by taking part in speaking activities such as role-play, discussion, games, conversations, storytelling.

Apart from the methods that teachers apply when they teach speaking, developing this language skill also needs using materials. As already mentioned in the first part of this work, many public schools in Madagascar lack teaching and learning materials (especially authentic materials). Even textbooks do not exist in most remote places. However, most ACC, CNELE and high school teachers use materials that are available in their resources or their schools' libraries. Indeed, all classroom observations showed that materials had an impact on learning. The use of materials motivated and encouraged students to speak English in classrooms.

#### 4. 1. 4 Materials that teachers use when teaching speaking

When teachers were asked what materials they used when they taught speaking, in total 19 public high school teachers answered that they used books. The result showed that 6 public school teachers and 17 private school teachers replied that they used newspapers, magazines, cassette tapes, pictures and photos. Another result showed that public teachers answered that they used gestures and maps. Only one public teacher reported that she used flashcards, worksheets and wall charts. Firstly, authentic materials that most ACC teachers often used in class were videos, pictures, newspapers, leaflets. Theoretical research supported the teachers' perspectives about the use of these materials. For example, writers



like Bernice, Nuttal and Rivers ( 1999 ) state that these materials bring students into contact with language as it is used in the culture to meet actual communication need and help students use the new language authentically themselves, to communicate meaning in meaningful situations rather than demonstrating knowledge of a grammar point or a lexical item.

In one pre-intermediate level at ACC, the teacher used an authentic conversation from a tape which talked about what two people did during the weekends. After listening to the conversation, the teacher made the students repeat the conversation in pairs. Then, she told them to talk to each other about the activities they did during the weekends. The two following conversation are derived from two pairs of students:

#### Conversation 1

S1 : Tell me, How was your weekend?

S2: Well, it was great, I went out with my friends last Saturday and play video games with my brother last Sunday. How about you? How was yours?

S1: Not very exciting, I stayed at home and I did all the *ménage* because my parents went at the countryside.

S2: Oh, that's too bad.

#### Conversation2

S1: Eh! How was your weekend, Rado?

S2: It was terrible, my girlfriend don't call me. And Sunday afternoon I had to wash my father's car. How about your weekend?

S1: Mine was not bad; I played football with my friends last Saturday. And Sunday I went to the church with my family.

In these conversations, the students could communicate in real meaningful language. They used authentic language themselves. In other words, these students exchanged real information about the activities they did during the weekend.

Once again, the use of authentic materials depends on the availability of these materials in school libraries or resources. The table below presents that 19 public high school teachers responded the questionnaire that they used books, but 17 private teachers said that they

used newspapers, magazines, cassette tapes, pictures, movies and materials from the internet. Indeed, this information helps us understand that the private teachers were more likely to use authentic materials since these materials are available in their resources. These teachers received more training, this means that they might have learned how to use materials in classrooms, and they also had more teaching experience.

Although the result showed that most public teachers did not use authentic materials, some teachers tried to use available materials such as local newspapers. For example, when classroom observations were conducted at LMA, the teacher used local newspapers *Midi Madagascar*, *Gazetiko*, *Les Nouvelles*, *Taratra* as materials. Firstly, the teacher told her students that she brought some newspapers. Then, she asked the students whether they read newspapers at home or not. Most students responded that they read. They responded in English, “Yes, I do”, “No, I don’t”, “Yes”, “No”. Secondly, she asked the students to form groups of four. She gave each one a newspaper and told them to read a section which they were interested in. After five minutes, she asked a volunteer from each group to report to the class what they read. For example, one volunteer student said that they had read an article about a Malagasy singer called Rossy. He reported that the singer was not allowed to come back to Madagascar because of political problem. Another student said that they had read a joke. He reported, “A man ordered cheese in a restaurant, when he saw it, he complained to the waiter because there were holes in it, but the waiter told him to eat the cheese and leave the holes.” This student could report the joke quite well and everybody in the classroom laughed, “hahaha” “Oh, it’s funny”. Most of the students in this class were interested in looking at the sports pages, jokes sections, and TV programs. Thus, this classroom observation showed that the use of local newspapers interested students.

Most public high school teachers did not have training to use authentic materials. As reported in the description of teachers (in the previous part of this work), most public teachers were university graduates and they often started to teach without receiving training about teaching methods or using materials in classrooms. Interviews with four public high school teachers showed that they lacked training.

For example, one of the teachers said, “I graduated from the University of Antananarivo in 1995. I studied different subjects such as American civilization, American literature, translation but I did not study didactics when I was at the university. I was recruited as a high school teacher in 1997, though I did not have training and experience in teaching like what

techniques can be used when teaching grammar.” However, another public high school teacher was trained at *Ecole Normale Supérieure* (E.N.S). During the interview with her she said, “ As E.N.S trains students to become future teachers, and I had to do a training about teaching English in high schools. For example, I learned how to teach the four language skills (speaking, listening, reading and writing), language elements such as vocabulary and grammar. I also learned how to use didactic materials such as books, photos, pictures, cassette recorder. ”

Interviews with eight private school teachers at ACC and CNELA showed that they received more training (compared to most public teachers). In the interviews, I asked those teachers about training they followed before they started to teach English. One ACC teacher replied, “ After I graduated from the university of Antananarivo in 1995. I had an opportunity to follow a six-month training about teaching communicative English at ACC in 1996. The training is called English Teaching Program. During the training, I learned how to use materials such as cassette tapes, books, video and pictures when teaching the four language skills. I also learned how to deal with communicative activities in class. Besides, I followed some different training at INFP from 1999 and 2001 ”. Another ACC teacher said, “ I was trained at ENS for five years; I received a CAPEN degree in 1998. Then, I attended some training and workshops about teaching materials at ACC and at TRC (Teachers Resource Centre) from 1989 to 1993. ” One CNELA teacher said, “I graduated from the University of Antananarivo in 1985. I attended a conference on ESL English as a Second Language (ESL) and EFL English as Foreign Language (EFL) in New York in 1987. Three years later, I followed four-month training about teaching methods and materials in Australia”. Apart from interviews with teachers, the results of questionnaire also confirmed that ACC and CNELA teachers received more training. For example, eight ACC teachers and two CNELA teachers attended a TESOL convention. The table below shows the average years of teacher training and teacher experience in Malagasy high schools and in the two institutions. Again, it is important to note them since teachers who received more training and had more experience are likely to use authentic materials and be more successful when teaching speaking compared to teachers who received less training and experience.

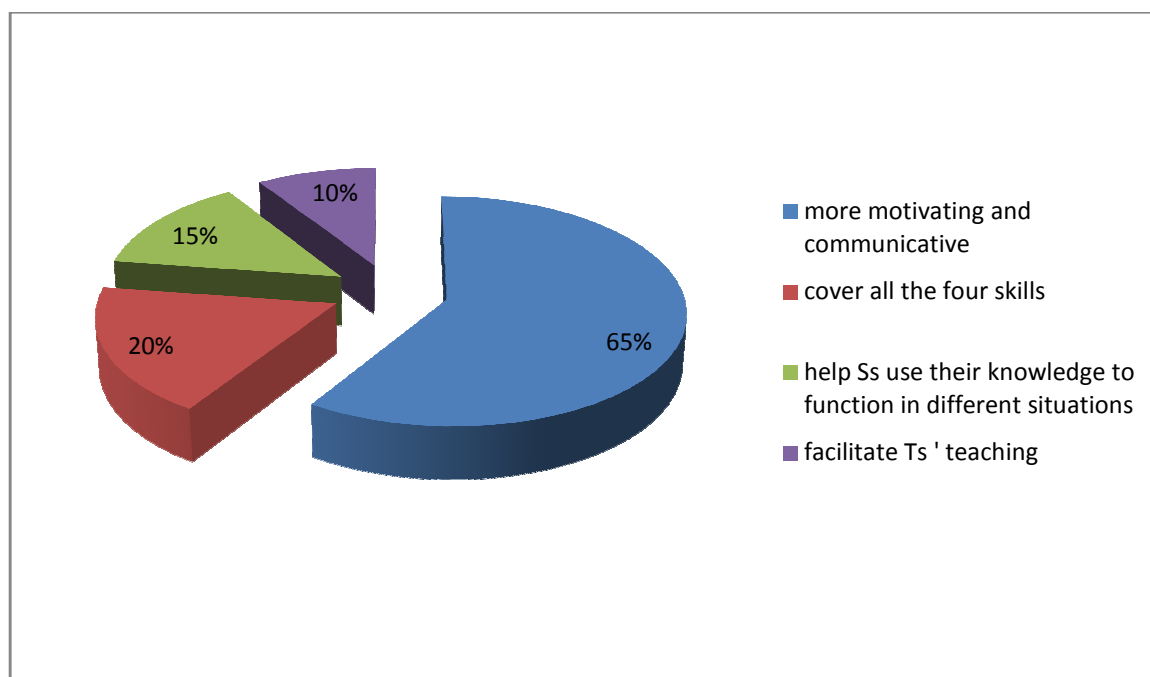
#### Average years of teacher training and teacher experience

SCHOOLS	Average years of teacher training	Average years of teacher experience
ACC	6	12
CNELA	4	15
LMA	3	18
Lycée JJR	3	17
Lycée Andoharanofotsy	2	12
Lycée Ambohidratrimo	1	9

#### 4. 1. 5 Teachers' opinions about the advantages and disadvantages of using authentic materials.

When teachers were asked what they thought about advantages and disadvantages of using authentic materials, in total 19 public high school teachers and 22 ACC teachers responded that these materials were related to students' lives. They also said that the materials helped them teach the four language skills (speaking, listening, reading and writing). They also added that authentic materials were more motivating and interesting. Though most public high school teachers did not use these materials, they admitted that authentic materials are more communicative than other materials. They also added that the materials can create a warmer atmosphere in classrooms. Actually, there were two main reasons why most public high school teachers did not use authentic materials. The first reason is that they say authentic materials are difficult to find. Indeed, most of the materials that ACC and CNELA teachers use were not available in many public schools. Moreover, 10 public high schools teachers reported that finding materials for fifty to sixty students seemed impossible. Even if teachers are thinking of making photocopies, they could not afford it, and even public schools do not offer any possibility of duplicating because photocopying machines do not exist. The second reason is that teachers think that authentic materials might be difficult for students. Considering the level of the students, 8 public high school teachers assumed that the structural and lexical level difficulty of authentic materials is not suitable for the students.

Figure 5 : Teachers' opinions about the advantages of authentic materials



The figure above shows that the majority of private and public teachers, 65 percent of them think that authentic materials are more motivating and more communicative than non authentic materials, 20 percent of the teachers say that the materials cover all the four language skills, 15 percent of them assume that the materials help students use their knowledge to function in different situations and 10 percent the teachers say that the materials facilitate their teaching.

## 4 . 2 Reports of experimentations

After dealing with the analysis of questionnaires and interviews, this section shows the results of experimentations of lesson plans I developed. The main objectives in undertaking these experimentations were to see if my analysis of authentic materials in Malagasy schools was true when practiced in actual classrooms. I developed three lesson plans to experiment. Each lesson plan was accompanied by brief recommendations to teachers about the procedure of the lessons and the materials used in it, so Malagasy high school teachers can follow these recommendations when they teach the topics. In each lesson plan, I was testing how authentic materials helped students and teachers when doing speaking skills. I was testing the materials if they helped students with real life communication in their classrooms. Also to make the students use appropriate language in various situations. I experimented each lesson plan twice, for a total of six experiment sessions. That is, I experimented the lesson plans six times. I did this because doing one experiment was not enough to see the effectiveness of the materials.

I chose to do the experimentations in Malagasy public high schools as this present research mainly focuses on the introduction and the use of authentic materials in public school. Lesson plan 1 was experimented in two *Seconde* classes at *Lycée Moderne Ampefiloha ( LMA )*, lesson plan 2 was experimented in two *Première* classes at *Lycée Ambohidratrimo*. Lesson plan 3 was experimented in two *Seconde* classes at *Lycée Andoharanofotsy*. I chose to experiment my lesson plans in these public high schools since I did not see teachers using the materials during my classroom observations except one teacher LMA.

Concerning the organization of the lesson plans, I followed the Presentation, Practice and Production stages. That is, I presented the lessons to students, then they practiced these lessons, and last they produced the target language more freely.

In general, the results of the experimentations from the three high schools were positive. Students tried to speak in English as if it was used in real life communication. In other words, teachers and students communicated in meaningful and authentic language. Most students tried to speak in the target language, and expressed themselves in English in a natural way. To help them interact with real language, authentic conversation is used here and it refers to lesson plan 1. For instance, one student asked his friend next to him, “ Do you listen to music? ”, he answered, “ Yes, I like listen to music ”, “ What music do you like? ”

, “ I like rock, and you ? ”, “ Me, I don’t like the rock, I prefer reggae ”. They were interested and motivated to speak in English. They communicated genuinely with one another. Moreover, the use of authentic materials, for example a menu, was quite successful both for the teacher and the students. The fact of using these materials produced a livelier and more communicative teaching than I observed in high schools that did not use authentic materials. I also realized that authentic materials were more motivating and more meaningful to students than non authentic materials. High school students showed more concern and they were really involved in speaking activities as the materials allowed them to use real life language. I saw that almost everybody in the class tried to speak in the target language; however, some students in high schools I observed did not participate much in speaking activities because of non-use of authentic materials and lack of motivation to speak in English. In my experimentations, the students’ speaking skill was more natural and more fluent than I saw in other classes during my classroom observation. These aspects are described in further details below.

#### 4. 2. 1 Authentic materials, students and teachers

In lesson plan 1 (See Appendix 8), I chose likes and dislikes as a topic for a *Seconde* class in high school at Andoharanofotsy. The objective was to be able to talk about kinds of music students liked and disliked. I used an authentic conversation from a cassette. Here is an excerpt of the conversation (See Appendix 8) for the transcript of entire conversation:

Liz: Do you like jazz, Tom?

Tom: No, I don’t like it very much, do you ?

Liz: Yes, it’s ok. What kind of music do you like?

Tom: Well, I like rock a lot.

Through this lesson plan I was testing the ability of the students to use real language and the ability of the teacher to use the material. The conversation presented natural language. Rivers states, “When using authentic materials, teachers present students with actual everyday language just as it appears in real life” (1998, p 45).

Actually, I did not have to adapt the materials since it suited the level of the students in *Seconde* class. The language in the materials was not difficult for them to understand. The group U2 in the conversation was not familiar to Malagasy high school students. Thus, I

explained it to them that it was a group from abroad (Ireland) which plays rock music. Then, I gave some names of rock groups that were in Madagascar that the students knew.

Indeed, Speller claims, "Teachers are interpreters between authentic materials and students, and will use a repertoire of paraphrase, synonyms, quick sketches to get meaning across" (2002, p 30). In the conversation, I gave a synonym of like, enjoy, and the students added more such as prefer, love, be keen on, be fond of. Although the theory of Guarento and Morley ( 1998 ) say that the use of authentic materials may cause lower level students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language, I noticed that the students were motivated to speak and they were not frustrated at all. The use of audio- material made the students hear and use real life language in class.

Concerning the procedures of the lesson plan, I asked the students if they liked listening to music. Most of them replied ' yes ' ( 45 students out of 51 ). Then, I asked them to say the kinds of music they know. They replied, "Rock, jazz, reggae, pop, rnb, slow, hip hop, tectonic." Then, I made them listen to a conversation about a boy who liked rock music and a girl who did not like this kind of music. Here is the whole conversation:

Liz: Do you like jazz, Tom?

Tom: No, I don't like it very much, do you?

Liz: Yes, it's ok. What kind of music do you like?

Tom: Well, I like rock a lot.

Liz: What's your favorite group?

Tom: U2. How about you? Do you like them?

Liz: No, I don't. I can't stand them.

Afterwards, I asked the students a few questions about the conversation such as what is the name of the boy? The students replied " Tom " , I asked them, "Does he like jazz ? " they replied " No, he doesn't " then I asked them, " What kind of music does he like? " they replied " He likes rock " , I asked them, " Does the girl like rock ? " "No, she doesn't". The students answered in chorus. Then, the students practiced the conversation in pairs. They hesitated because they were not familiar with pair work. So I told them that they worked two by two, and I gave an example of it by pointing to two students sitting in front. As they



worked in pairs, I moved around the class checking if they really practiced the conversation and correcting their pronunciation.

The recorded conversation helped the students to pronounce words well; however some students still had a little problem with pronunciation of words such as kind, favorite, much. So, I helped them pronounce these words well. After five minutes, I asked 8 pairs of students to perform the conversation in front of the class. They did the performance well, though three students were too shy to speak in front. The students also practiced talking about the kinds of music by using a substitution technique. For example, one student said, “ I like reggae music “, other student said, “I like hip hop”, and a school girl said, “ me, I prefer slow music” and another girl said, “ I like country “. One school boy said, “I enjoy *salegy* “. That is, they replaced the kinds of music in the conversation by another one. I gave them a model by saying the kind of music I liked, and then each of them said their own favorite music.

Most of the students (not every student) spoke for about ten minutes during the practice stage. They were interested in the topic as it was part of their everyday life. The authentic materials helped the shy students to speak in English. Listening to the conversation encouraged them to try to say sentences in English. Also, talking about music interested them.

In the production stage, I asked the students to form groups of three, and talk about the kinds of music they liked and disliked. It took them about fifteen minutes to speak during the production stage. Actually, they did not speak for the entire fifteen minutes, but they paused for a few seconds or minutes while speaking. There were “Mm, Ah, Eh! Oh! An? ” In their conversations as in the examples below. The students were motivated because of the real life language in the conversation. Also, the conversation was quite natural since the language in it was not artificial, but genuine. In addition, the authentic conversation structure helped the students to speak in English. It was simple because it was short and it did not contain many difficult words. It also suited the students’ level because of the simple structure (present simple) in the conversation. Here are examples of students’ conversation.

### Conversation 1:

Tina: Eh! Mbola do you like (.....)country music?

Mbola: Yes, very much, I like the Ny Ainga song, and you?

Tina: Mm! no no, I don't like it. (.....)I prefer rnb.

Mbola: Who is the singer you like?

Tina: Ah, Shine. And you Nivo?

Nivo: me, I dislike rnb and country. I prefer slow music. I like the song (.....)Celine Dion.

### Conversation 2:

Hasina: Excuse me, (.....) you like music rock or not?

Toky: Oh, I like it very much and you?

Hasina: Ah? Yes, me too, I prefer the songs of the group Ambondrona.

Toky: Ambondrona is good, but (.....) I prefer Mage 4. What about you Fanja?

Do you like rock or what music?

Fanja: An? I like rock *un peu*, but me I like slow very much.

Toky: Who is the singer you like?

Fanja: An? many, many. For example, Melky, Bodo and Poopy.

During this production stage, I did not correct the students' sentences. As it is an authentic conversation among them, I let them speak freely and expressed themselves in English. Yet, I helped students with words that they did not know or they did not remember in English such as *un peu*, *beaucoup*. Indeed, the conversation made the students use the target language in a natural and a genuine way.

Thus, students and I were satisfied with the experimentation because almost everybody in the classroom had an opportunity to speak thanks to pair work and group work, and especially the authentic conversation. Even shy students tried to participate when they were put in group. They answered when their friends asked them questions like, " Do you like rock music? " they answered, " yes ", " No I don't ", " yes I like ", "No, I dislike " . More than that, communication could take place in the classroom since the students could interact among

themselves by exchanging information about the kinds of music they liked and disliked.

In this experiment, I experienced that students participated in speaking activities when they saw and used materials that were not always seen in classrooms. They also showed more concerned and spoke when themes or topics of lessons interest them.

#### 4. 2. 2 Authentic materials and motivation

In lesson plan 2 (See Appendix 9), the goal of the lesson was to be able to ask for and to give advice. As materials, I used some extract of problem statements and solutions from a journal, *Text and Task Authenticity in EFL classrooms* by Ausubel (1998). This lesson plan was experimented in two *Première* classes at *Lycée Ambohidratrimo*. Through this lesson plan, I was testing the students' motivation. This experimentation was related to what Richards says, "Using authentic materials can spark learners' interests and motivation since they usually contain topics relevant to different profiles of real life" (2001, p 35). Motivation can be defined as a success of a student on the one hand and a failure of a student on the other hand. Authentic materials, particularly, encourage internal motivation. The students were motivated when they talked about something that was likely to happen in their daily life. In this lesson plan, the students also acquired new language including some expressions of asking for advice for example "What should I do? What can I do? What do you advise me to do? , What would you do if you were me ? ", and giving advice for example, " I think you should..., You can..., I advise you to..., If I were you, I'd..."

Indeed, in this lesson, authentic materials served as a source of language input. The materials helped Malagasy high school students to learn new phrases and expressions when they wanted to ask for advice and to give advice. Again, the students were motivated to speak as the materials presented a topic which was related to the students' lives.

At the beginning of the lesson, I asked students what they did when they had a problem. They answered in Malagasy, "Manontany toro-hevitra any amin'ny namanay na any amin'ny ray aman-dreninay", in English "We ask for advice from our friends and parents." Then, I asked them what their parents or their friends had to do. They replied in Malagasy *Tokony manome toro-hevitra anay ry zareo*, in English " They should give us advice." After that, I told the students that they were going to read some problem statements and solution statements to them, but I pre- taught some new vocabulary by giving synonyms of the words so that they could read the problems and the solutions easily.

Then, I shared the copies of the problem statements and the solutions with the students. I could not give one copy for every student because it cost too much, so I divided the students in groups of three and I gave two copies (problems and solutions) to each group ( See Appendices 11,12). Here are a few examples of problems and solutions statements.

Problems	Solutions
1-SMART COAT FOR AUTUMN ( Fashion helpline) I don't want to buy a heavy coat this autumn for the cold weather. I was thinking of a mac but I'd really like something smarter. Do you have any ideas?	1-( Fashion helpline ) I think a water- proof, three- quarter-length jacket would be ideal. Find one with a matching skirt so you could wear it separately or make it a smart outfit. Many styles like this are available from department stores all over the country.
2-WHY WON'T SHE EAT? (You and your family) My one-year daughter has always been a great problem. She doesn't want to eat. We have been struggling with her meals since she was three months old, and now she only weighs 7.5 kilos. She has seen a specialist who tells that she is healthy and that we shouldn't worry, but I do get very worried sometimes.	2-( You and your family ) Your daughter seems to be growing normally and is under the care of her consultant, so try not to worry. It does happen with some children. They develop perfectly healthily even though they seem to exist on thin air. Make sure her food is well balanced and try to avoid junk food and sugar. And remember- meal times with your little girl should be happy and sociable let her see that you are enjoying food.

When each group got the copies, I let the students read them for about five minutes. Although the contents of these problems and solutions are not real to students, the structure is authentic and familiar to them. Afterwards, I asked one student from each group to tell the problems of the people in the copies. The students answered,

“One person needs something for the cold weather, but he doesn't want to buy a heavy coat ”

“The problem of the woman is her one year-old- daughter does not want to eat and she only weighs 7.5 kilos, and the woman sometimes gets worried ”

“The girl’s feet often swell up in the heat, especially when she is travelling.”

I also asked other students to tell the appropriate solutions of these problems. The students were not reading, but they memorized the sentences. They said,

“ A three –quarter jacket would be ideal. Find one with a matching skirt so that you could wear it separately or make it a small outfit”

“ Make sure her food is well balanced and try to avoid junk food and sugar”.

“Meal times with your little girl should be happy and sociable.”

“ I suggest that you keep your feet cool by dusting with talcum powder. Wear good quality leather or canvas shoes and ankle socks.”

Then, I told them that they used phrases or expressions such as “What should I do?, What can I do? What do you advise me to do ?,” when they ask for advice. When they give advice to someone, they could begin their sentences with “ I think you should....., You can....., I advise you to.....If I were you, I’d.....”

During the practice stage, the students had to match other problem statements with their appropriate solutions. I divided the students in groups. There were four students in each group. In total, there were fourteen groups. Each group got one copy of problems and one copy of solutions. Each group got the same problems and the same solutions. As the students did the activity, I monitored them. As I saw, many groups matched the problems with their appropriate solutions quite well. For the students who did not find the solutions, I asked the students who found the solutions to help them. Afterwards, I asked one student from each group to tell the problems and other students to tell the solutions. In another practice, the students worked in pairs. One student chose one problem from a drill and told it to his / her partner for example, “ I have a toothache. What should I do ? “. The other student gave him / her advice for example, “ You should go to a dentist.” During this practice, students could vary phrases / expressions of asking for advice and giving advice. They said:

1) S1 : I am really tired. What do you think I should do?

S2 : You’ d better take a rest.

2) S1 : I've lost my passport. Can you give me some advice?

S2 : I think you should go to the police.

3) S1 : I have a backache. What should I do?

S2 : You should not lift anything heavy.

Every student spoke. After that, I asked ten pairs of students to stand and do the practice so that the whole class could listen, and they could receive correction on their speaking as well.

In the production stage, I asked the students to work in pairs again. This time, one student mentioned his or her own problem and asked for advice from his / her partner, and the latter tried to give appropriate advice to the problem. Here, the role of authentic materials was to help the students produce the language according to the students' own problems and own solutions. This pair work let the students use authentic language in everyday life. Here are some examples of what the students said.

1) S1 : I'm very hungry. What can I do?

S2: Ah! .....You should buy something.

2) S1 : Mm I want to ....see a concert at Antsahamanitra, but I don't have money. What would you do .....an if you were me?

S2: If I were you, I'd ask money to my parent.

3) S1 : eh! I lost my French copybook. What should I do?

S2: You should ....nnn buy a new copybook and .....copy lessons.

4) S1 : I am thirsty. What do you advise me?

S2: I advise you to go out and you drink water there.

Then, I also asked the students to form a group of four. I shared other copies of problem statements with them. In this activity, they were asked to give appropriate solutions to given problems. During the task, I noticed that the students had a few vocabulary problems. They had some good ideas or solutions, but they did not know how to express them in English. So, I helped them with telling them some meanings of the Malagasy words in English. I had to resort to translation since I did not have much time to teach vocabulary. Yet, I realized during the experimentations that some vocabulary work was needed. Although I pre- taught some vocabulary items, it was still insufficient, especially when the students talked in English

during the production stage. The students were often asked to produce the language, to give ideas and to express themselves more freely at this stage. That is why they needed enough vocabulary. So this means that even if teachers use authentic materials, students need time to learn new words, and they also need practice to master the target language.

The students participated well during this production stage. They understood the topic ( Advice ) and they knew when and how to use the phrases and the expressions about asking for advice and giving advice. They could use the phrases and the expressions when they tried to speak in English. For example when one student said that he was hungry, his friend advised him to get something to eat. In other words, the students used their problems like mentioned above (hungry, thirsty) to talk in English. In addition, the topic interested them since it was part of their everyday life, and almost every student tried to speak in English. In this experimented lesson, thanks to the use of authentic materials, the students practiced real-life language more than I observed in my classroom observations in some high schools.

#### 4. 2. 3 Authentic materials and acquisition

In lesson plan 3 (See Appendix 10) the goal of this lesson plan was to use polite expressions when ordering meals and to know some vocabulary about food. Through this lesson plan, I was testing the students' acquisition of the new words of food and polite requests and questions at a restaurant. Acquisition can be referred as getting to know and to learn something for the first time. Regarding materials, I used a menu. Like in the lesson plan 1 and 2, I followed the presentation, the practice and the production stages as procedures.

In order to introduce the topic to the students, I asked them if they had already eaten meals at a restaurant. Most of them replied, "Yes, I have." Then, I asked the students what meals they had at the restaurant. Some of their responses were, " I had pork and beans ", " I had sausages ", " I had chicken ", " I had fish with green vegetables ". The students knew some words about food already though I did not teach them yet. In addition, I showed the students a menu and also showed them a picture of the food in the menu. Then, I put up a conversation on a wrapping paper on the board. The conversation was between two people who were having lunch at a restaurant. Although the goal of this lesson plan was to use polite requests and questions at a restaurant, they acquired pronunciation.

After that, I made the students do the conversation in pairs. Meanwhile, I moved around the class and checked if they spoke. Most of them did the conversation and received





The customers were free to choose the meal they wanted to have. They performed the conversations quite well. The students were more active than I saw them during classroom observations. In other words, they spoke in English more freely, more natural and confident than I saw them doing speaking activities when I observed them. Here are samples of the students' conversations.

### Conversation 1

Waitress: Niry

Customers: Rado and Mirana

Niry: Good morning, (.....). May I take your order, please?

Rado: Mm. Yes, I'd like (.....) French fries , please. What are you going to have Mirana?

Mirana: An! (.....)I think, I will begin (.....) steak, and then I have beef with green vegetables.

Rado: After, I'd like fish sauce, please.

Mirana: Me, I 'd like chop

Niry: Would you like anything to drink?

Rado: Yes, I'd like papaya juice, please. How about you?

Mirana: Ah! (.....) I will have a glass of juice orange, please.

Niry: All right.

### Conversation 2

Waiter: Tojo

Customers: Mino and Julie

Tojo: Good morning, May I take your order?

Mino: Yes yes, I'd like vegetable soup. How about you, Julie?

Julie: Oh! (.....) I think I will eat French fries and I'll eat chicken with peas.

Mino: And I will (.....) have a pork and beans after a soup.

Tojo: Do you like to drink something?

Julie: Ah! Yes, I 'd like to drink a glass of strawberry juice, please and you Mino?

Mino: Thank you, (.....) I am not *soif*.

### Conversation 3

Waiter: Fidy

Customers: Elia and Sergino

Fidy: Ah! Good morning! May I take your order, please?

Sergino: Yes, I'd like to eat the egg soup please, and you Elia? (.....) Ah! What do you eat?

Elia: I will begin with Chinese soup (.....) and after I will eat roast beef.

Sergino: And me I will eat a pork with carrots after (.....), please.

Fidy: Would you like anything to drink?

Sergino: Me I think (.....), I will drink soda, please and you Elia?

Elia: An! I drink soda too.

Fidy: Is that all, mister?

Sergino: Yes.

In these three conversations, the students performed real conversation at an appropriate situation (at a restaurant). Indeed, the menu helped them focus on the language of requests because had already had already known some of the names of food in the menu such as sausages, beef, chicken, spaghetti. Yet, the students acquired some new words like French fries, chop, and roast beef. The students also acquired polite questions such as May I take your order? , Would you like anything to drink? , I'd like.....The students participated well during this production stage. The materials (menus) helped the students perform the conversations. The students did not think of the names of meals they wanted to have, they (names of meals) were in the menus. They just chose what they liked. They had enough opportunity to use real language at a restaurant. They were communicating for about ten minutes. I also asked a few groups (5 groups) to perform their conversation in front of the class. The objectives were to use polite expressions at a restaurant and to know some names of food in English. At this production stage, the students gained confidence to speak more freely in English. They used the polite expressions and the names of food quite well during the experimentation time. Yet, it did not mean that they acquired the language. If I had more time later, I would come back and test whether they remember the lesson or not.

#### 4. 2. 4 Adapting authentic materials

The menu in lesson plan 3 was adapted. The aim of this lesson plan is to make students communicate more freely when talking about likes and dislikes related to material adapted to Malagasy food and culture. Firstly, the menu contained language elements which Malagasy students were not familiar with, for example, prawn cocktail, scampi, apple pie, and hot dog. So, I modified these words which students had already known like pizza, spaghetti, sausages, “ ravitoto ”, pork with beans, beef with greens . In theory, Nuttall suggests, “One key to successful adaptation of authentic materials is simplifying or modifying key language elements in the materials” (1998, p 23). As such, I modified some unfamiliar words into familiar ones. Also, the students did not know what ‘pound ’, English money was, so I substituted *ariary* instead. When the material was adapted, it allowed the students to interact freely in the target language. The adapted material facilitated the students’ oral communication because they used the target language in real Malagasy life.

In a word, this experimentation was successful due to the adaptation of the material. Even shy students tried to talk especially when they were put in groups. As they saw something that interested them (food), they began to say a few sentences such as “ I’d like a Chinese soup, please”, “ I’ll have pork and beans ”, “ I like sausages ” . In other words, they began to gain confidence when doing speaking tasks. The use of authentic materials such as a menu interested the students and made them familiar with real language in it. Also, the students could communicate meaningfully in the target language and exchange information, for example when talking about food they liked and disliked.

However, there were a few negative points during the experimentations. The students still lacked vocabulary, though I pre-taught new words that were used in the presentation and the practice stage of the lesson plans. This lack of vocabulary was quite obvious when the students produced the language by themselves. Indeed, many students had ideas, but they had difficulty in expressing themselves in English. Moreover, the students had a problem with pronouncing some English words. As such, they need some pronunciation practice more. In addition, the students were not really used to working in pairs and groups. They hesitated when I first asked them to talk with their friends. It seems as if pair work and group work were something new to them.

The use of authentic materials such as a menu and an authentic conversation in the experimentations was significant to both the teacher and the students. The materials raised

the students' language awareness and developed their production of the language. Also the materials made the learning experience enjoyable on the one hand, and on the other hand it kept the students motivated and interested in language learning. The materials made the target language contextualized (for example conversation at a restaurant) and natural ( for example talking about likes and dislikes ) and importantly they brought the real world into Malagasy classrooms. The materials enlivened the classes as well. Indeed, the Malagasy classes which I experimented my lesson plans were more lively than the classes I observed . In the theory of authentic materials, Rivers states, "Authentic materials present culture that surrounded ESL students' lives outside of their classrooms" (1998, p 5). Malagasy high school students used the target language in natural and authentic way when they talked about advice, music and they did conversation at a restaurant which is part of their daily lives.

# PART FIVE

## GENERAL CONCLUSION

The purpose of this work was to find out how authentic materials could improve high school students' speaking skill and how speaking skill was taught in Malagasy high schools. Through the investigation of this present work, it is seen that many public high schools lack authentic materials and public high school teachers did not received enough training. Also, speaking skills was not often taught in high schools, as such students do not have time to communicate in English in classrooms. In addition to that, many high school teachers taught speaking by using drills or eliciting responses.

This last section presents a summary of issues about authentic materials and speaking schools observed in some Malagasy high schools. I also include a summary of the results of questionnaires, classroom observations and experimentations of lesson plans. This section also provides recommendations about using authentic materials in Malagasy high schools when teaching speaking as well as recommendations for teacher training and practice.

In the first part of this work, I described some challenges in Malagasy high schools such as the limited hours of teaching and learning English. As noted, Malagasy high school students have four hours a week only to learn English and most of their school subjects are done in French. Another issue in Malagasy high schools is the shortage of materials especially authentic materials. Many schools do not have teaching materials, especially in remote areas of Antananarivo. Only rich schools in town have enough materials to teach English. Also there is a lack of meaningful communication in classrooms due to this lack of materials, and students do not have enough time to communicate meaningfully in the target language. The lack of speaking activities and the limited practice of real life language are seen in most Malagasy high schools. Instead, students often learn grammar rules and do written exercises in their classrooms. Thus, their speaking ability is not well developed. They have little opportunity to interact among themselves. These research questions helped me explore answers or solutions to the problems described by teachers and observed in Malagasy high schools: What are the advantages and disadvantages of using authentic materials in language teaching and learning? What do teachers and students actually use for materials in EFL classrooms? How do authentic materials help teachers and students when dealing with speaking? What could be the pedagogical implications of authentic materials in Malagasy high schools?

In the second part of this thesis, I reviewed theories of authentic materials. It is important to consider the theory of the materials since it is one way to answer the research

questions above. It is clearly documented that the use of authentic materials provides some advantages and disadvantages. For example, Richards states, "Authentic materials are much closer to students' real life" (2001, p 34). Rivers (1998) says that these materials provide exposure to real language and cultural information. According to Murcia (2000), authentic materials motivate students more and support a more creative approach to teaching. Despite these positive sides, Guariento and Morley ( 2001 ) say that authentic materials often contained language structures and culture that are difficult for ESL students to understand. In addition, the materials need good preparation which can be time consuming to prepare. I also reviewed theories of teaching speaking skill, including the reasons for teaching speaking, the components of speaking skill, and techniques for teaching speaking and strategies for developing speaking. The theories that helped me find answers to my research questions were the advantages and the drawbacks of using authentic materials in classrooms, adapting authentic materials for ESL classes, authentic materials and motivation, authentic materials and fluency.

My collected data helped me find more information about the Malagasy reality that was not part of the theory and the previous literature I mentioned in the first part of this work. The data showed that high schools and private schools looked different in terms of infrastructure and teacher preparation for teaching English. In Malagasy high schools I observed, there were always blackboards, teacher desks, benches in classrooms while in private schools (at ACC and CNELA) I saw whiteboards and blackboards, benches, pictures and classroom language on the walls. The number of students in Malagasy high schools was more numerous (at least 45) than the number of students in private schools at ACC and CNELA (at most 20). The impact of class size was that teachers found it much easier to teach speaking to small classes than to large classes. Furthermore, ACC and CNELA received more training than public high school teachers. This is important for this research because these private school teachers who received training knew how to use authentic materials. There was also a difference in the materials available in public high schools and in private high schools in terms and both quantity and quality. In public high schools I observed, there were always books and few magazines whereas in private schools, I saw books, magazines, newspapers, brochures, pictures, novels. The majority of the materials in private schools are authentic, but most of the materials in public high schools are non authentic ones.

Overall, the results showed that public high school teachers did not often teach speaking, whereas ACC and CNELA teachers almost always taught speaking. According to some public high school teachers, they taught speaking because it was one of the four language skills that students should learn. For ACC and CNELA teachers, they taught speaking in order to give their students opportunity to speak English in class, to develop their ability to communicate freely and spontaneously and to make them express their opinions. Concerning materials, public high school teachers reported that they often used books (which were only available in schools) although it was mentioned that books were not sufficient in many public high schools. On the other hand, ACC and CNELA teachers reported that they often used newspapers, magazines, pictures, video, internet and cassette recorder because these materials were available in their resources. In addition, these private teachers said that authentic materials helped their students cope with reality and motivated them more. Yet, public high school teachers said that the materials helped them to teach the language skills. Thus, these teachers have different reasons for using materials: ACC and CNELA teachers are often focused on reality and motivation whereas public high school teachers are often focused on language skills. Indeed, my observations at ACC and CNELA showed that authentic materials helped students developed students speaking' skills especially in terms of fluency.

The following section describes the findings related to this dissertation's four research questions: What are the advantages and disadvantages of using authentic materials in language teaching and learning? What do teachers and students actually use for materials in EFL classrooms? How do authentic materials help teachers and students when dealing with speaking skills? What could be the pedagogical implications of authentic materials in Malagasy high schools?

### 5. 1 Analysis of findings based on research questions

a. What are the advantages and disadvantages of using authentic materials in language teaching and learning?

In some Malagasy high schools I observed, the students lacked practice of real life language in their classrooms. Also materials, such as books, in few high schools contained language that was not often related to Malagasy students' real life. Students learned language structures and elements that were not often related to their everyday lives.



Results from classroom observations and questionnaires at ACC and CNELA showed that most students practiced the target language as it was used in their everyday lives. The materials that the teachers and the students used often provided topics in real life situations. Richards states, “One of the benefits of using authentic materials is that they can spark learners’ interest and motivation since they usually contain topics relevant to different profiles of real life”(2000, p 47). The results from classroom observations and questionnaires showed that authentic materials interested and motivated students. The materials provided topics that were relevant to the students’ real lives such as sports, family, and music. From the results of questionnaires, most teachers said, “We use materials that are motivating and interesting to students.” For example, the students were motivated to speak in English when they used newspapers. The students talked about international news, inventions, and they also talked about how to make a recipe. According to Sanderson, “Authentic materials keep students informed about what is happening in the world so they have intrinsic value” (1999, p 56). Indeed, most Malagasy high school students are interested in international news, inventions and, they are also likely to be motivated when talking about sports, music, and love. They have intrinsic value and feel motivated when they do communicative activities which keep them informed and broaden their knowledge.

Moreover, results of experimentations showed that the use of authentic materials such as a menu interested and motivated high school students to speak in the target language. For example, the students liked to talk about food and to do a conversation at a restaurant. Through authentic materials such as menus and newspapers, students could develop their own productive use of the target language. Teachers used text from the internet to inform the students about the affect of AIDS in peoples’ lives as well as prevention to be taken and an extract from a newspaper to inform the students about consequences of earthquake. Thus, students were motivated to speak when they used materials that contained topics which are relevant to different aspects of their real lives.

Furthermore, Murcia says, “Authentic materials can complement English classes by enlivening the classes and creating a more positive attitude towards learning.” (2000, p 33) Indeed, most classes at ACC and CNELA were lively due to the use of authentic materials. Almost every student participated in speaking activities. However, few classes in public high schools I observed were lively and students did not participate much in speaking activities.

This showed that the absence of authentic materials in classrooms did not help the students speak much in the target language.

Authentic materials can be time consuming to prepare. In interviews with teachers, most high school teachers said that they did not have enough time to prepare materials. They reported that they had to teach large classes (45 students at least), so they found it was difficult for them to prepare materials for all students. Some teachers about 70 percent of high school teachers added that they also had other responsibilities which prevent them from devoting time to prepare materials. Clearly, when teachers do not prepare materials, it has an impact on students: non use of authentic materials does not help students improve their speaking skills. Indeed, authentic materials require much preparation time in order to use the materials effectively. It is especially important to prepare authentic materials well since they play a positive role in motivating students. Also by being exposed to these materials, students will be prepared to process English in their real life situations. Most Malagasy high school students are not familiar with the materials too, that is why the motivation to prepare the materials is especially needed.

According to theory and research, EFL teachers should provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Indeed, the results of my experimentations proved that the classes were lively, students liked to talk in English with authentic materials, they did pair and group works, they interacted among themselves. In other words, the results showed that I had a rich environment and shared knowledge in Malagasy high schools.

Thus, authentic materials motivate students to speak in English. The materials equip them with language elements that students need when they communicate in the target language. Also, authentic materials enliven classes and help students broaden their knowledge. Above all, these materials are more communicative than other materials. However, as mentioned earlier, the materials might be difficult for lower level of students and they might feel frustrated towards the materials.

b. What do teachers and students actually use for materials in EFL classrooms?

As noted, most public high school teachers have a very limited access to authentic materials. Teachers only use materials that are available in their school libraries. During classroom observations in some high schools, their common materials are books (as mentioned, they are not enough). Also high school teachers confirmed from interviews that they often used books; however I did not see any teacher using books during my classroom observations. These results imply that high school teachers do not have access to other materials apart from books.

Due to the lack of materials, most teachers only use chalk and blackboard when they teach. Nevertheless, the results from classroom observations and questionnaires showed that ACC and CNELA teachers used materials such as magazines, pictures, newspapers, and video to familiarize their students with real life situations. For example, in one class at ACC, the teacher and the students used an article from a magazine to discuss about problems between parents and teenagers. In addition, the teacher and the students also used the materials for having meaningful communication in classrooms.

Nevertheless, ACC and CNELA teachers said that they had enough time to prepare materials. The classroom observation showed that these teachers sometimes prepare non authentic materials such as cutting papers into pieces to use for games or to do other communicative activities in their classes. They also used materials from internet. In one classroom observation at ACC, the teacher took a text about fight against AIDS. She made copies of the text and she shared them with her students. Then, she asked the students to read the text and to discuss whether they agree or disagree on the measures taken to fight against AIDS. In another classroom observation at ACC, the teacher and the students used photos of their families. The aim of their lesson was to talk about family members. Below is table showing names of schools which use authentic materials, the purposes of the teachers when using the materials, and the number of classes that I saw using the materials. For example, one ACC teacher used pictures, photos and magazines for motivating her students to speak in English, for making her students talk about their families, and for brainstorming them into a discussion class

Table 3: Names of authentic materials and the purposes of using them

Names of schools	Names of authentic materials	Purposes of using the materials	Number of classes
A CC	Pictures, magazines, newspapers, photos, movies, cd's, songs,	-to expose to Ss to authentic situations. -to motivate them to speak. -to help Ss relate to reality. -to make classes communicative	7
CNELA	newspapers, cassette players , pictures	-to make Ss familiar with English. -to make them express their opinions -to improve their speaking	3

c. How do authentic materials help teachers and students when dealing with speaking skills?

As noted, authentic materials are much closer to students' real life. Authentic materials represent different topics that are related to students' every day lives such as family, love, sports, and environment. Also the materials helped students talk about these topics as in real situations. In one pre-intermediate level at CNELA, the teacher used authentic conversation from a tape which talked about what two people did during the weekend. The activities in the conversation were familiar and natural to the students (played computer games, watched movies). In other words, the students exchanged real information about the activities they did during the weekend. The real communication was more helpful for developing speaking skills as the students were given more opportunities to express themselves in English rather than repeating a given lesson or doing a lot of grammar exercises. When they spoke in the target language, they practiced it in real language which was relevant to their own lives. The following table shows roughly what materials ACC and CNELA teachers use, and how these materials help both teachers and students in terms of speaking skills.

Table 4 : Names of materials and their roles

Names of schools	Names of materials	How do the materials help?
A C C	Cassette , movies , newspaper headlines, pictures	-improve Ss English fluency - make Ss familiar with native speakers -make Ss express their opinion -make teachers teaching more communicative -help teachers vary activities
CNELA	Songs, pictures, brochures	-improve Ss pronunciation -boost Ss enthusiasm and help them use their imagination -help Ss exchange information in spoken tasks -make teachers teaching more communicative

From interviews with ACC teachers, the majority of them (twelve out of seventeen) said that authentic materials like an attractive title in a magazine or a newspaper helped the students express their opinion in English. Also a brochure which gives people some information about interesting places for a vacation helped students develop their speaking skills as well as a topic for discussion from the internet or a book. Moreover, results from classroom observations and questionnaires showed that the use of authentic materials helped students improve their fluency when speaking in English. The students spoke in English with less hesitation and without a long pause. Indeed, the real and natural language in the materials led students to practice good fluency when communicating in the target language. Also the specific results of the questionnaires showed teachers felt that authentic materials were closer to students' real lives, so they were easy to work with. The materials

represent topics that students were likely to talk about such as sports, love, and fashion. The data showed how the use of authentic materials in ESL classes is different and how they are different from the theory. Thus, there are some pedagogical implications of using these materials.

- d. What are the pedagogical implications of using authentic materials in Malagasy high schools?

During my experimentations, I learned that authentic materials helped Malagasy high schools speak in English in natural and meaningful way. I experienced the advantages of using the materials in Malagasy high schools. Firstly, the materials sparked the students' interest and motivation as they contained topics (music, food) which were relevant to the students' real life. Again, the students felt concerned when they talked about things they liked and interested them. Secondly, authentic materials encouraged students to speak in English more freely and confidently. Also, the materials created a lively atmosphere in classrooms. The students smiled, laughed and showed enthusiasm when talking and interacting among themselves. However, I realized that some of the languages used in authentic materials were not related to Malagasy high school students. Indeed, there were vocabulary and cultural differences between English speaking context and Malagasy students' context in authentic materials. As such, I needed to modify some words or pre-teach new words in the materials to make them useful in their classrooms

As a matter of fact, teachers have to make authentic materials comprehensible to students and to assume that teaching and learning goals have to be reached. One way to do this is to pre-teach new words which are in the authentic materials and seem unfamiliar with the students before using the materials. Doff says, "Only words which would make it very difficult to understand a text need to be presented beforehand. (1990, p 59). When teachers pre-teach new words, they can use them in situations which happen in students' every day life. For example, in the experimentation of lesson 2 (Advice), I pre-taught new words in problem statements by giving equivalent or synonym of the words in the materials such as dreadful = very bad, ashamed = shy, tummy = stomach.

During my classroom observations, ACC and CNELA teachers often dealt with complex vocabulary by giving synonyms of words that students had known, showing pictures, paraphrasing, using words in a context. However, most public high school teachers I

interviewed and I observed always gave direct translation in Malagasy and sometimes gave synonyms of words in English. This use of synonyms to explain new words was quite successful as the majority of the students got the meaning of words across. As such, teachers used different techniques in classrooms and tools (classroom observations, questionnaires and interviews) with teachers showed if they received a training or not.

Although my experimentations with authentic materials were rather successful, I faced some problems in classrooms such as managing time, doing pair work and group work. As already mentioned in the first part of this work, 3 or 4 hours a week is only devoted to English class in high schools, and this limited time is always spent on doing grammar structures and topics, but little time is devoted to speaking activities. As I was not really accustomed to teaching the students, my way of teaching seemed new for them and I realized that they needed much time to assimilate and to follow the lesson well. I would then suggest that it is better to plan with students a few activities in the first days of studies, and increase the activities little by little when the students begin to be on familiar terms with the way the teacher holds the course. In the same way, when the teacher gets to know the students' capacity and speed, she or he will be able to choose an appropriate activity which students can perform in a limited period of time. Apart from time management, another issue in my experimentations also was the use of pair works and group works.

Again, teaching large classes as the case of Malagasy high school teachers is a big challenge. Regarding this problem, doing pair works and group works help much, and it promotes communicative and interactive learning towards students. Nevertheless, this reality about pair works and group works was not what I expected to be in my experimentations. Indeed, Malagasy high school students were not used to such kind of interactive learning unless they were asked to do some presentation themes, often called *expose* in which a group of three or four students present in front of the class. As such, the students were reluctant to work with their friends, and this was mostly due to the kind of activities high school teachers are used to giving to students, which are rather individual works. So to promote students' interaction, it is advisable for high school teachers to make their students work in pairs and in groups as often as possible. At the beginning, students may not be very enthusiastic about such kind of management, but the more the students do pair work and group works in class, the more they are becoming familiar with them, and the classroom interaction will improve.

Regarding authentic materials, they will highlight the status of English by showing the usefulness of learning a foreign language. Indeed, any use of authentic materials should be the result of a process of selection in order to avoid using materials that may be too difficult to implement in the light of stated teaching objectives. When choosing authentic materials, newspaper articles for example sports, reports, news could be interesting to students, and any background information the students have will be very helpful before they do activities in classrooms. Selecting authentic materials for *Seconde* class may be difficult, but not if teachers look for materials that include a suitable amount of nonlinguistic information, that is pictures, diagrams, figures and other drawings that help students for example understand texts. Authentic materials should not be culturally biased, because there may be a culture disconnection between Malagasy culture and English culture. So, teachers should be provided with detailed information concerning the cultural implications of the materials, and they need to adapt contexts to Malagasy students' real lives.

## 5.2 Recommendations for teacher training and future research

Indeed, the lack of teacher training impacted students: teachers did not really know how to use authentic materials and how to teach speaking skills; as such the students' speaking skills were not developed. Thus, Malagasy high school teachers should be trained on how to use authentic materials when teaching speaking and the other three language skills (writing, reading and listening). In other words, teachers should learn how to use other teaching and learning materials apart from books. For example, in pre-service training for future teachers, the use of authentic materials should be included in didactic and micro-teaching courses. Pre-service trainers or trainees should learn how to use authentic materials in large classes, and how to adapt authentic materials related to Malagasy high school students' needs and real life situations. For example, teachers should be trained in how to use authentic materials when talking about sports, health, music, family. These are topics which are included in students' real lives. Importantly, they should learn how to use authentic materials aligning with Malagasy curriculum. Besides, in-service training for current teachers should provide them with sessions in which they learn more about authentic materials. Indeed, future teachers should know how to use the materials when teaching speaking to large classes. Below is a sample syllabus for a training on using authentic materials.



Table 5: A sample syllabus for a teacher training on using authentic materials.

Training themes	Skills/ Functions / Themes / Grammar	Aims	Types of authentic materials	Levels of students
Unit 1:  Choosing authentic materials	-four skills ( speaking, writing, reading), all themes, functions and structures	To be able to select authentic materials that suit the students' level and abilities	photos, pictures, newspaper photographs, canned food labels	Beginner, Intermediate
Unit 2:  Adapting authentic materials	four skills ( speaking, writing, reading), all themes, functions and structures	to learn to adapt authentic materials to Malagasy high school teachers and students' real life.	labels, menus, recipes, job offers, conversations	Beginner, Intermediate Advanced
Unit 3:  Using authentic materials to teach grammar	English verb tenses ( Past, Present, and Future tenses )	To learn more about how to speak naturally about past, present and future activities	postcards, newspaper or magazine articles, brochures or leaflets	Beginner, Intermediate Advanced
Unit 4:  Using authentic materials to teach language skills	four skills ( speaking, writing, reading)	To learn to teach the four skills by using authentic materials	recording conversations, interviews, instructions, advertisements, notices, newspaper or magazine articles	Beginner, Intermediate Advanced

Unit 5:  Using authentic materials to teach language functions	Functions ( Advice and opinion, apology, requests, invitation, intentions and plans, Agreement and disagreement	To learn to teach language functions by using authentic materials	recording conversations, brochures, invitation cards, newspaper or magazine articles, pictures	Beginner, Intermediate Advanced
Unit 6:  Using authentic materials to teach themes	jobs, environment, customs and traditions, families, health	To be able to use authentic materials when talking about jobs, families, sports, customs, environment	pictures, texts, conversations, newspaper or magazine articles, job announcements, radio programs	Beginner, Intermediate Advanced

Also, there should often be workshops for public high school teachers who are already at work, for example a workshop about exploiting and adapting materials for teaching speaking. It is advisable that teachers use and exploit materials that are not difficult to find. For example, materials that students often see in their everyday lives (bottle of water, pictures, calendar, newspapers, and boxes). Also, teachers should learn how to select available materials which suit the students' level and materials which are helpful to both teachers and students to reach their goals. When teachers use materials, they should know that the materials help students speak the target language as it is used in real life situations ( talking about family, love, sports, studies, music). Larimer states "Authentic materials should enable students to interact with real life language and content rather than form (1999, p 5). As such, when the materials are used in classrooms, students should feel that they are learning a language as it is used outside their classrooms. In other words, the materials should help Malagasy high school students to communicate meaningfully. The materials should help and encourage the students to talk more about their own leisure or interests.

Clearly, their speaking skills are likely to be improved if the materials enable them to talk about things related and close to their daily lives such as fashion, music, sports, and friends. Teacher training can help teachers reach communicative goals by teaching teachers strategies and techniques when using the materials in classrooms.

As noted, speaking activities are insufficient in many Malagasy high schools. According to theory and research, EFL teachers( like Malagasy high school teachers ) should provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Although Malagasy high school teachers face large classes, they should try to involve each student in every speaking activity. For example, after break-time, teachers can try giving an activity to make them focus before attempting speaking activities that involve pair or group works. Besides, authentic materials should be used to make the students focus more on fluency rather than accuracy. That is to say the materials should enable the students to speak in English freely and confidently. Again, authentic materials play a positive role in motivating students. Teacher training sessions should give tips to teachers on how to use authentic materials to motivate students. By being exposed to these materials, students will be prepared to process language in real situations. Indeed, newspaper articles could be very interesting for example sport reports and news with which students are familiar with. Also, teachers may find materials such as a booklet or a manual giving information about how to use a mobile phone, a sewing machine, a camera in English. A short job offer in newspapers can be helpful to make students talk about as well. Even in local newspaper in Madagascar, Malagasy high school teachers can find job offers which are written in English. For Second class, for example, teachers can use a simple instruction about taking medicine.

As mentioned, Malagasy high schools lack teaching and learning materials. The Ministry of Education should allocate a special budget for the materials in Malagasy high schools. Yet, the materials should be linked with Malagasy curriculum. This implies that, again, teachers should be trained how to use authentic materials according to the topics, language functions, language skills or structures in the curriculum. Also, the choice of materials should take into consideration regarding to the reality of teachers experience, time, large classes and lack of training. Besides, there should be collaboration between private schools (which have access to authentic materials) and public high schools so that the latter can benefit from the materials.

Again, this present research focuses on using authentic materials to improve Malagasy high school students' speaking skills. It is then recommended to look at how authentic materials can be used to teach the three other language skills (writing, reading and listening). Malagasy high school teachers also should see how other countries use authentic materials in ESL or EFL classrooms. For example, watching and taking part in a video-conference may be helpful for teachers to learn more about authentic materials. As it is sometimes a problem for teachers to find materials which suit the students' level and the Malagasy curriculum, it is then advisable to see how materials align with this curriculum. Future research should look at how to develop teachers' methods and techniques when using authentic materials in classrooms.

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# APPENDICES

School: American Cultural Center ( ACC )

Level: High beginner

Time: 9: 30 – 10: 30

Date: March 16<sup>th</sup>, 2009

Aim of the lesson: Students will be able to talk about family members

MATERIALS	TOPICS/ STRUCTURES	ACTIVITIES	TEACHER' S WORDS	COMMENTS
-handouts -photos -cassette player	Family	<p>-Ss did crosswords ( about names of family members)</p> <p>Answers of the crosswords: mother, father, son, daughter, aunt, uncle, niece, nephew.</p> <p>- Then, T showed her Ss A photo of her family.</p> <p>-Ss asked T questions about her family in the photo.</p> <p><u>Some of the Ss' questions</u></p> <p>. Who's she? . How old is she? . What does she do? . Is she married? . Who's that man? . Where does he live?</p> <p>Finally, the students did a listening activity related to the topic. In the conversation in a cassette, three people talked about their family members.</p> <p>Ss answered T 's question, " They are talking about their family."</p> <p>Ss replied, " three"</p>	<p>-T asked Ss to remind her of the names of family members they learned the day before</p> <p>- T asked Ss to give the answers of the crosswords.</p> <p>- T said to her Ss, " Look at this photo!</p> <p><u>-T answered Ss' questions</u></p> <p>. She's my sister. . She's 28. . She's a nurse. . Yes, she's married. . It's my brother. . He lives at Ampefiloha.</p> <p>T said to the Ss, " You are going to listen to a conversation now , then I'll ask you after what people in the conversation are talking about.</p>	<p>-T spoke English during the class time.</p> <p>-T rarely wrote on the board.</p> <p>-Ss liked doing crosswords as they felt concerned about family members.</p> <p>-It was a speaking class.</p>

		<p>Ss said, “ the girl said that she has a small family, they are just four in the family. Her father, mother and her younger brother. Her father is TV producer ,her mother is a secretary and her brother is a junior high school student.</p> <p>“ the boy said they were six in the family, his grandmother, his father, his mother and his two sisters . His father is a university teacher, his mother is an accountant and her sisters are both university students, but sometimes they work part –time.</p> <p>“ the last girl said they are only three in her family, his father is a mechanic and her mother is a homemaker.</p> <p>Ss worked in pairs, and took turns asking about their family .</p> <p>-Here is an examples of what the Ss said.</p> <p>“ We are five in my family. My father , my mother. I have two brothers and no sister. My father is a bus driver and my mother is a teacher. My brothers study at university of Ankatso”</p>	<p>T asked the Ss, “ Yes, What were the people talking about?</p> <p>“ Good, how many people are there in the conversation? ”</p> <p>“ Alright, now listen again, and then tell me more about each person’s family.”</p> <p>“ very good ”</p> <p>“ Right, now work in pairs, use your own photos and talk about your family.</p>	<p>There is a real students interaction.</p> <p>-Some students could talk about their family in English, and communicated meaningfully in real situation.</p>
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## CLASSROOM OBSERVATION TOOL 2

Level: *Premiere* class C

Date: April 8<sup>th</sup>, 2009

Aim of the lesson: Students will be able to report news or events in English.

MATERIALS	TOPICS/ STRUCTURES	ACTIVITIES	TEACHER' S WORDS	COMMENTS
-blackboard -local newspapers ( Midi Madagascar, Gazetiko, Les Nouvelles, Taratra, Ma Laza)	-Talking about recent news -Reporting events	-Reporting news or events from the newspapers          -Ss reported, ‘ Rossy, The Malagasy singer could not come back to Madagascar because there is politics problem.’    -Another S reported, ‘ there was an accident in Antsirabe last Tuesday, and many people were blessee, and three people died	-T asked SS if they read newspapers -Then, T told students that she brought some newspapers. - As T shared them, she asked Ss to read a section or article they liked  -After ten minutes, T asked a volunteer in each group to report to the class what they had read in the newspapers.	-About 20 Ss out of 49 replied yes  -The newspapers were not enough for the Ss though they were divided into groups.  -As some Ss did not get newspapers, they did not participate in the activity, and they talked about something else in Malagasy.  -Most Ss were interesting in reading horoscopes, jokes and TV program.  -Some Ss had little difficulty in translating the article or the section they had read [ in French or in Malagasy ] into English, but in general they could report it quite well.

School: *Lycée Jean Josegh Rabearivelo ( J J R )*Level: *Seconde class*

Time: 2: 00 – 3 pm

Date: February 7<sup>th</sup> , 2009

Aim of the lesson: Students will be able to express interests and disinterests, to review some lessons of borrowing and lending , likes and dislikes, requesting and offering help.

MATERIALS	TOPICS/ STRUCTURES	ACTIVITIES	TEACHER' S WORDS	COMMENTS
-blackboard	-Likes and dislikes [review]  -Borrowing and lending [review]  -Requests [review]  -Expressing interests and disinterests	Here are the role plays <u>Role card 1</u> A -Greet B -Borrow B's dictionary B -Answer A's greeting -Accept to lend your dictionary to A <u>Role card 2</u> A -Greet B -Ask B to close the door -Thank B B -Greet A -Accept to do the service -Answer A's thanking <u>Role card 3</u> A -Greet B -Offer a help to carry B's bag B -Greet A -Accept A's offer and thank him	-T asked 8 pairs of Ss [ 4 boys and 4 girls ] to perform the role plays in front of the class  -After words, T told Ss to work in pairs and to talk each other about activities they liked and disliked doing.  -Then, T asked Ss if they liked watching TV.  -T asked Ss if they watched ' Au Coeur de passion ' [ a soap opera in French version ]  -Then, T wrote a dialogue which contained some expressions of interests and disinterest  -T asked Ss, ' what do you think of the soap opera.	-Ss could perform the conversation quite well.  -Most of the Ss participated on the activities about likes and dislikes.  -They replied Yes  -About 30 Ss out of 48 watched this soap opera  -The dialogue was about 4 people talking about this soap opera and the last football match  -Ss answered, ' It's good,' ' It's fantastic, ' It' s terrible, ' I don't like it.

Level: *Seconde* class

Date: April 12<sup>th</sup>, 2009

Aim of the lesson: Students will review the simple past and to use likes and dislikes with V-ing

[illegible]

			<p>-Afterwards, T asked Ss to about activities they liked doing and disliked doing</p>	<p>church last Sunday</p> <p>-Ss responses</p> <p>Ex I like swimming</p> <p>I dislike smoking</p> <p>I like singing and dancing</p> <p>I don't like listening to radio</p> <p>I detest playing football</p>
		<p>-T said ten verbs in French and in Malagasy and Ss translate them in English, give the infinitive, the simple past and the past participle</p>	<p>-Finally, T told Ss to review the irregular verbs list. She said ten verbs in French and in Malagasy</p>	<p>Ex</p> <p>T. Manger Ss. To eat ate eaten</p> <p>T. Mihazakazaka Ss . To run ran run</p> <p>T. Nager Ss. To swim swam swum</p> <p>T. Matory Ss. To sleep slept</p> <p>T. vendre Ss. To sell sold sold.</p> <p>-Most of the students learned and remembered the verbs well</p>



School: Centre Nationale d' Etude de la Langue Anglaise [ CNELA]

Level II

Time: 4: 00 – 5 00 pm

Date : March 23<sup>rd</sup> , 2009

Aim of the lesson: Students will review the simple past and to use likes and dislikes with V-ing

MATERIALS	TOPICS/ STRUCTURES	ACTIVITIES	TEACHER' S WORDS	COMMENTS
-handouts  -blackboard	- Future with WILL  -be going to	-Ss answered T' questions  ' Fine, thanks' ' Nothing to say'  ' I went to the post office to mail a letter.	-T greeted the class and asked Ss  ' How are you '  ' What's new'  -T asked one S  ' Where were you yesterday'  -T explained the future with WILL and be going to  -T said that WILL is used in a condition  Ex If it is fine tomorrow, I will play tennis with my friend.  -T said that ' be going to is used to express near future or a plan  Ex I am going to visit my parents on Saturday	- Ss understood the difference between the use of future with WILL and be going to.
		-Ss replied, ' If I have time next week, I will buy a new T shirt.  ' If I have time next week, I will	-After the explanation, T asked each S, ' What will you do if you have time next week	-Ss interacted among themselves and they communicated meaningfully.

		<p>go to my aunt '</p> <p>' I I have time next week, I will play basket ball with my friends.'</p> <p>' I I have time next week, I will borrow books at the library</p> <p>-Ss talked about their future plans.</p> <p>S1 What are you going to do next Saturday</p> <p>S2 I am going to my countryside with my sisters, and you</p> <p>S1 me, I am going to swim with my friends,</p> <p>S3 What is your plan for Wednesday afternoon</p> <p>S4 I am going to learn dancing, and you</p> <p>S5 I am going to the library municipal.</p>	<p>-Then, T asked Ss to work in pairs and to talk about their future plans, using ' be going to'</p> <p>-</p> <p>-</p>	<p>They could talk about their future plans.</p>
--	--	--	--	--

## Appendix 6

### INTERVIEWS FORM

Name: .....

Age: .....

Years of experience: .....

Training: -

-

-

-

### QUESTIONS

- 1- How long have been an English teacher?
- 2- How often do you teach speaking?
- 3- How do you teach speaking?
- 4- Why do you teach speaking?
- 5- What materials do you often use when you teach speaking?
- 6- Why do you use the materials that you use?
- 7- Have you ever used authentic materials in class?
- 8- What do you think are the advantages and the disadvantages of using authentic materials?
- 9- Did you receive any training? If so, what was the training about?

## QUESTIONNAIRE

**School Name:** LMA  
**Student Level:** 1ere et  
**Teacher:** Terminale  
 ( or Anonymous )

The purpose of this questionnaire is to learn more about using authentic materials in Malagasy Lycée. Your contribution to answer the following questionnaire will be a great help for the completion of my thesis.

1) How often do you teach speaking in each class? (Please check all that apply)  
☐ never ☐ rarely ☐ sometimes ☒ often ☐ always

2) Can you describe how you teach speaking?

- Sometimes by using pictures  
 - asking them to tell the news.  
 - through the questions

3) Why do you teach speaking? part of life / they need it now & later on.

4) What materials do you use when you teach speaking? (please check all that apply)

☒ books ☒ newspapers ☐ magazines ☒ cassette tapes ☐ maps ☐ brochures  
☐ others (please specify) photographs - pictures - photocopies.

5) How much do your students participate during the speaking session? (please check all that apply)

☒ very much ☒ so so ☐ not so much

6) What motivates your students to participate in speaking?

- they are eager to do  
 - they want to learn  
 - they want to show that they are good at it

7) What inhibits your students to participate in speaking?

- they are shy  
 - lack of vocabulary  
 - they are afraid to make mistakes

8) Why do you use the materials that you use? (please check all that apply)

☒ because they are easy to find and to use

☐ Because I know how to use them

☐ because I have been using them for a long time

☒ because they motivate my students more.

☒ because they are related to my students' lives.

☐ because they are authentic.

9) What do you think are the advantages of using authentic materials such as ( real magazines, newspapers, dialogues, maps, brochures, leaflets, tourist guides)?

They fit to the purpose - they are colourful.

10) What are the disadvantages of the materials above?

Some of them are not easy to find / too small to be seen by all the pupils in the classroom - not easy to be reproduced.

School: *Lycée Moderne Ampefiloha (LMA)*

Level: *Seconde classes*

Topic: *Likes and Dislikes*

Aim: *Students will be able to talk about kinds of music they like and dislike*

Material: *authentic conversation in a tape*

### Recommendations:

When using an authentic conversation, EFL teachers should pre-teach new words which EFL students are not familiar with. There are some techniques that teachers can use when presenting new words to students like drawing, giving synonyms, showing pictures, paraphrasing, explaining, contextualizing and translating. In this lesson plan, I explain a new word in English and I give an equivalent word in English.

Besides, EFL teachers have to follow a procedure or a step of a lesson plan such as presentation, practice and production. In a presentation stage, teachers present new words or structures and give examples. In a practice stage, students practice using the new words or structures in a guided and controlled ways. In a production stage, students use the new words or structures more freely and less controlled.

### PROCEDURE

- First, teacher asks students if they like listening to music.
- Then, teacher tells students that he likes listening to Rnb, but he does not like listening to Jazz.
- Teacher asks students the kinds of music they know.

### Expected answers

Rock - rap- classical - pop – country – slow – jazz - reggae – rnb – techno - others

- Teacher tells students that they are going to listen to a conversation about music that one boy likes and a girl does not like.

## → PRESENTATION

- Teacher presents new words in the conversation before the students listen to it.
- Teacher explains that U2 is a group of rock band in Ireland. Here in Madagascar, we have some names of rock band too, for example Ambondrona , Mage 4. Teacher may ask students to give some more names of rock band.
- Teacher also gives an equivalent of ' can't stand ' in the conversation ' do not like very much
- Then, the teacher make the students listen to the conversation.

### Conversation

Liz: Do you like jazz, Tom?

Tom: No, I don't like it very much, do you?

Liz: It's OK. What kind of music do you like?

Tom: Well, I like rock a lot.

Liz: What's your favorite group?

Tom: U2, How about you? Do you like them?

Liz: No, I don't. I can't stand them.

- After listening to the conversation, teacher may check if the students have understood the conversation by asking them a few questions to them such as:

- What's the name of the boy?
- Does he like Jazz?
- What kind of music does he like then?
- How about the girl ?
- Then, teacher ask students to repeat the conversation after the speakers.
- Teacher make the students do repeat the conversation in pairs.

## → PRACTICE

- Teacher writes an incomplete conversation on the board, and students have to complete it with the kinds of music above.

Student 1: Do you like .....

Student 2 : No, I don't like it very much. Do you?

Student 1: It's ok. What kind of music do you like?

Student 2: Well, I like .....a lot.

- Then, teacher makes the students do the conversation in pairs.

→ PRODUCTION

- Teacher asks students to work in pairs and to talk about the kinds of music they really like.
- Students may extend the conversation and mention their favorite singer or group.

School: *Lycée Ambohidratrimo*

Level: Premiere classes

Topic: Asking for and Giving advice

Aim: Students will be able to ask for and give advice

Material: extracts of problem and solution statements from a journal.

### Recommendations:

When using authentic language such as in a short paragraph or a few statements , EFL teachers have to know if there are new vocabulary that EFL students do not know yet. As the new words are already used in a context or an appropriate situation, EFL teachers should not explain them again in an isolated way. Instead, teachers can paraphrase them or use simple English to explain them. In this lesson plan, I give synonyms of new words in English. As the content of the statements is not familiar with Malagasy high schools, I modify some of the new words into simple English words. Yet the structure seems authentic to the students.

### PROCEDURE

- Teacher asks students what they do when they have problems.
- Teacher expects students to answer: “ We ask for advice

### → PRESENTATION

- Teacher give some synonyms and modifies some of the new words in the problem and solution statement

New words	Synonyms or modified words
dust	clean
Talcum powder	Bom relax
Canvas shoes	Shoes
Dip	Put
Soften	Make soft
Tummy	Stomach
Three quarter length jacket	Jacket
Awful	Very bad
Bothered	Disturbed
Struggling	fighting



- Teacher shares copies of the problem and solutions statements with students.
- Then, Teacher reads the problem and solutions for the students.
- Teacher elicits and extends some expressions that students use when asking for and giving advice.

### Asking for advice

- Can you offer any advice?                      - What can I do?                      - What should I do?
- What do you advise me to do ?                      - What would you do if you were me?
- Do you think I should.....?                      - Should I.....?

### Giving advice

- I think you should / shouldn't.....
- You ought to .....
- You'd better.....
- If I were you, I'd.....

### → PRACTICE

- Teacher shares some other problem and solution statements ( in disorder ) with students. Students work in pairs and match each problem statement with the appropriate solution statements.
- Then, students still work in pairs. One student reads one problem statement and the other one reads the solution statement.
- Afterwards, teacher also ask students to do the following drill in pairs. ( for Second class )

PROBLEMS	SOLUTIONS
- I have a toothache	- Need a vacation
- I am really tired	- Go to the police
- I have lost my passport	- Not lift anything heavy
- I have a backache	- Go to a dentist

### Example:

Student 1: I have a toothache. What should I do ?

Student 2: I think you should go to a dentist.

→ PRODUCTION

- 1) Students are asked to work in groups. They are given some other problem statements and they have to find some appropriate solutions to them.
- 2) Students work in pairs. One mentions his or her own problem and asks for advice. The other student tries to give advice.

School: *Lycée Andoharanofotsy*

Level: *Seconde classes*

Topic: *Ordering meals in a restaurant*

Aim: *Students will be able to use polite expressions, questions and responses when ordering meals in a restaurant and to know some vocabulary about food*

Material: *menus*

Recommendations:

When using menus, EFL teachers should explain the meaning of food if it is not real to EFL students. In this lesson plan, the menu is adapted, that is to say I have modified some of the new words which are not familiar with Malagasy high school students, for example: prawn cocktail, trout, hot dog, scampi, apple pie. Instead, I used pizza, vegetable soup, chicken with peas, pork with carrots. Teachers may make some copies of menus if they are not enough for students. Then, teachers should give guidance and instructions on when and how to use the menu. Students may be asked to work in group of three or four when doing a conversation at a restaurant. One student is a waiter or waitress and the other students are customers. Teachers may ask some or all groups to perform the conversation in front of the class, and act as if they are at a restaurant not in class. This shows that students use the target language in a natural and authentic ways. Teachers also have to tell students that polite questions, replies and phrases are often used in a restaurant.

PROCEDURE

- Teacher asks students if they have already had meals in a restaurant.
- Then, teacher can ask students what they had eaten.
- Students give some of the names of food (in Malagasy or English),

→ PRESENTATION

- Teacher presents some names of meals by showing some pictures (cheese, fish, pork, sausages, ice cream, yogurt, beef, vegetables)
- Then, teacher presents a conversation at a restaurant to students.

### Conversation

Carol is having lunch with her uncle John. They are looking at the menu.

Uncle John: What would you like first, Carol?

Carol: I'd like vegetable soup, please. What are you going to have?

Uncle John: I think, I'll begin with spaghetti sauce, then I'll have chicken with peas.

Carol: And, I'd like pork with greens, please.

Uncle John: Fine, Waiter ?

Waiter: Yes, sir! May I take your order?

Uncle John: We'd like, Vegetable soup, spaghetti sauce, chicken with peas and pork with greens

Waiter: All right, would you like anything to drink?

Uncle John: Yes, We'd like a bottle of coca.

- Teacher read the conversation so that the students know how to pronounce the names of food.
- Then, teacher asks the students to repeat the conversation ( in groups and in pairs )
- Afterwards, teacher elicits the polite questions, phrases that are used in the conversation.

( What would you like.....? , May I take your order?, We'd like....., I'd like.....)

#### → PRACTICE

- 1) Students are given an incomplete conversation and they have to complete it with the polite questions and phrases above.

Student 1: ....., please ?

Student 2: Yes, ...

Student 1: And.....anything to drink?

Student 2: .....a coke, please.

- 2) Students are also given an incomplete conversation, but this time they complete it with names of food and drinks in the menus.

Student 1: Are you ready to order, Sir?

Student 2: I'd like....., please. What are going to have?

Student 3: I think, I'll begin with....., and then I'll have

→ PRODUCTION

- Students are asked to form a group of three, then they are given menus and build their own conversations at a restaurant.

# Can you help?

**Letters giving advice**

**1** Here is a selection of letters giving advice from different kinds of advice columns. Match them to the appropriate advice columns below:

- a You and your pet
- b Cookery helpline
- c In confidence
- d Tips for a fabulous summer
- e You and your family
- f Fashion helpline

**2**

I suggest that you keep your feet cool by dusting with talcum powder. Wear good quality leather or canvas shoes – and ankle socks. When you get a chance you should rest your legs and dip your feet into a bowl of cold water. Massage in a body lotion to soften the skin and help aching muscles.

**3**

Your daughter seems to be growing normally and is under the care of her consultant, so try not to worry. It does happen with some children. They develop perfectly healthily even though they seem to exist on thin air. Make sure her food is well balanced and try to avoid junk food and sugar. And remember – meal times with your little girl should be happy and sociable – let her see that you are enjoying food.

**4**

I suspect she learned to bite before you bought her and was not looked after at an early age. It will be difficult to tame her now. Try to give her food from your hand. When she has learned that hands mean food, try stroking her tummy as she feeds. She will need something to chew. Try twigs from fruit trees, hard dog biscuits or brazil nuts. Put some sand in a corner of the cage so she can dig, and give her a small cardboard box or tube to hide in.

**1**

I don't know why this has happened but it sounds as if you are suffering from depression. It may be a case where a short course of antidepressant tablets could actually help. I think you should talk to your doctor.

If you are not interested in cooking perhaps your food is not well balanced? Try taking vitamins every day. I'm sure this feeling is only temporary – it will pass. You sound like someone who normally gets on with life. Don't hang around at home – it will only make things worse.

**THE MEDIA**

5

A lot of people get very confused about this, so you are not alone! We checked with the Vegetarian Society and they confirmed that true vegetarians do not eat any kind of meat, fish or shellfish. However, they may eat milk, cheese, yoghurt or similar products from an animal source. A vegan, however, eats no animal products at all, which includes dairy products, meat and fish. I hope this puts an end to any confusion.

6

I think a water-proof, three-quarter-length jacket would be ideal. Find one with a matching skirt so you could wear it separately or make it a smart outfit. Many styles like this are available from department stores all over the country.

#### I THINK ABOUT HIM CONSTANTLY

I am 17 and I've fallen in love with a man who is 10 years older than me. He is a life guard at a local swimming pool. I've found out quite a lot about him from a school friend because her parents know him. I know that he has very similar interests to me and he plays the same sports. From the way he acts when I go to the pool it's obvious that he has noticed me. He smiles at me and doesn't take his eyes off me. What should I do? How can I let him know how I feel without making a fool of myself?

Sharon, Manchester

#### FREEZING FINGERS

I find that when I run in cold weather my fingers get terribly cold. Although they warm up after about 20 minutes, the first five kilometres are very painful. Should I run with my hands in my tracksuit pockets? Is there any way to beat the cold?

P.J. Smith, Glasgow

#### SHOULD HE WEAR AN EARRING?

My boyfriend wants to get his ear pierced so that he can wear an earring. I'm not sure this is a good idea. Do you think I should try and stop him?

Pamela, Cardiff

**A**  
**SMART COAT FOR AUTUMN**  
(Fashion helpline)

I don't want to buy a heavy coat this autumn but I need something for the cold weather. I was thinking of a mac but I'd really like something smarter. Do you have any ideas?

**B**  
**I'VE LOST INTEREST IN EVERYTHING**  
(In confidence)

I am on my own after a divorce a few years ago. That is all behind me now and I've worked hard at making a new life for myself by joining a dancing class, making new friends and I love the walking club that I've joined. Although I live alone I'm not really lonely. Just recently, though, I've lost interest in everything. In my home and in my life. My brain feels like cotton wool at times. I've talked this over with my friends but it doesn't seem to help. I can't even be bothered to cook for myself and I have an awful feeling of insecurity. I know if I talk to my doctor it will mean a prescription for tablets and I don't want to start taking drugs.

**C**  
**STRICTLY VEGETARIAN**  
(Cookery helpline)

I get very confused when I hear people say they are vegetarians and then they go on to say they eat fish. Surely a vegetarian is someone who eats no animal products at all – not even things like honey, yoghurt or cheese.

**D**  
**FOOT NOTES** (Tips for a fabulous summer)

My feet often swell up in the heat, especially if I am travelling. What can I do?

**E**  
**HOW DO I TAME MY HAMSTER?**  
(You and your pet)

The 10-week-old female hamster I bought is not a very satisfactory pet. She spends most of her time biting the wire bars of her cage. She has bitten me several times when I've picked her up. Can you offer any advice?

**F**  
**WHY WON'T SHE EAT?** (You and your family)

My one-year-old daughter has always been a great problem. She doesn't want to eat. We have been struggling with her meals since she was three months old, and now she only weighs 7.5 kilos. She has seen a specialist who tells us that she is healthy and that we shouldn't worry, but I do get very worried sometimes.





## M E N U

### STARTERS

Prawn Cocktail £1-50  
 French Onion Soup £0-75  
 Pâté £1-00  
 Melon £0-85  
 Trout £2-00  
 Fruit Juice 50p  
 Avocado with Prawns £1-00

### MAIN COURSES

Veal (in cream sauce with brandy) £3-10  
 Chicken (fried in breadcrumbs) £2-50  
 Steak (in red wine sauce with mushrooms)  
 £3-50  
 Scampi (served with tomato and garlic sauce, and  
 rice) £3-45  
 Roast Beef (with Yorkshire pudding)  
 £3-60

SALADS — mixed, green, tomato £0-75

### VEGETABLES —

Cauliflower £0-50 Brussels Sprouts £0-50  
 Courgettes £0-60 Peas £0-40  
 Green beans £0-50 Carrots £0-40  
 Potatoes — boiled, French fried, roast, baked £0-50

### WINES

Muscadet (French) Mosel (German)  
 Beauvieu (English) Graves (French)  
 Soave (Italian)

<h1>Menu</h1>	
<i>Melon</i>	<i>Paté (served with toast)</i>
<i>Egg mayonnaise</i>	<i>Vegetable soup</i>
<i>Ham and cheese salad</i>	<i>Onion tart</i>
<i>Roast beef</i>	<i>Steak and kidney pie</i>
<i>Roast pork</i>	<i>Chicken curry</i>
<i>Lamb chops</i>	<i>Spaghetti bolognaise</i>
<i>Vegetables</i> <i>(tomatoes - cabbage - peas - carrots - potatoes)</i>	
<i>Apple pie and cream</i>	<i>Chocolate cake</i>
<i>Fresh fruit salad</i>	<i>Ice-cream</i>
<i>Cheese and biscuits</i>	

## Olympic Report

Good evening. It's 11.15 . . . and it's time for 'Olympic Report'. Our report tonight is coming live by satellite from the Olympic Games.



### Swimming

Good evening. Well, today's most important event was certainly the women's 200 metres freestyle. The American, Doris Kennedy, was first and got the gold medal. She swam the 200 metres in a new world record time of 1 minute 58 seconds. The U.S.A. won two gold medals yesterday, and three the day before, so in the first three days they've won six 'golds'.

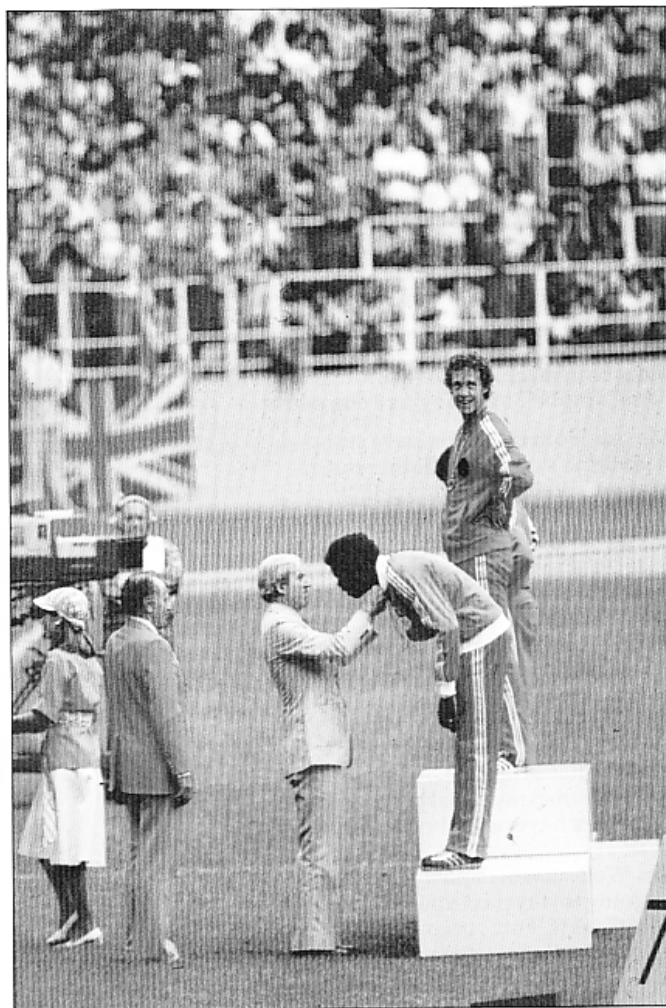
### Javelin

This is Jack Lumber from Canada. This morning he won the men's javelin final. At his first attempt he threw the javelin over 100 metres. Nobody has ever done this before. Unfortunately there was nearly a terrible accident in the javelin event. Henry Fraser, the British competitor, slipped when he was throwing his javelin and it hit a judge in the foot. Luckily, it didn't hurt him.

### Gymnastics

Here we are in the Olympic Gymnasium. Olga Ivanov, the fifteen year old Russian gymnast, has just finished her display. We're waiting for the results now.

And here's the result! She's got an average of 9.5 points. That's the best score today! Olga's won the gold medal!



# DAILY NEWS

27p

WEDNESDAY, JUNE 20th

No. 712 142

## £5,000 BANK ROBBERY IN THE CITY

There was a bank robbery in central London yesterday. Just before closing time yesterday, a man entered the Butcher Street Branch of the National Westminster Bank. He was carrying a shotgun, and wearing a stocking mask over his head. There were only a few customers in the bank at the time. He made them lie on the floor, and forced the cashier to put the money in a sack. As he was leaving, the security guard tried to ring the alarm. The robber shot him and the guard is now in St Patrick's Hospital. Surgeons are trying to save his life. Last night the police arrested a man in South London. He is now helping the police with their enquiries.



### STATEMENT OF WITNESS

(C.J. Act 1967, ss. 2, 9; M.C. Rules 1968, r. 58)

STATEMENT OF John Alfred Smithers (Full Name)  
 AGE 36 OCCUPATION Cat Solomon  
 ADDRESS Flat 4, Paradise Court, Ealing, London W5

This statement (consisting of one page each signed by me), is true to the best of my knowledge and belief and I make it knowing that, if it is tendered in evidence, I shall be liable to prosecution if I have wilfully stated in it anything which I know to be false or do not believe to be true.

On Tuesday afternoon I was at Ascot races with my girlfriend, Isadora Zell. We left my flat at 1 o'clock in my white Jaguar and drove to Ascot. We didn't stop for petrol but we had lunch in a pub. I don't remember the name of the pub, but it was somewhere between London and Ascot. We had beer and sandwiches outside. We arrived at the race-track at 1.55, in time for the first race. We stayed there until the last race at 5 o'clock. We were very lucky. I won a lot of money but I can't remember exactly how much. That's why I had a lot of money in my flat when the police came to my flat at 6.00. I left Isadora in Central London. She wanted to buy some clothes in Oxford Street. I don't know where she is now.

Signed

John A. Smithers  
 20.6.79

Statement taken and

signature witnessed by

Rank and Number

D. CooperP.C. 3249

GEN 6 (2/77)

Good evening. Our programme tonight is about disasters. This year there have been fires, plane crashes, earthquakes, and volcanic eruptions. All our guests tonight have survived disasters.



Hi! I'm Bill Daniels. I live in Chicago. I was working in my office on the 28th floor of a skyscraper. I was dictating some letters to my secretary when the fire-bell rang. I rushed out to the lift but it wasn't working. The stairs were full of thick smoke. We couldn't go down, so we had to go up to the roof. When we got there some people were waiting calmly. Others were shouting and screaming wildly. A helicopter managed to land on the roof and rescued six of us before the building collapsed.



My name's Martha Huggins. I was on holiday in the South Pacific and I was staying on Pogohiti, a small island. I was having a rest when the volcano erupted. The noise woke me up. I looked through the window. Everybody was running towards the harbour. I just put on a coat, and ran to the harbour too. I managed to get on a ship. It was leaving when the lava hit the town.



Hello, I'm George Green. I'm a farmer. I was working in the field behind my house when I saw the plane. It was on fire. Smoke was coming from the engines, and it was coming down fast. I was running towards my house when it crashed into the trees behind me. I heard a terrible explosion . . . when I woke up, I was lying in a hospital bed.



Good evening. My name's Michael Purt. My wife and I were staying with friends on Santa Monica in the Caribbean. We were having dinner when the earthquake began. Everything shook. All the plates and food fell onto the floor. We were picking everything up when the ceiling fell onto us. We couldn't move, and we had to wait for three hours before help arrived.





## A RECIPE FOR APPLE PIE

### **Ingredients for 8 portions**

Two ready-made or home-made pastry (pâte) mixes\* of 23-26 cm each

2 kilos of cooking apples,

200 g sugar, brown if possible

1 teaspoon of cinnamon (cannelle)

1 or 2 teaspoons of butter

4 soupspoons of lemon juice

- Pre-heat the oven at 6 (200°). Butter the pie plate (moule).
- Peel and slice the apples. Add the sugar, cinnamon and lemon juice. Stir until the ingredients are well mixed.
- Divide the pastry into two portions, making one slightly larger than the other. Roll out the smaller one onto the buttered pie plate.
- Put the apples on the pastry, and butter on top of the apples. Then put the second layer of pastry over the apples and close the pie.
- Make several holes in the pastry with a fork to allow the heat to escape.
- Put the pie in the oven to bake for about 15 minutes at 6 (200°). Then reduce the temperature to 5 and continue to cook for 20 minutes more.
- Serve the apple pie warm or cold. This pie is very good with vanilla ice-cream served on top of it, and it is then called Apple Pie à la mode. If you want to be really authentic, try it hot with a piece of cheddar cheese on top!

\* if you make the pastry yourself you will need

300 g of flour

220 g of butter

1 teaspoon of salt

4 soupspoons of iced water

Begin by mixing 50 g of flour with the water. Then mix in the rest of the flour and the butter. Stop mixing when you have obtained a smooth round ball. Put the ball into the fridge for at least one hour before rolling out.



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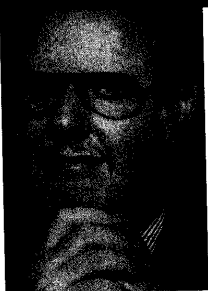
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## Technology & You



BY STEPHEN H. WILDSTROM

# The PlayStation Portable Has Miles to Go

The new Sony PlayStation Portable is a brilliant portable game player with multimedia aspirations. It also manages to collect in one product all the contradictions that cause frustration for Sony customers these days—and indicate why new CEO Howard Stringer will have his hands full restoring Sony to its past consumer electronics glory.

There are many things to like about the \$250 PSP. To start with, it has an attractive design and a shiny black case. It weighs just 290 grams and sports an outstanding 11-centimeter widescreen display. As a portable game console, it sets a new standard for excellence. Its superb 3-D graphics deliver smooth images in even the fastest-action sequences, and its controls are sure and responsive. Given that the PSP is in the PlayStation family, the availability of games, starting at \$40, should be very good.

The PSP is also a fine movie player—with a catch. The video is as good as I have seen on any portable device. And, as in games, the stereo sound (through earphones) is great. Battery life for games or movies runs up to about five hours. The frustrating part is that the PSP can play movies only from a sort of mini-DVD disk in a proprietary design that Sony calls a Universal Media Disc (UMD). Only a handful of titles, mostly action films such as Sony Pictures' *Spider-Man 2*, are available initially—at \$20 a pop—and it's far from clear whether studios will embrace the format. Sony has no plans to offer recordable UMDs, and since the PSP has no hard drive, you're stuck with what is available prerecorded. You can download your own video clips to the memory card, but the capacity is very limited.

**THE PSP ALSO INCLUDES WI-FI** wireless networking. That means it can connect to nearby PSPs for multiplayer games or to the Internet to obtain software updates or for access to Sony's online gaming service. But it doesn't let you enjoy streaming video or music over Wi-Fi. And the new consoles do not support the best current wireless security standard, Wi-Fi Protected Access, so you will have to relax security on your home network if you want to take full advantage of it.

The PSP also suffers from a problem inherent in multifunction devices. Its specialized design as a game console makes it awkward for other uses. For example, gamers understand the function of the circle, cross, square, and triangle buttons, but their function in, say, controlling the a movie playback, is obscure at best.



### A first-rate game console falls short as a video and music player

design—that includes Sony's MagicGate copy protection.

Fortunately, most of the PSP's worst deficiencies are in software and could be remedied, even on existing units, if Sony chose to take action. It could, for example, add software to allow music transfers from a computer and permit support for standard formats, such as Windows Media. The PSP would be more useful if the Wi-Fi connection could be used to play online audio and video content—and not just what Sony chooses to provide.

This will, however, require some attitude adjustment by Sony. Standards rather than proprietary technologies are growing more and more important in a networked world. A continuing insistence on doing everything the Sony way leads only to isolation. ■

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