

Investigating EFL Teachers' Attitudes Towards the Use of Authentic Materials in Teaching English in Iraqi Kurdistan Region

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Abstract

This study investigates Kurdish EFL teachers' attitudes towards the use of authentic materials in EFL classroom. To achieve the goals of this study, a questionnaire is used to elicit the required data. The participants of the study consist of 40 EFL teachers (males and females) from different secondary schools in Akre town, Kurdistan Region of Iraq. The findings of the study reveal that Kurdish EFL teachers have a positive attitude towards introducing and applying authentic materials to learners. Moreover, the findings show that the Kurdish EFL teachers' preferences of using authentic materials in their classes do not differ according to their teaching experience. Finally, the findings of the study are discussed and recommendations for further research are provided.

Keywords: Authentic materials, EFL, attitude, Kurdish EFL teachers, English teaching

1. Introduction

In the aftermath of World War II, most countries worldwide have considered education at large and the process of teaching in particular as fundamental issues on the list of their priorities. To be more specific, the teaching of foreign languages, and specifically English, as the internationally dominant language, called upon educationalists, applied linguists and EFL teachers to look for effective means to develop learners' proficiency in English in such a way that qualifies them to use the language in the outside world, i.e. in real situations. Sándorová (2013) states that learners' ability to learn a foreign language (henceforth, FL) can be better designated through the use of the language in real situations of communication. Based on the foregoing information, competent EFL teachers save no effort to use authentic teaching materials in their teaching. They set out of the belief that authentic materials

better draw learners' attention to the language taught via its varied skills and never make them feel bored with it. EFL teachers' further claim is that textbooks with no authentic materials fail to take learners to the real world so as to communicate in the FL outside the classroom; i.e. they fail to facilitate and/or enhance learners' competence and their role does not go beyond that as materials are tools designed for teaching purposes only. Since the 1970s, many researchers and scholars conducted studies whether empirical or attitudinal, on the impact of using authentic materials in the language teaching process all over the world. It is difficult to find this kind of research has been done in Kurdistan Region of Iraq. Due to this, the current study will be an attempt to explore EFL teachers' attitudes towards authentic materials' influences on EL teaching in high schools.

2. Literature review

2.1. Authentic materials

Since the term "authentic materials" has been given in the field of language teaching, there have been contentious debates among scholars. According to Bacon and Finnemann (1990), "authentic materials are texts produced by native speakers for a non-pedagogical purpose". Similarly, Tamo (2009) claims that authentic materials are materials produced for native speakers. They are genuine texts not created for language learners, but for the speakers of the language. On his part, Kramsch (1993) emphasizes the preceding definition by stating that authentic materials are produced for non-pedagogical communication. Haines (1995) states that authentic materials are written and spoken language products that have not been designed for students of a foreign language but they are produced for native speakers. Added to that, Al-Noori (2014) defines authentic materials as texts that are written by native speakers for themselves, while Peacock (1997) views such materials to be created for achieving some social goals in the language community. Furthermore, Jordan (1997) defines authentic texts as writings which are not written for pedagogical aims.

Nunan (1999) defines authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Students practice listening to and reading genuine (such data) from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world as they occur in situations. Beresova (2015) defines authentic materials as regular texts which are not especially produced for native speakers and not created for teaching goals. According to Kilickaya (2004), materials are considered authentic when

learners are provided with "exposure to real language and use in its own community".

2.2. Types of authentic materials

As EFL teachers are required to look for materials outside the classroom, i.e. in the real world, to be used for teaching, no impediments seem to occur concerning the type of teaching materials to be integrated in the ongoing process of FL teaching and learning. As such, there seems to be different types of authentic materials. According to Gebhard (1996), authentic materials can be classified into the following three main types:

i. Authentic Listening-viewing Materials: These materials can be divided into three groups. First, TV programs such as cartoons, news, TV shows, etc. Second, radio represented by interviews, songs, radio advertisements, interactive talk shows, etc. Third, taped conversations namely meetings, novels and poems, short stories, one-sided conversations, etc.

ii. Authentic Visual Materials: This type of materials subsumes photographs, paintings and drawings, postcards, signs with symbols, time tables, picture books, street signs, warnings, art works, newspapers and magazines pictures, etc.

iii. Authentic Printed Materials: Newspapers including movie reviews, advertisements, articles, astrology columns, sports reports, obituary columns, notices, TV guides, recipes, directions, etc., tourist information brochures and travel guides, directories, minutes of a meeting, memoranda, diaries, restaurant menus, letters, greeting cards, billboards, bus schedules, posters, and forms such as tax forms, medical history forms, application forms, etc. form the main types of authentic materials.

2.3. Sources of authentic materials

In this day and age, in a globalized world, a plethora of means such as radio, TV, movies, newspapers, comics, menus, songs, literature, brochures, and magazines is available as effective sources of authentic materials to be used in the EFL classroom. Yet, when choosing what are thought by teachers as the appropriate authentic materials, care should be taken regarding a number of elements, viz. the setting, i.e. time and place, the objectives, and the level of learners. This is so because the process of selecting and using authentic materials is determined, to a large extent, by learners' needs. Belaid (2015) claims that the internet is regarded as the most useful source compared to the others as teachers can easily get access to audio clips, podcasts, articles, and videos. Added to that, the radio, which is easy to use, represents a further source that is rich of authentic materials though many learners claim that many aural texts on the radio cannot be understood due to the availability of difficult vocabularies.

Miller (2003) states that "in order to use radio programs with learners, teachers need to decide on some global listening tasks for the learners". Compared to the radio, both TV and video might be easier for learners to understand as they help learners to have paralinguistic characteristics of the verbal text. Gebhard (1996) asserts the availability of an abundance of sources to get authentic materials for language teaching. He further stated that the TV plays a crucial role in language learning and learners can make use of it for a variety of purposes. A further source of authentic materials for teaching EFL is represented by the articles and pictures in real magazines.

2.4. Selection of authentic materials

Due to their crucial and effective role in enhancing learners' acquisition of the new language and in bringing about the aims set for teaching EFL, certain criteria are supposed to be attended to by EFL teachers when looking for and choosing materials for use in the EFL classes. Mahsefat and Sabet (2012) suggest three criteria for selecting authentic materials:

- i. Suitability of Content:** FL teachers, willing to use authentic materials in language teaching, should enquire about the study level that is suitable for the introduction of such materials. This is so since authentic materials that are beyond students' level and competence can de-motivate and discourage them.
- ii. Exploitability:** Exploitability indicates the extent to which authentic materials can be used to improve and enhance learners' ability and enable teachers to exploit them so as to meet the teaching objectives.
- iii. Readability:** Readability stands for the extent of difficulty EFL students may encounter as far as the language, i.e. structure and vocabulary, of authentic materials is concerned. The amount of new vocabulary and grammatical structures should not deter teachers in their endeavour to improve and develop students' competence.

2.5. Viewpoints for and against the use of authentic materials

Authentic materials are positively reacted to by many linguists and EFL teachers in most countries in the world. Yet, there are still controversial opinions concerning such materials to the extent that the topic has become a common and debatable issue. On one hand, Richards (2006) argues that classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. Porter and Robert (1981) outline that the necessity for and effectiveness of authentic materials have increasingly been recognized in recent years. Furthermore, Akbari and Razavi (2015) state that learners who use authentic materials are more interested in language learning as they are provided with materials that help them to communicate in the real life. Similarly, Bacon (1989) confirms that authentic

texts are helpful and beneficial for low-level students in order to develop their comprehension ability. Gilmore (2007) believes that authentic materials compared to the textbook can promote students' interest and make them have more desire to learn when compared to the textbook. Added to that, authentic materials play a pivotal role in students' psychology, as Schulz (1991) asserts that using authentic materials in the classroom has affective and attitudinal influences on moving forward in the EFL teaching process and in every aspect of psychology such as self-confidence and anxiety. He further argues that this is supported by Krashen's Affective Filter Hypothesis for SLA that indicates that students' perspective and motivation are influenced by authentic materials.

There are viewpoints against the use of authentic materials. Widdowson (1987) debates that it is not important if classroom materials themselves are derived from authentic texts and other forms of input, as long as the learning processes they facilitated were authentic. Likewise, since the advent of Communicative Language Teaching (CLT), textbooks and other teaching materials have taken on a much more "authentic" look; reading passages are designed to look like magazine articles (if they are not in fact adapted from magazine articles) and textbooks are designed to a similar standard of production as real world sources such as popular magazines (Richards, 2006, p. 21). It is worthy to note that such created materials can be motivating for learners and superior to authentic materials that are generally built around a graded syllabus, often contain difficult and irrelevant language and are a burden for teachers. Moreover, Nunan (1989) claims that lower-level students get stressed as they are exposed to authentic materials for the first time. He adds that they are not capable of understanding the difficult words and complex structures of authentic materials. Also, authentic materials are not produced for language learning aims. As such, learners cannot understand and catch the meaning of the authentic materials that are not tailored to their abilities.

3. Research questions

To investigate Kurdish EFL teachers' attitudes towards the use of authentic materials in their secondary school class of English in Iraqi Kurdistan Region, the current research attempts to put forward answers to the following questions:

- i. What are Kurdish EFL teachers' perspectives on the use of authentic materials in EFL teaching?
- ii. Do teachers' preferences of using authentic materials in their classes differ according to their teaching experience (i.e., number of years they have taught)?

4. Method

4.1. Participants

The participants of this study consisted of 40 Kurdish EFL teachers (male and female) of varying teaching experiences who were randomly chosen from different secondary schools in Akre town in Iraqi Kurdistan Region.

4.2. Data collection and instruments

The instrument utilized for gathering the required data is a questionnaire, which comprises of two parts: the first part addresses four-item demographic information. The second part is about the use of authentic materials in English language teaching and it consists of 46 items applying a five point Likert scale ranging from “strongly disagree” (one) to “strongly agree” (five).

4.3. Procedure

The questionnaire was distributed to 40 Kurdish EFL teachers from different secondary schools in Akre town, Kurdistan Region to gauge their opinions about the use of authentic materials in the classroom. After the participants filled out the questionnaires, the data were analyzed by using Statistical Package for Social Sciences (SPSS, V. 20). The options chosen by the participants were transformed into tables presenting descriptive statistics.

3. Validity and Reliability

Validity means "...the issue of whether our method actually measures what it is supposed to measure, allowing us to draw appropriate conclusions" (Rasinger, 2008, p. 28). To prove the validity of the questionnaire for the current research, it was presented to a panel of juries, namely university teachers holding Ph.D. degrees in Linguistics and Applied Linguistics (See Appendix 3). The jury members were requested to check the items of the questionnaire in terms of readability, clarity and comprehension for the participants and relevance to the topic under study. They were further requested to make any necessary additions and deletions. As such, some constructive alterations were made for some items of the questionnaire and in the light of the modifications they made to the questionnaire, the jury members agreed on the scale by a percentage of (80%). No items were deleted, but some modifications were made. The questionnaire was put in its final form and was ready for its second round of piloting administration so as to prove its reliability.

Reliability refers to a method repeatedly and consistently measuring whatever it is supposed to measure (Rasinger, 2008, p. 28). To make the questionnaire gain reliability, it was first administered in a pilot study to a sample of 10 teachers of English drawn from the population previously

mentioned. The sample of teachers was given the questionnaire on two occasions with an interval of 2 weeks in between. Analysis of the sample's responses on the two occasions was done by means of (SPSS), version 20, by using Cronbach's Alpha. The result showed that Cronbach's Alpha reliability for the questionnaire was (0.793), and hence the questionnaire has been ready for the final administration. See Table 1:

Table 1. Alpha Reliability of the Research Tool

	Mean	Std. deviation	Variance	No. of Items	Valid	Cronbach's Alpha
Item Means	3.628	0.531	0.282	46	20	0.793

5. Results

5.1. The Kurdish EFL teachers' perspectives on the use of authentic materials in EFL teaching.

1. 9 items, namely items (1, 2, 4, 5, 9, 11, 23, 35, and 46) have got mean scores within the range of (Strongly Agree SA) option. These 9 items are ranked according to their mean scores as demonstrated in table 1 below.

The 9 listed items have obtained high mean scores that reflect Kurdish teachers' realization of the benefits behind the use of authentic materials. The words (important, interesting, like, help, useful, and beneficial) all imply positive connotations that highlight the benefits behind the use of authentic materials. Only item 46, namely "EFL teachers need training in using authentic materials" is different from the items already referred to in terms of liking authentic materials. Teachers' statement of the "need for training courses" on the use of authentic materials implies their positive attitudes towards the use of such materials.

Table 1. Items of the Questionnaire that have Obtained (Strongly Agree/ SA Option) Ranked According to Their Means from the Highest to the Lowest

	Items	Mean
1	The Use of Authentic Materials is important in teaching English.	4.63
23	Authentic Materials are interesting .	4.38
2	I like to use Authentic Materials in teaching English.	4.35
4	Authentic Materials help me improve my teaching of English.	4.35
5	The Authentic Materials class is useful .	4.35
46	EFL Teachers need training in using Authentic Materials.	4.33
9	Authentic Materials introduce me to how language is used in the real world.	4.30
11	Authentic Materials are beneficial to students' development of productive skills.	4.30
35	Authentic Materials are beneficial to students' development of receptive skills.	4.30

2. 25 items, namely items (7, 8, 10,12, 13, 14, 15, 18, 19, 20, 24, 25, 30, 31, 32, 33, 34, 37, 38, 39, 41, 42, 43, 44, and 45) have got means scores within the range of (Strongly Agree SA) option. Table 2 demonstrates these 25 items which are ranked according to their mean scores.

As shown in table 2, 24 items have obtained the (Agree / A) option which contains vocabulary that go hand in hand with the (Strongly Agree / SA) option. Such vocabulary items attribute a positive meaning to the items which underlie a positive attitude on the part of the sample of teachers who gave responses to the questionnaire. Examples of the vocabulary with positive meanings are: **satisfied with, increase, improve, contribute to, support, facilitate, motivate, develop, enhance, help, enable, prefer, play a pivotal role, fulfil, etc.**

Table 2. Items of the Questionnaire that have Obtained (Agree/ A Option) Ranked According to Their Means from the Highest to the Lowest

	Items	Mean
10	I am satisfied with the use of Authentic Materials.	4.15
18	The use of Authentic Materials increases my students' knowledge of vocabulary items which they need in real situations.	4.15
42	Authentic Materials improve students' comprehension, oral and writing abilities.	4.08
31	Authentic Materials can contribute to the enhancement of the learning process.	4.00
39	Authentic Materials support a more creative approach to teaching.	4.00
43	Authentic Materials facilitate cultural adaptation, language comprehension, and language use.	4.00
8	Authentic Materials motivate me to study other materials outside the class.	3.98
13	The use of Authentic Materials increases the value of English language teaching classes.	3.95
19	The use of Authentic Materials improves my students' cultural understanding.	3.93
30	Exposure to authentic materials should start at beginning levels of language learning.	3.90
33	Authentic Materials facilitate and/or enhance students' competence.	3.90
45	Authentic Materials help develop students' listening skills more than textbooks do.	3.90
44	Students are able to communicate genuinely by using Authentic Materials in the classroom.	3.85
7	The Authentic Materials enable my students to comprehend other materials outside the class.	3.80
41	Authentic Materials help students think and solve daily and future problems.	3.75
14	The use of Authentic Materials improves my students' language proficiency more than textbooks do.	3.78

15	The use of Authentic Materials improves my students' language skills more than textbooks do.	3.68
37	Authentic materials play a pivotal role in students' self-confidence and anxiety.	3.68
20	Authentic Materials are difficult for my students to comprehend.	3.63
38	Authentic materials are intrinsically more active and stimulating compared to textbooks.	3.63
12	The use of Authentic Materials fulfills my needs.	3.58
25	I prefer to use English Authentic Materials as supplementary materials in the class.	3.55
24	I prefer to use Authentic Materials rather than the textbook materials for reading.	3.50
32	Authentic Materials never make students feel bored about them.	3.48
34	The role of Authentic Materials does not go beyond that as mere tools designed for teaching purposes only.	3.43

5.2. Results related to whether the Kurdish EFL teachers' preferences of using authentic materials in their classes differ according to their teaching experience

To verify whether Kurdish EFL teachers are in favor of using authentic materials in their classes, the variable "Years in Teaching English" has been first considered by dividing it into 4 categories as presented in Table 3:

Table 3. Frequency and Percentage of the Distribution of Teachers' Years in Service

H.L. Teaching English		Frequency	Percentage
Valid	1-5 years	18	45.0
	6-10years	18	45.0
	11-20 ears	2	5.0
	21-35 years	2	5.0
	Total	40	100.0

Table 3 shows that most of the participants involved in the study are the teachers of (1-5) and (6-10) years of teaching experience of English as a foreign language.

Then, the One-Way ANOVA test has been applied. Table 4 illustrates the results:

Table 4. The Value of the Application of the F-test

ANOVA						
H. L. teaching English	Sum of Squares	Df	Mean Square	F		Sig. df
				Calculated	Tabulated	
Between Groups	797.697	3	265.899	1.350	2.86	(0.05) (3-36)
Within Groups	7088.278	36	196.897			
Total	7885.975	39				

It is evident from table 4 that the calculated F-value is (1.350). This value is lower than the tabulated F-value, namely (2.86) at the level of significance (0.05) and the degrees of freedom (3-36). As such, there are no differences between the members of the sample concerning their use of authentic materials in their EFL classes at the preparatory level as far as the variable “Years in service” is concerned. Hence, there are no differences between teachers’ attitudes towards the use of authentic materials in EFL classes as far as their years in service are concerned. Such a result reflects EFL teachers’ realization of the benefits entailed from the use of authentic materials irrespective of their years in service.

6. Discussion

The key objective of this study was to find out Kurdish EFL teachers' attitudes, perspectives, and reactions towards the use of authentic materials in EFL classes. The findings of this study revealed that all Kurdish EFL teachers agreed on the advantages of using authentic materials in EFL teaching. The teachers revealed their preference for using this type of materials in their EFL classes. Thus, the results of this study are consistent with Soliman’s (2013) results at the University of Benghazi, in that he found out that EFL teachers prefer to use authentic materials in EFL classes. Moreover, the results of the current study indicated that the majority of the Kurdish EFL teachers have a positive attitude towards the use of authentic materials in the classroom. They regarded authentic materials as a vital tool for enhancing students' ability and getting a high proficiency level in all four skills, and exposing them to real language. This is clearly congruous with previous research in the use of authentic materials in teaching, for instance, Garcia (1991) found in his study that authentic materials help students know how language is used in the actual world, and also develop students' general language ability such as their listening comprehension and reading skills, communicative competence, motivation, lexical and stylistic knowledge, and cultural awareness.

The findings of Karyuatry, Nurkamto, and Rochsantiningih’s (2020) study supports the idea that authentic materials help students develop their speaking, listening, and pronunciation skills. Peacock (1997) demonstrated in his study that authentic materials develop student motivation as the results of this study revealed that using authentic materials in the classroom tends to be interesting and motivating for the learners more than the ordinary book. According to Guariento and Morely (2001), this kind of materials helps students to be motivated to language learning since they feel that they are learning the real language. The results of this study present an accord with the belief of Gilmore (2007) who asserts that authentic materials in the classroom can be a motivating force for students.

The results also indicate that EFL teachers agree that authentic materials might be the best tool that helps students to communicate in real situations and solve their problems in the future. Similarly, Filice and Sturino (2002) claim that authentic materials are useful for developing students' competency in English because they believe that such materials are communicative in purpose. The results of this study are consistent with Thanajaro's (2000) results that established the positive effects of authentic materials in developing students' listening and reading. Several researchers (Such as Smith, 1971; Krashen, 1981; Keiko K., 1992; Masgoret & Gardner, 2003) point out that students' success in learning EFL is greatly impacted by teachers' attitudes. Therefore, considering EFL teachers' viewpoints concerning the use of authentic materials is necessary for an effective application of this practice in Iraqi Kurdistan Region. Thus, the many advantages of authentic materials evidently justify the teachers' positive attitudes.

Based on the results of this study, authentic materials provide substantial benefit for the students' overall language proficiency. Authentic materials increase students' interest in learning EFL, understanding a native speaker, and comprehending a text easily. Despite the fact that authentic materials might be a burden for teachers, students can get numerous benefits and be more active in learning. Furthermore, authentic materials direct students to a real world and help them communicate without any trouble. This is consistent with Berardo's (2006) results that one of the major benefits of using authentic materials in the classroom is students' familiarity with real language. Furthermore, the results of the study revealed that the use of authentic materials increases students' self-confidence and decreases students' anxiety because such materials help them manage a real-life situation and their language becomes more natural. This is in line with Polat and Eristi's (2019) findings that authentic materials, especially videos, have highly effective results on lowering students' anxiety in learning a foreign language.

7. Recommendations

Since the current study is solely limited to the EFL teachers of English in Akre city in Iraqi Kurdistan Region and since the data required for the practical part of the research have been collected by a questionnaire to probe teachers' attitudes towards the use of authentic materials in teaching English, there still remain many research topics that are awaiting study and investigation as follows:

- i. Studying EFL teachers' use of authentic materials at other study levels, namely primary, intermediate, and university level.

- ii. Investigating the impact of the use of authentic materials by conducting practical studies that subsume pre-tests and post-tests or interviews.
- iii. A study can be conducted on the effect of the different types of authentic materials on improving learners' acquisition of English. Comparative studies that attend to the use of different authentic materials would be more effective.
- iv. A Study can be conducted to identify the effect of the use of certain types of authentic materials on the development of certain linguistic skills.
- v. Investigating the effect of using authentic materials on developing students' language proficiency at various study levels can be both valuable and informative.

Conclusion

This study investigated the teachers' viewpoints towards using authentic materials in EFL classroom. The findings revealed that all Kurdish EFL teachers have tendency to use authentic materials in their classes and they believed that authentic materials would give the opportunity to the learners to get exposed to the real use of language. Moreover, the use of authentic materials increases learners' knowledge of vocabulary items which they need in real situations. The findings also revealed that Kurdish EFL teachers believe that authentic materials help improve learners' listening skills more than textbooks do. Kurdish teachers believe that authentic materials play a crucial role in learners' self-confidence and anxiety. The results also found that there are no differences between teachers' attitudes towards the use of authentic materials in EFL classes as far as their years in service are concerned.

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Appendix 1: Teachers' Questionnaire

Dear Teacher of English,

The main purpose of this questionnaire is to collect data on your attitudes towards the use of authentic materials in your Teaching of English. Authentic materials are those materials which were produced by native speakers of English for nonteaching purposes and were directed at other native speakers of English. Examples of such materials include newspapers, magazines, books, short stories, novels, internet information, brochures, and so on.

Your participation in this study is very important and will contribute to the improvement of the teaching of EFL in Iraqi Kurdistan Region. Please respond to the items of the following questionnaire frankly and honestly.

Your answers will remain confidential.

Thank you for your cooperation.

The Researchers:

Fouad Rashid Omar

Husen Foad Mekael

Part 1: (Demographic information)

1. How long have you been teaching English?

years [] 6-10 years [] 11-20 years [] 21-35 []

2. Which level are you currently teaching?

Primary [] Intermediate [] Secondary []

3. Have you ever traveled to English-speaking countries?

Yes [] No []

4. Have you ever lived in English-speaking countries?

Yes [] No []

If Yes, for how long? [] Years.

Part 2: (Statements) Your opinion on Authentic Teaching Materials in English:

Please check (√) in the box that best reflects your opinion about each of the following statements using this scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SA	A	N	D	SD

	Items	SA	A	N	D	SD
1	The Use of Authentic Materials is important in teaching English.					
2	I like to use Authentic Materials in teaching English.					
3	I usually do not use Authentic Materials in English unless I have to.					
4	Authentic Materials help me improve my teaching of English.					
5	The Authentic Materials class is useful.					
6	The Authentic Materials I use in class are easier than other materials.					
7	The Authentic Materials enable my students to comprehend other materials outside the class.					
8	Authentic Materials motivate me to study other materials outside the class.					
9	Authentic Materials introduce me to how language is used in the real world.					
10	I am satisfied with the use of Authentic Materials.					
11	Authentic Materials are beneficial to students' development of productive skills.					
12	The use of Authentic Materials fulfills my needs.					
13	The use of Authentic Materials increases the value of English language teaching classes.					
14	The use of Authentic Materials improves my students' language proficiency more than textbooks do.					
15	The use of Authentic Materials improves my students' language skills more than textbooks do.					
16	The use of Authentic Materials helps develop my students' writing styles more than textbooks do.					
17	The use of Authentic Materials increases my familiarity with the use of grammar rules in their original context.					
18	The use of Authentic Materials increases my students' knowledge of vocabulary items which they need in real situations.					
19	The use of Authentic Materials improves my students' cultural understanding.					
20	Authentic Materials are difficult for my students to comprehend.					
21	The use of Authentic Materials causes cultural conflicts that hinder comprehension.					
22	The use of Authentic Materials makes my students feel frustrated.					
23	Authentic Materials are interesting.					

24	I prefer to use Authentic Materials rather than the textbook materials for reading.					
25	I prefer to use English Authentic Materials as supplementary materials in the class.					
26	It is difficult to get access to Authentic Materials.					
27	It is difficult to select appropriate Authentic Materials.					
28	It is difficult to design the appropriate types of tasks when using Authentic Materials.					
29	The use of Authentic Materials is time consuming.					
30	Exposure to authentic materials should start at beginning levels of language learning.					
31	Authentic Materials can contribute to the enhancement of the learning process.					
32	Authentic Materials never make students feel bored about them.					
33	Authentic Materials facilitate and/or enhance students' competence.					
34	The role of Authentic Materials does not go beyond that as mere tools designed for teaching purposes only.					
35	Authentic Materials are beneficial to students' development of receptive skills.					
36	Authentic Materials contain difficult language, unneeded vocabulary items and complex language structures which create problems for the teacher.					
37	Authentic materials play a pivotal role in students' self-confidence and anxiety.					
38	Authentic materials are intrinsically more active and stimulating compared to textbooks.					
39	Authentic Materials support a more creative approach to teaching.					
40	Using Authentic Materials is a burden for teachers.					
41	Authentic Materials help students think and solve daily and future problems.					
42	Authentic Materials improve students' comprehension, oral and writing abilities.					
43	Authentic Materials facilitate cultural adaptation, language comprehension, and language use.					
44	Students are able to communicate genuinely by using Authentic Materials in the classroom.					
45	Authentic Materials help develop students' listening skills more than textbooks do.					
46	EFL Teachers need training in using Authentic Materials.					

Appendix 2: Listing of the Items of the Questionnaire in Terms of the Calculated Means and Standard Deviations

Item	Frequency. & Percentage.	SA	A	N	D	SD	Mean	SDV	Weight																																																																																																																																																																																																																																																																																																						
1	Frequency	26	13	1	0	0	4.63	.540	SA																																																																																																																																																																																																																																																																																																						
	Percentage	65.0	32.5	2.5	0	0				2	Frequency	21	14	4	0	1	4.35	.864	SA	Percentage	52.5	35.0	10.0	0	2.5	3	Frequency	3	15	11	8	3	3.18	1.083	N	Percentage	7.5	37.5	27.5	20.0	7.5	4	Frequency	22	13	2	3	0	.893	4.35	SA	Percentage	55.0	32.5	5.0	7.5	0	5	Frequency	18	18	4	0	0	4.35	*.662	SA	Percentage	45.0	45.0	10.0	0	0	6	Frequency	7	7	12	1	13	3.28	1.176	N	Percentage	17.5	17.5	30.0	2.5	32.5	7	Frequency	13	14	6	6	1	3.80	1.137	A	Percentage	32.5	35.0	15.0	15.0	2.5	8	Frequency	13	18	5	3	1	3.98	1.000	A	Percentage	32.5	45.0	12.5	7.5	2.5	9	Frequency	18	18	3	0	1	4.30	.823	SA	Percentage	45.0	45.0	7.5	0	2.5	10	Frequency	17	15	5	3	0	4.15	.921	A	Percentage	42.5	37.5	12.5	7.5	0	11	Frequency	17	19	3	1	0	4.30	.723	SA	Percentage	42.5	47.5	7.5	2.5	0	12	Frequency	5	16	16	3	0	3.58	.813	A	Percentage	12.5	40	40	7.5	0	13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8
2	Frequency	21	14	4	0	1	4.35	.864	SA																																																																																																																																																																																																																																																																																																						
	Percentage	52.5	35.0	10.0	0	2.5				3	Frequency	3	15	11	8	3	3.18	1.083	N	Percentage	7.5	37.5	27.5	20.0	7.5	4	Frequency	22	13	2	3	0	.893	4.35	SA	Percentage	55.0	32.5	5.0	7.5	0	5	Frequency	18	18	4	0	0	4.35	*.662	SA	Percentage	45.0	45.0	10.0	0	0	6	Frequency	7	7	12	1	13	3.28	1.176	N	Percentage	17.5	17.5	30.0	2.5	32.5	7	Frequency	13	14	6	6	1	3.80	1.137	A	Percentage	32.5	35.0	15.0	15.0	2.5	8	Frequency	13	18	5	3	1	3.98	1.000	A	Percentage	32.5	45.0	12.5	7.5	2.5	9	Frequency	18	18	3	0	1	4.30	.823	SA	Percentage	45.0	45.0	7.5	0	2.5	10	Frequency	17	15	5	3	0	4.15	.921	A	Percentage	42.5	37.5	12.5	7.5	0	11	Frequency	17	19	3	1	0	4.30	.723	SA	Percentage	42.5	47.5	7.5	2.5	0	12	Frequency	5	16	16	3	0	3.58	.813	A	Percentage	12.5	40	40	7.5	0	13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A												
3	Frequency	3	15	11	8	3	3.18	1.083	N																																																																																																																																																																																																																																																																																																						
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4	Frequency	22	13	2	3	0	.893	4.35	SA																																																																																																																																																																																																																																																																																																						
	Percentage	55.0	32.5	5.0	7.5	0				5	Frequency	18	18	4	0	0	4.35	*.662	SA	Percentage	45.0	45.0	10.0	0	0	6	Frequency	7	7	12	1	13	3.28	1.176	N	Percentage	17.5	17.5	30.0	2.5	32.5	7	Frequency	13	14	6	6	1	3.80	1.137	A	Percentage	32.5	35.0	15.0	15.0	2.5	8	Frequency	13	18	5	3	1	3.98	1.000	A	Percentage	32.5	45.0	12.5	7.5	2.5	9	Frequency	18	18	3	0	1	4.30	.823	SA	Percentage	45.0	45.0	7.5	0	2.5	10	Frequency	17	15	5	3	0	4.15	.921	A	Percentage	42.5	37.5	12.5	7.5	0	11	Frequency	17	19	3	1	0	4.30	.723	SA	Percentage	42.5	47.5	7.5	2.5	0	12	Frequency	5	16	16	3	0	3.58	.813	A	Percentage	12.5	40	40	7.5	0	13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																												
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	Percentage	17.5	17.5	30.0	2.5	32.5				7	Frequency	13	14	6	6	1	3.80	1.137	A	Percentage	32.5	35.0	15.0	15.0	2.5	8	Frequency	13	18	5	3	1	3.98	1.000	A	Percentage	32.5	45.0	12.5	7.5	2.5	9	Frequency	18	18	3	0	1	4.30	.823	SA	Percentage	45.0	45.0	7.5	0	2.5	10	Frequency	17	15	5	3	0	4.15	.921	A	Percentage	42.5	37.5	12.5	7.5	0	11	Frequency	17	19	3	1	0	4.30	.723	SA	Percentage	42.5	47.5	7.5	2.5	0	12	Frequency	5	16	16	3	0	3.58	.813	A	Percentage	12.5	40	40	7.5	0	13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																												
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	Percentage	42.5	37.5	12.5	7.5	0				11	Frequency	17	19	3	1	0	4.30	.723	SA	Percentage	42.5	47.5	7.5	2.5	0	12	Frequency	5	16	16	3	0	3.58	.813	A	Percentage	12.5	40	40	7.5	0	13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																												
11	Frequency	17	19	3	1	0	4.30	.723	SA																																																																																																																																																																																																																																																																																																						
	Percentage	42.5	47.5	7.5	2.5	0				12	Frequency	5	16	16	3	0	3.58	.813	A	Percentage	12.5	40	40	7.5	0	13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																												
12	Frequency	5	16	16	3	0	3.58	.813	A																																																																																																																																																																																																																																																																																																						
	Percentage	12.5	40	40	7.5	0				13	Frequency	11	19	7	3	0	3.95	.876	A	Percentage	27.5	47.5	17.5	7.5	0	14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																												
13	Frequency	11	19	7	3	0	3.95	.876	A																																																																																																																																																																																																																																																																																																						
	Percentage	27.5	47.5	17.5	7.5	0				14	Frequency	15	9	9	6	1	3.78	1.187	A	Percentage	37.5	22.5	22.5	15	2.5	15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																												
14	Frequency	15	9	9	6	1	3.78	1.187	A																																																																																																																																																																																																																																																																																																						
	Percentage	37.5	22.5	22.5	15	2.5				15	Frequency	10	14	10	5	1	3.68	1.071	A	Percentage	25	35	25	12.5	2.5	16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																												
15	Frequency	10	14	10	5	1	3.68	1.071	A																																																																																																																																																																																																																																																																																																						
	Percentage	25	35	25	12.5	2.5				16	Frequency	4	10	11	13	2	3.03	1.097	N	Percentage	10	25	27	32.5	5	17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																																												
16	Frequency	4	10	11	13	2	3.03	1.097	N																																																																																																																																																																																																																																																																																																						
	Percentage	10	25	27	32.5	5				17	Frequency	8	11	7	13	1	3.30	1.203	N	Percentage	20	27.5	17.5	32.5	2.5	18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																																																												
17	Frequency	8	11	7	13	1	3.30	1.203	N																																																																																																																																																																																																																																																																																																						
	Percentage	20	27.5	17.5	32.5	2.5				18	Frequency	13	21	5	1	0	4.15	.736	A	Percentage	32.5	52.5	12.5	2.5	0	19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																																																																												
18	Frequency	13	21	5	1	0	4.15	.736	A																																																																																																																																																																																																																																																																																																						
	Percentage	32.5	52.5	12.5	2.5	0				19	Frequency	12	19	5	2	2	3.93	1.047	A	Percentage	30.0	47.5	12.5	5.0	5.0	20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																																																																																												
19	Frequency	12	19	5	2	2	3.93	1.047	A																																																																																																																																																																																																																																																																																																						
	Percentage	30.0	47.5	12.5	5.0	5.0				20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																																																																																																												
20	Frequency	12	13	5	8	2	3.63	1.254	A																																																																																																																																																																																																																																																																																																						

	Percentage	30.0	32.5	12.5	20.0	5.0			
21	Frequency	3	10	15	7	5	2.98	1.121	N
	Percentage	7.5	25	37.5	17.5	12.5			
22	Frequency	2	12	12	8	6	2.90	1.150	N
	Percentage	5.0	30.0	30.0	20.0	15.0			
23	Frequency	20	16	3	1	0	4.38	.740	SA
	Percentage	50	40	7.5	2.5	0			
24	Frequency	9	11	12	7	1	3.50	1.109	A
	Percentage	22.5	27.5	30	17.5	2.5			
25	Frequency	5	20	10	2	3	3.55	1.037	A
	Percentage	12.5	50	25	5	7.5			
26	Frequency	3	14	4	17	2	2.98	1.143	N
	Percentage	7.5	35	10	42.5	5			
27	Frequency	7	11	7	11	4	3.15	1.292	N
	Percentage	17.5	27.5	17.5	27.5	10			
28	Frequency	6	9	14	10	1	3.23	1.074	N
	Percentage	15	22.5	35	25	2.5			
29	Frequency	6	9	12	9	4	3.10	1.215	N
	Percentage	15	22.5	30	22.5	10			
30	Frequency	20	7	6	3	4	3.90	1.374	A
	Percentage	50	17.5	15	7.5	10			
31	Frequency	13	17	8	1	1	4.00	.934	A
	Percentage	32.5	42.5	20.0	2.5	2.5			
32	Frequency	7	16	8	7	2	3.48	1.132	A
	Percentage	17.5	40.0	20.0	17.5	5.0			
33	Frequency	7	23	9	1	0	3.90	*.709	A
	Percentage	17.5	57.5	22.5	2.5	0			
34	Frequency	6	14	12	7	1	3.43	1.035	A
	Percentage	15.0	35.0	30.0	17.5	2.5			
35	Frequency	18	17	4	1	0	4.30	.758	SA
	Percentage	45	42.5	10	2.5	0			
36	Frequency	9	3	12	7	9	2.90	1.446	N
	Percentage	22.5	7.5	30	17.5	22.5			
37	Frequency	9	12	16	3	0	3.68	.917	A
	Percentage	22.5	30	40	7.5	0			
38	Frequency	6	18	11	5	0	3.63	.897	A
	Percentage	15.0	45	27.5	12.5	0			
39	Frequency	10	20	10	0	0	4.00	.716	A
	Percentage	25	50	25	0	0			
40	Frequency	5	15	9	6	5	3.23	1.230	N
	Percentage	12.5	37.5	22.5	15.0	12.5			
41	Frequency	8	19	9	3	1	3.75	.954	A
	Percentage	20.0	47.5	22.5	7.5	2.5			
42	Frequency	15	17	4	4	0	4.08	.944	A
	Percentage	37.5	42.5	10.0	10.0	0			
43	Frequency	10	23	5	1	1	4.00	.847	A
	Percentage	25.0	57.5	12.5	2.5	2.5			
44	Frequency	11	16	10	2	1	3.85	.975	A

	Percentage	27.5	40.0	25.0	5.0	2.5			
45	Frequency	14	16	2	8	0	3.90	1.105	A
	Percentage	35.0	40.0	5.0	20.0	0			
46	Frequency	19	16	4	1	0	4.33 0	.764	SA
	Percentage	47.5	40.0	10.0	2.5	0			

Appendix 3: The Panel of Juries

	Name	Academic Status	Specialization	Work Place
1	Dr. Mohammad B. Q. Al-Azzawi	Professor	Linguistics	University of Mosul
2	Dr. Hussein A. Ahmed	Professor	Applied Linguistics	Nawroz University / Duhok
3	Dr. Wayis J. Ibrahim	Professor	Applied Linguistics	University of Mosul
4	Dr. Nashwan M. Salih	Professor	Linguistics	University of Mosul
5	Dr. Ansam A. Ismaeel	Asst. Professor	Applied Linguistics	University of Mosul
6	Dr. Asmaa Y. Qasim	Lecturer	Applied Linguistics	University of Duhok