

Introducing video to Third Level Libyan EFL learning contexts: small steps, big challenges

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Abstract

It is commonplace in many western countries, (Berk 2009, Hubbard 2013) to use video in second language teaching. Yet, at the time of writing, there has been no formal academic research carried out in the area of English language teaching with video sources in Libyan 3rd level educational contexts. This paper seeks to redress this heavy imbalance by examining teachers' attitudes and preferences toward using video (*YouTube*) materials in EFL teaching (small steps) in the Libyan 3rd level contexts. For data elicitation purposes, a survey was conducted in the second half of 2018 in three public universities: University of Tripoli; University of Azzawia; and Azzaytuna University. The EFL teacher-respondents revealed the importance of taking into account pedagogical issues, cultural differences and sensitivities when using *YouTube* video clips. Certain respondents revealed a series of reasons for not using video clips in their teaching, from pedagogical practice to, again, cultural sensitivities and curriculum design. These represent some of the big challenges in introducing video to Libyan Higher Education language learning.

Key Words: authentic materials, Libya, teaching and learning languages, videography.

ملخص الدراسة

إن استخدام الفيديو في تدريس اللغة الثانية كما يفيد هوبارد وبيرك (Hubbard, 2013 and Berk, 2009) هو أمر معتاد في العديد من البلدان الغربية. وبالرغم من ذلك ؛ لم يتم إجراء أي بحث أكاديمي رسمي في مجال تدريس اللغة الإنجليزية باستخدام مصادر الفيديو في المستوى الثالث من التعليم الليبي (مستوى الجامعات الليبية) - في حدود علم الباحثين القائمين بهذا البحث - حتى وقت كتابة البحث الحالي. لذا تسعى الورقة الحالية إلى معالجة هذا الخلل الكبير من خلال اختبار اتجاهات المعلمين وتفضيلاتهم لاستخدام مواد الفيديو (يوتيوب) في تدريس اللغة الإنجليزية كلغة أجنبية في المستوى الثالث من التعليم الليبي (مستوى الجامعات الليبية). وفي هذا الصدد ، تم إجراء مسح في النصف الثاني من عام 2018 م في ثلاث جامعات حكومية هي : جامعة طرابلس ، جامعة الزاوية وجامعة الزيتونة، وذلك لغرض جمع البيانات حول المتغيرات المدروسة. وأظهرت نتائج هذا المسح أن المشاركين من أستاذة تدريس اللغة الإنجليزية كلغة أجنبية أكدوا على أهمية الأخذ في الاعتبار القضايا التربوية والاختلافات الثقافية ومدى حساسيتها عند استخدام مقاطع فيديو (يوتيوب). كما كشف بعض المشاركين عن أن عدم استعمالهم لمقاطع الفيديو في تدريسهم لهذا المقرر الدراسي يكمن وراء سلسلة من الأسباب مثل استخدام بعض أساليب الممارسة التربوية، وكذلك الحساسيات الثقافية، وتصميم المناهج. كل هذه الأسباب وغيرها تمثل بعضاً من التحديات الكبيرة في إدخال الفيديو إلى تعلم اللغة في التعليم العالي الليبي.

Introduction

Teaching English as a foreign language through using authentic materials is not a recent phenomenon. Such a phenomenon could be traced back to the popularity of the Communicative Language Teaching (*CLT*) in the 1970s, which shifted the emphasis to communication over language forms and structures. Moreover, such use of authentic materials has increased in the last 20 years due to the many convincing reasons for the benefits of authentic over textbook or already prepared materials in language teaching. Some of those reasons are: first: authentic materials are more beneficial in both ESL /EFL English as a second or a foreign language learning as they reflect natural everyday communications as it is among native speakers. Second, it was confirmed in many previous empirical studies in *ESL/EFL* contexts that authentic materials mostly meet learners' needs and interests in language learning.

The researchers in the present study endeavour to measure the teachers' attitudes, and reactions toward using electronic media: *YouTube* short films as potential authentic materials in the Libyan 3rd level EFL context. Three public universities are involved in this study: 1– University of Tripoli; 2– University of Azzawia; and finally 3– University of Azzaytuna.

Defining Authentic Materials

As researchers and language teachers for more than 15 years within the Libyan and Irish second, and third educational levels, a number of questions always come into mind such as: what do authentic materials mean? Which materials are considered authentic and which not? What is the key difference between textbook and authentic materials? And what is the advantage and disadvantage of each material?

Through going into much literature, there are about eight interrelated definitions given to the term authentic materials, all of which have something in common, as elucidated by Kilickaya (2004) experiencing the language as it is used among its own native speakers. Tatsuki (2006) for instance, states that realness, truthfulness, reliability and genuineness are number of words used as synonymous to the word authenticity. Nunan (1989) defines authentic materials as any material

that has not been prepared for pedagogical purposes. Bacon and Finnemann (1990) give a similar definition of an authentic text. It is the one, which is produced by native speakers for non-educational goals. These two definitions clarify that authentic materials should not be used for educational purposes. They, on the other hand, should be used for communications only. In another definition, Nunan (1988) defines authentic materials, from a traditional point of view as: "those which have been produced for purposes other than to teach language" (p.99). A similar definition given by Swaffar (1985) that: "an authentic text, oral or written, is one whose primary intent is to communicate meaning" (p.17), which climaxes communicative objectives. In addition, Tomlinson (2012) states that the main objective of an authentic text should be to communicate rather to teach:

an authentic text is one which is produced in order to communicate rather than to teach. The text does not have to be produced by a native speaker and it might be a version of an original which has not been simplified to facilitate communication (p.162).

An emphasis here is on the communicative purposes of authentic texts rather than pedagogical ones. Another early definition was given by Morrow (1977) in which he differentiates between a real and artificial message conveyed by the text itself: "An authentic text is a stretch of a real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (p.13).

However, and on the other side, other researchers clarified in their definitions that authentic materials could be used for language teaching purposes, and language learners need to practice language learning through such materials. Otte (2006) for instance explains that learners need to: "practice using authentic language themselves, in order to be better prepared to deal with authentic language in the real world" (p.56). Authentic materials could also be viewed as an open and direct channel of reflecting the target culture, because they are obtained directly from their original sources with no interference and pre-preparing for educational and or administrative objectives. Spelleri (2002) stresses that such materials are very good for language learners because they

are real and are usually culturally rich materials. Such use of culturally rich input materials would offer language learners the opportunities to think and behave like speakers of the target language.

Researchers, in fact, are divided into two groups according to their definitions of authentic materials: The first group believes that authentic materials could not be used for pedagogical purposes, since they lose their characteristics once they are used out of its original source. On the other side, some researchers believe and maintain that such materials should be used for educational purposes inside language classrooms, because they reflect L2 as used with its own native speakers.

Authentic materials whether audio–visual or written are very rich input particularly for EFL learners in the Libyan educational context, since they mirror the everyday use of the target language as can be seen in the following sections on advantages of authentic materials. In this current study, the researchers aim to explore EFL teacher attitudes and reactions toward utilising *YouTube* short films as potential instructional materials in teaching English as a foreign language in Libyan universities.

Advantages vs. Disadvantages of Using Authentic Materials in EFL Teaching

Several arguments for and against using authentic materials are given by many researchers and scholars interested in the realm of language teaching/learning. Tomlinson (2012) for instance states that many researchers argue for using authentic materials saying they can provide significant exposure to real language as is really used, motivate learners, help enhancing their communicative competence, and develop their positive attitudes toward language learning. Gilmore (2007) furthermore, states that authentic materials are very good for language learners, especially audio–visual ones, since they offer a richer source of input for language learners and positively reflect on their communicative competence than textbook materials do. Other researchers such as Thanajaro (2000) Otte (2006) and Berardo (2006) all empirically evidenced that authentic materials positively influenced learners' non–linguistic abilities. They reported that using authentic materials enhanced learners' language learning motivation and this

might be attributed to the lively nature of such materials. Another significant advantage of authentic materials mentioned by Garcia (1991) and Sherman (2003) that they reflect the target language culture. Sherman (2003) for instance states that authentic materials work as: "a window into culture".

According to Mishan (2005) an essential rationale for utilising authentic materials in FL classrooms stems from '*the 3 c's*' which is *culture, currency, and challenge*. Mishan (2005) explains that:

culture, in that authentic texts incorporate and represent the culture/s of speakers of the target language; currency, in that authentic texts offer topics and language in the current use, as well as those relevant to the learners; challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels (p.44).

Within the EFL field, studies such as Gilmore (2007); Soliman (2013); Al-Musallam (2009); Belaid (2015) Belaid and Murray (2015) report positive results through using authentic materials in the Libyan and Saudi EFL contexts respectively.

On the other hand, and despite all the above-mentioned arguments for the use of authentic materials, there are number of arguments against the use of such materials in language teaching. Martinez (2002) for instance states that authentic materials might be too culturally prejudiced and might contain difficult structures and vocabulary for lower level learners. Guariento and Morely (2001) share Martinez (2002) the opinion of using authentic materials for lower level learners, and added that: "At lower levels, the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and demotivated" (p.347). Moreover, Kienbaum (1986) clarify that such materials are really challenging for teachers searching for suitable materials for their students. Other researchers such as Miller (2005) states that authentic materials are usually difficult for language learners and consume much of the teacher's time searching, editing and preparing suitable materials for their learners.

Going through all such literature, we can state that despite the existence of a number of arguments against the use of authentic materials in EFL classes, the advantages outnumber disadvantages, and language teachers should consider using such materials inside their language classes for many reasons. First, unlike non-authentic materials, which typically meet administrators' needs, authentic materials mostly meet learners' needs and interests in L2 learning. Second, such materials reflect the everyday natural use of language as it is in native speaker communications. The main differences between authentic and non-authentic and or textbook materials can be seen in the following section.

Differences between Authentic and Traditional Textbook Materials

There has been an endless argument for the last 20 years or so about which is more effective learning medium, textbooks or authentic materials in language learning. In this section, the researchers views differences and arguments for and against each material in language teaching.

Proponents of the textbook materials argue that textbook materials save much of teachers' time through presenting ready-made materials. Tomlinson (2012) textbooks guarantee providing language learners with a kind of fixed progress. Other researchers such as Hutchinson and Torres (1994) clarify that the textbook is recognised as a global element in the process of language teaching. Thousands of copies are sold each year, and huge aiding projects are offered to prepare such textbooks for many countries.

Opponents of textbook use in language learning state that they fail to meet learners' needs and interests and increase their creativity in L2 learning. Mukundan (2009) for instance emphasises that textbooks outline only a specific order to be followed and language teachers are expected to follow that order as it is. Another argument against a textbook use is that they are usually designed and prepared to meet instructors and administrators' needs. This mostly neglects learners' needs and interests in L2 learning, (Mishan (2005) and Tomlinson (2010).

On the other side, there have been many persuasive voices from many researchers to use authentic materials as a significant input in the

process of second language acquisition such as Gilmore (2007); Bacon & Finnemann (1990); Kilickaya (2004); Mishan (2005); Guariento and Morley (2001). Authentic materials offer learners a feeling that they are learning a real language as used outside in the real world. Adams (1995) argues for using authentic materials in all learning levels since they are taken directly from their original sources and are significant learning inputs. In addition, Tomlinson (2012) states that: "Every text that learners encounter should be authentic and that most tasks should be authentic too, otherwise, the learners are not being prepared for the reality of language use" (p.162).

The authority of authentic over textbook materials, as may be summed up here, is taken for granted, and as has been proven in many previous studies in different EFL/ESL contexts. The great advantage of authentic materials is that they are directly taken from original sources and frequently succeed in meeting learners' needs and interests in L2 learning.

Using YouTube Short Films in EFL Classrooms

Teaching English language nowadays is becoming more and more challenging to language teachers than it used to be 30 years ago. With the advent of technology in such a digital era, it is becoming inevitable for language teachers to utilise electronic media such as *YouTube* materials inside classrooms. Doing so, teachers may ensure learners' L2 proficiency enhancement.

In Fact, numerous studies have explored the possibility of utilising multimedia in the process of language teaching, (Schmid, 2008; Wagner 2007; Galien 2010; Rammal 2005). Many researchers always draw attention to the significance of EFL materials inside L2 classrooms, and that materials should be as closer and nearer to the target language as possible. One of those arguments is the use of *YouTube* short films particularly for enhancing listening and speaking skills. According to Kelsen (2009) *YouTube* is a readily accessible source of authentic pop culture material, encouraging learners to interact in an educational capacity with popular culture through English language. *YouTube* clips may act as a motivating factor for students wishing to further develop

their language skills as they venture to gain a deeper understanding of content they willingly access online. Moreover, it is also available for students to engage in outside of class in some form of student-centred learning, (p.3).

Sherman (2003) for instance, highlights the significance of using films as possible classroom materials saying that: "they have high potential for teaching grammar, social language and pronunciation and also for practicing notional areas to do with the daily life and human behaviour" (pp.46-47). Other advantages of using films, *YouTube* films in particular were stressed by Watkins and Wilkins (2011) saying that utilising *YouTube* films ensure language learners being exposed to authentic English and at the same time to learning styles which is more student-centred and autonomous. Moreover, Johnson & Swain (1997) elucidate that the time learners use different sources of English media, they gain a level of L2 engagement, and such an engagement might not be available outside the study programmes. Paulson (2001) emphasises that the efficiency of using online materials is in offering language learners spin-offs as if they are living in the country of the target language. She adds that taking advantage of electronic media is taken for granted in EFL teaching, the problem only lies in how to guide our learners to use such technology effectively. Berk (2009) stresses the significance of using *YouTube* materials for educational purposes stating that videos are useful since they connect multiple intelligences: both hemispheres of the brain, and to the emotional sense of the learners. Moreover, he refers to the effect of remembering ideas and thoughts when presented through pictures rather than through words. Prensky (2009) states that the integration of *YouTube* as an instrument in foreign language teaching assists language teachers in their favours.

Integrating *YouTube* films as L2 input, as may be summed up, in EFL classrooms may enrich learners' exposure to the target language, and work on intensifying and developing learners' second language acquisition.

The Libyan 3rd Level EFL Curriculum

In the current era, the Libyan educational system is divided into four main stages: first, the primary stage extends from year 6 up to the year

11. Second, the preparatory stage extends for three years from 12 up to year 15. The secondary stage comes next and pupils here are given the choice to join the secondary or intermediate institutes of various professions. Such institutes qualify trainees to the labour market, and some prefer to pursue their higher technical training through joining higher technical institutes all over the country. In all these stages, the curricula, and materials are already planned and organised by the Ministry of Education. Teachers are to apply and follow the already yearly-prepared plan from the Ministry of Education. The plan contains a full outline of the academic year such as textbooks; when to start; mid and final year examinations; how to assess; and even how to divide students' grades.

The fourth stage is the university level, which is the main concern in the current study. Despite there is an outline of the subjects and number of hours for each subject given by English departments, Language professors themselves design the EFL curriculum within these departments, and apply whatever materials they think suitable for their students. Experientially speaking, it has been observed that the majority of EFL learners graduate with a minimum L2 proficiency, even after four years of intensive language programmes. There is a mismatch between what is being taught and the outcome of learners. The researchers deem that exploiting *YouTube* short films may work on enhancing and developing learners' L2 acquisition. There are however, a number of challenges in using *YouTube* materials in language teaching. In the next section, the researchers clarify the main challenges of using authentic materials in the Libyan EFL university contexts and at the same time suggest solutions, which may work in order to overcome such difficulties.

Challenges in Using Authentic Materials in EFL Contexts

A number of challenges frequently face EFL language teachers using authentic materials inside classrooms. One of those challenges is to capture learners' attention and interest towards the given materials. However, Gilmore (2007) emphasises that it is difficult to: "accurately measure learners' motivation in classroom based studies" (p.107).

Gilmore (2007) stresses that in order to overcome such challenges, an EFL teacher might meet, they should carefully prepare and arrange the selected materials and the learning tasks for their students that may ensure language acquisition. Other researchers such as Tomlinson (2012); Spelleri (2002); Oguz, and Bahar (2008) refer to certain challenges in EFL teaching. Such challenges are outlined as follows:

- a– The language might be very difficult;
- b– The cultural content of the selected materials might be unsuitable for learners;
- c– Authentic materials need too much time for preparation;
- d– The sentence structures and vocabulary might also be difficult and very challenging for EFL learners.

How can EFL teachers eliminate such difficulties in their language classroom? Many steps could be taken that may ensure learners' acceptance and enjoyment of the given materials. Steps such as:

- a– Carefully selected authentic materials with suitable cultural content for the target learners may ensure their acceptance and interest in L2 learning;
- b– Learners' language proficiency should be taken into a teacher's consideration when selecting potential materials;
- c– Materials should be above learners' current language proficiency level. Krashen's (1982) famous formula $(i+1)$ summarises the current whole process. Learners' current language proficiency level is (i) and with appropriate support and scaffolding from their teachers, learners may reach the (1) level, which is above the present one;
- d– Selecting online audio-visual materials as short *YouTube* films saves an EFL teacher time. Cultural differences nevertheless, must be taken into consideration particularly for beginner and pre-intermediate learners since they may contribute negative learning results.

In spite of the many challenges that encounter EFL teachers in the process of designing and selecting suitable materials for their learners, authentic materials would intensify and increase language acquisition especially for EFL learners. In the next sections, the study researchers outline the main purpose, questions and the methodologies that will be used in the data elicitation stage.

Rationale of the Study

The principal aim of the current study is to explore EFL teacher attitudes and reactions toward using *YouTube* short films inside language classes. The current study attempts to find answers to the subsequent questions:

- 1- The EFL teacher attitudes toward using *YouTube* short films inside EFL classrooms, and;
- 2- Reasons for not using *YouTube* materials in English language classrooms within the Libyan 3rd level context.

Methodology

A number of EFL lecturers working at three state universities: university of Tripoli; university of Azzawia; and Azzaytuna university were approached to participate in the current study. All participant lecturers were Libyans with different teaching expertise, ranged between 2 into 25years within the university context.

Procedures and Instruments

A questionnaire was employed in the process of data elicitation for the present study. For more details and full outline of the questionnaire, please see (Appendix A). The questionnaire distributed to a number of EFL lecturers in each university to enquire about their attitudes and reactions to the potentials of using *YouTube* short films in EFL teaching. Thirteen questions are included in teacher questionnaire in which some were Yes/No questions; others were multiple-choice questions. In some questions, lecturers were given number of options to select from.

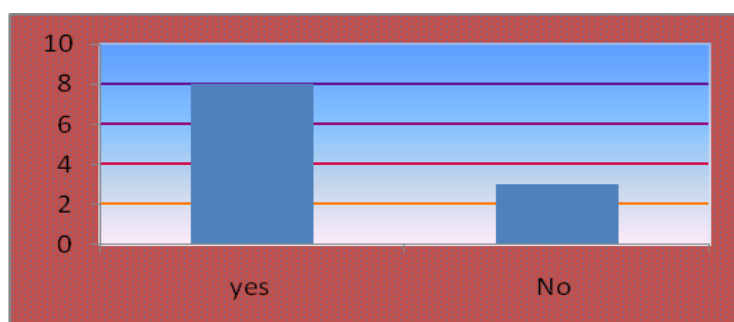
Results and Discussion

As already outlined in the introduction, the chief purpose of this research is to examine teacher attitudes and preferences toward utilising *YouTube* short films in teaching English as a foreign language within the Libyan third level contexts. Only a questionnaire was used as a main research methodology to elicit data from language teachers in three public universities in the Autumn semester in the academic year 2017/2018. The questionnaire consisted of thirteen questions, the intentions of which were to examine teacher attitudes and preferences toward using *YouTube* short films as potential instructional authentic materials in EFL teaching in Libyan 3rd level, and also to examine challenges they face in using *YouTube* materials inside their language classes.

The population of the study were drawn from three public universities in: the university of Tripoli; the university of Azzaytuna; and Azzawia university. The researchers targeted at least 20 EFL lecturers, there are however, only eleven who returned the questionnaires in due time.

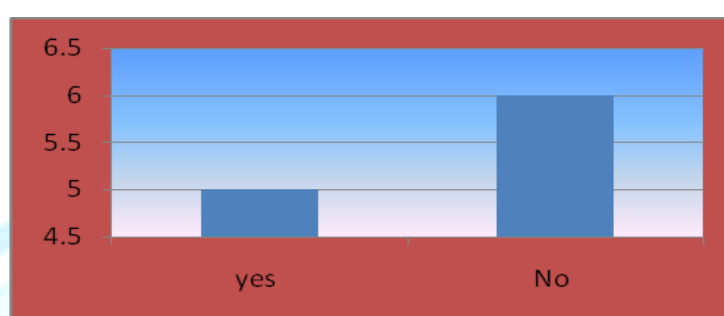
According to the elicited results, it can be seen that 70 % of the study participants already used electronic materials in teaching English, and they recognise the significance of such materials in developing and enhancing learners' language proficiency. 13 questions were used in the current questionnaire, the first three enquired about gender, age and the teaching experiences since these are essential variables.

Question four asked teachers on whether they used any electronic materials inside their language classes. As can be seen from the chart below, teachers' positive attitudes and use of electronic materials in teaching English. Two-thirds of the participants eight out of eleven, showed positive attitudes toward using electronic materials in teaching English language.



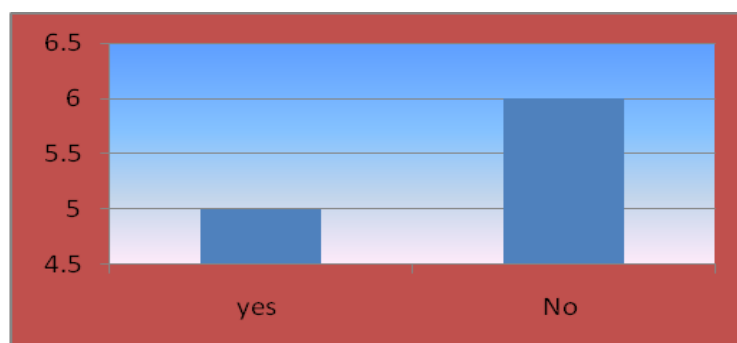
Whether or not used electronic materials in your EFL classrooms

The results in chart 2 reveal the participants' attitudes and preferences of teachers toward using *YouTube* materials in their language classes. Half of the participants stated their use of *YouTube* materials in teaching English, while the other half have never used such effective materials. Some teachers attributed their reluctance to use *YouTube* materials to various reasons such as: no internet connection inside classes, and others declared their field of specialisation does not require *YouTube* materials in teaching.



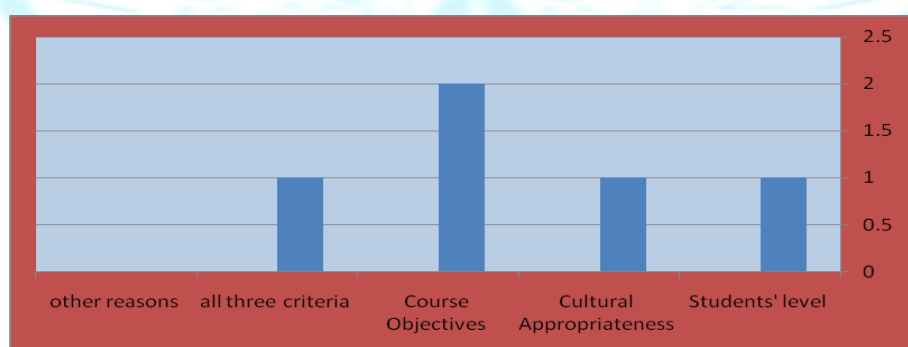
Whether or not used YouTube materials in your EFL classrooms

The following five questions heavily rely on whether positive answers given to the previous question number five. Question six asked the participants on how many times they use *YouTube* materials in language teaching. Almost half of the teachers revealed their frequent use of *YouTube* materials, and their use varies from once a week up to more than five times a week, whereas, the other half did not use such materials in their classes, and they revealed reasons for not using *YouTube* films. One of those reasons was: I do not need to use *YouTube* films because I teach translation. Another reason, as was mentioned by a teacher participant, related to the internet connection. It is certainly one of main difficulties confront Libyan lecturers in teaching through using electronic materials '*YouTube*' short films, as was experientially observed by the researchers themselves. Most of language classes in Libyan universities are not linked to the internet. The subsequent chart shows the number of teachers who used *YouTube* materials and those who did not.



The frequency of using YouTube materials

The study participants were asked about the criteria they apply in selecting *YouTube* materials for their students. A number of options were given to them: students' level; cultural appropriateness; course objectives and other reasons. One participant teacher highlighted students' language proficiency as the most significant criterion in selecting *YouTube* materials, while another teacher emphasised cultural appropriateness, and one participant teacher gave a priority to the course objectives in selecting materials from *YouTube* for their students. Only one teacher selected the three criteria in selecting *YouTube* short films for their language classes. The chart below reveals teachers' responses to the given question:

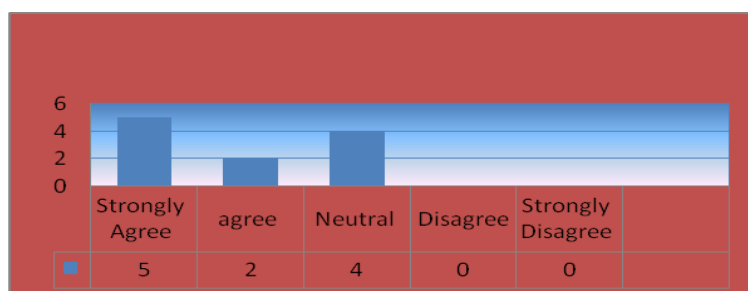


Criteria teachers apply in selecting your YouTube materials to their EFL learners

The participant teachers in the following three questions: 8, 9, and 10 were given the choice to select from various options: *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*.

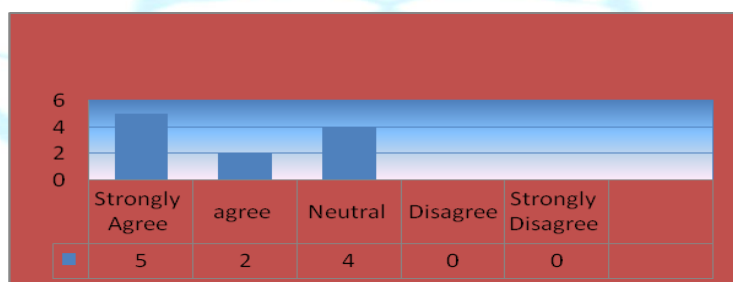
Question eight enquired about whether *YouTube* materials represent good teaching materials for language learners. Five teachers revealed

their strong agreement of the given statement, two teachers agreed with the given statement, while four teachers gave no answer and remained neutral. To clearly represent the teachers' answers and responses to the given statement, the following chart reveals their responses:



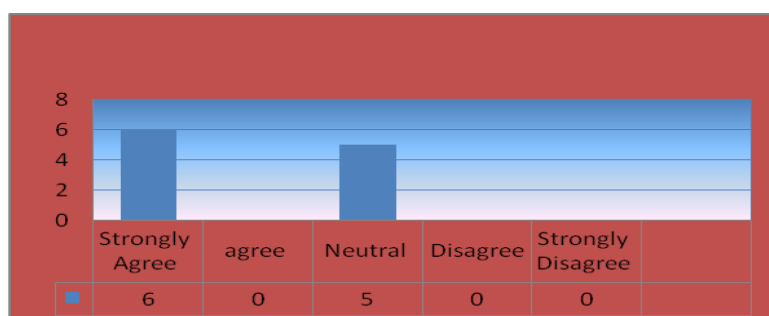
YouTube short films represent good EFL teaching materials

Question 9 enquired about whether using *YouTube* short films created enjoyable learning atmospheres among language learners. Similar to the previous question, answers came as follows: five participant teachers strongly agreed with the given statement; two agreed; and four teachers stayed neutral and gave no answer. The chart below reveals their answers:



Using YouTube short films made my EFL classes more interesting

Using *YouTube* short films developed my learners' motivation to study language was the next question, and to which the participant teachers' answers came as follows: six language teachers strongly agreed with the given statement, while the rest stayed neutral and gave no answer. The results here adds to those studies conducted before such as Kelsen (2009) and Watkins and Wilkins (2011) in which *YouTube* materials work on enhancing and developing learners' learning motivation and expose them to the target language culture. The chart below reveals their answers:



Using YouTube short films developed my learners' motivation to study English

Question eleven asked the study participants to state other sources of electronic materials that are available for them to use in language classes. A number of options were given to them from which they can select such as: *Internet; radio; television programmes; printed materials such as magazines and newspapers; a variety of all of above*. Answers appeared as follows: three participant teachers selected the Internet as another source available for them; three teachers selected printed materials as magazine and newspaper articles; three language teachers selected a variety of all of sources; and only two participants commented none of the given materials. The availability of materials sources is a significant to language teachers in language teaching. As previously stated in Belaid's doctoral thesis in 2015, many language teachers in the Libyan third level complain about the unavailability of authentic materials within the Libyan universities. However, this does not mean all language teachers have the same attitude. Some of them, as was confirmed, already used the electronic materials 'YouTube' short films in their classes.

Reasons for not using a *YouTube* material in teaching English was the question number 12 addressed to the participant teachers in the current study. Responses came as follows: four language teachers attributed their reasons for not using *YouTube* short films to the absence of appropriate equipment in universities, and one teacher added that some language teachers are not encouraged to use them in their classes. Two teachers attributed it to the unavailability of the internet access inside their language classes, and that not all students are digitally literate and

familiar with online materials. One language teacher attributed their not using *YouTube* short films to their nature of discipline. He added that in translation, it is not necessary to use *YouTube* materials for translation students. Another teacher participant attributed their reasons for not using *YouTube* materials to the time assigned for teaching, and to the number of students in classes. The other three participant teachers gave no answer to this question. Reasons for not exploiting *YouTube* materials differ among EFL teachers. As language lecturers for more than fifteen years in the Libyan and Irish first, second and third levels, the number of learners in one class are usually high and it never assists to use electronic materials particularly *YouTube* films as potential authentic materials inside language classes. Furthermore, the unavailability of the internet connection is another obstacle continuously confronts language teachers in the Libyan educational institutions. However, there are many software programmes, which enable language teachers to use *YouTube* short films without the need to the internet connection such as the “*YouTube download manager*”. This software allows its users to download whatever films either short or long, watch them in an offline mode, and why not use them in language teaching.

The final question number thirteen was an open ended question, in which the researchers offered the opportunity to the participant teachers to add any comments related to the topic of concern. Only three teachers added the following comments: “I am using *YouTube* materials in teaching methods of teaching”. Another teacher participant stated that: “ it is a good idea to try to employ this technique in EFL teaching”. The other teacher referred to something interesting and highly pertinent, which is: “teachers need intensive training courses to be able to use audio-visual materials”.

Conclusion

It can be seen that there is an overall accordance among the participant teachers on the significance of the electronic media: *YouTube* short films as potential instructional authentic materials in language teaching. Such materials may ensure developing and enhancing the overall language proficiency within the Libyan EFL learners, and develop their

learning motivations. Such a positive attitude appears obviously from the teachers' responses to the given questions. There are however, and as previously stated, a number of identified challenges confronting lecturers using such materials in their language classes such as: cultural differences, number of learners in language classes, time assigned, and fields of specialisations. In addition, some participant teachers commented that not all language teachers are familiar with utilising electronic materials inside classrooms, and learners need to be digitally literate for effective use. In sum, it can be reported that small steps are being taken yet larger challenges remain.



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