



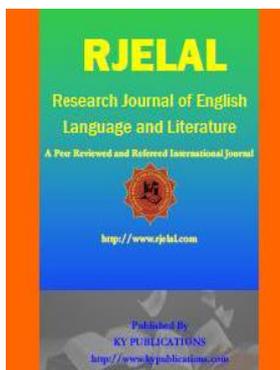
THE EFFECT OF EXPOSURE TO TV & RADIO NEWS ON THE IMPROVEMENT OF IRANIAN EFL LEARNERS' SPEAKING FLUENCY

MOHAMMAD JAVAD GHENAATI¹, DAVOOD MADANI^{2*}

¹MA in TEFL, Islamic Azad University, Khomein Branch, Khomein, Iran

²Ph.D in Linguistics, Islamic Azad University, Khomein Branch, Khomein, Iran

*Corresponding Author: Dr.madanilinguist@gmail.com, Bargh_5006@yahoo.com



ABSTRACT

The current research aims at investigating the effect of exposure to TV & Radio news on the improvement of Iranian EFL Learners' Speaking Fluency. In this regard, four pieces of health news on four separated papers with different grammatical forms but related subject were given to one hundred and twenty boys and girls forth-year language learners. The participants were allowed to read the news completely. Then, one of the four news was selected randomly by the researcher. Therefore, all the one hundred boys and girls participants had to retell that news in their own words and they were judge by Brown scale (Brown, 2001, p. 206). At the end of the research, the participants had enough exposure to TV and radio programs and again they were examined to see the probable changes and enhancements in their speaking fluency. The results of the posttest revealed better performance on the posttest meaning that the more exposure to TV and radio news could lead to better speaking fluency. And Statistical analyses including ANOVA, t-test, revealed that although there was found a kind of improvement in both groups the girls did a better performance.

Keywords: Exposure to TV & Radio News, Speaking Fluency, EFL Learners

©KY PUBLICATIONS

INTRODUCTION

Enhancing EFL learners' speaking proficiency and fluency has always drawn the attention of both learners and specially instructors. Becoming a more fluent speaker of English is a very highly ranked goal among learners of English. The learners should bear in mind that becoming a fluent speaker of a language is a gradual process which requires a lot of persistence and practice. Fluency and accuracy can be regarded as two opposing plates of a weighing scale: as one side goes up, the other goes down. The learners maybe able to significantly increase their

fluency by temporarily disregarding accuracy. We can only help our students become fluent after we have enlarged and restructured our concept of what fluency means. Since the instructors have pivotal role in this issue, they can do the following steps:

- 1) Provide opportunities for the students to practice and rehearse speeches and discussions before they take place.
- 2) Encouraging the students not to worry about making mistakes in conversational activities concentrating on promoting speaking fluency.

- 3) Encouraging the students to spend time studying abroad in order to be more engaged in the real life English environment.
- 4) Planning ahead : If a student knows that they are going to be talking about a certain topic in their next English lesson, or discussing a particular issue then, planning for that topic or discussion is an indispensable way for them to increase their oral fluency when speaking in that situation (Kellem 2009).

According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more difficult to attain target language pronunciation skills than other facets of second language acquisition. Teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded (Elliot, 1995).

Despite of the various forms of language exposure such as music, movies and leisure reading materials that may contain grammatically incorrect sentences and wrong usage of words and its confusing effect on students ,the news have remarkable features including the standard lexical format and grammar rules, the normal speech speed and fluency of speech, that could persuade any instructor to employ TV news in the classroom as a valuable listening material.

We need to confirm the fact that people differ with respect to how fluently they speak. Some speak faster than others, some use more filled pauses such as *uh*'s and *uhm*'s than others, some use more silent pauses than others, and some use longer silent pauses than others (e.g., Clark & Fox Tree, 2002; Goldman-Eisler, 1968; Shriberg, 1994).

Therefore , the current research attempts to focus on news as influential listening material for developing Iranian EFL learners' speaking fluency.

Literature Review

Fluency of speaking aspect in FL and SL

Considerable number of researches have been done concerning speaking fluency of EFL learners.

As an essential tool for language teaching and learning, speaking can "facilitate language acquisition and development" (Goh, 2007, p. 1), and it can be beneficial to learners' academic achievement as well as professional success (Saunders & O'Brien, 2006). As an important aspect of language skills, English speaking should not be devalued but be "developed in its own right" (Goh, 2005, p. 105). Therefore, good speaking competence is essential to English learners, especially for those English majors at normal universities, for English teaching is likely to be their lifelong career.

(Chambers, 1997,p.536) contrasting fluency to accuracy, There has been a remarkable use of the word fluency in ELT contexts.

Speaking competence mainly covers speaking accuracy and fluency.

Speaking accuracy indicates "the extent to which the language produced conforms to target language norms" (Yuan & Ellis, 2003, p. 2), which involves the correct use of pronunciation, vocabulary and grammar. Speaking fluency refers to the ability to produce the spoken language "without undue pausing or hesitation" (Skehan, 1996, p. 22).

Concerning improving speaking fluency and accuracy, Wang (2007) stated that speaking occurs spontaneously and transiently in real time, so producing spoken language can be very time-constraint. They could be influenced by cognitive factors, linguistic factors and affective factors.

Cognitive Factors

According to Levelt (1989), the speaking processes include conceptualization, formulation and articulation.

Conceptualization deals with what information can be chosen to express the meaning. Formulation requires the speaker to find out what proper words to use in appropriate grammatical structure. And articulation needs the speaker to produce the speech with his articulatory organs. As all the three processes take place on the spur of the time, it is quite possible for learners to make mistakes in face-to-face communication. Therefore their speaking may be filled with "hesitations, false-starts,

grammatical inaccuracies and limited vocabulary” (Hughes, 2002, p. 77). In this sense, both their speaking fluency and accuracy may be affected.

Besides, human’s mind is a “limited-capacity processor” (McLaughlin & Heredia, 1996, p. 214), so it is not easy to focus on everything at the same time. Because of the limited attentional capacity, focusing on one area reduces students’ attention to other areas. Over-focus on accuracy may result in the lack of fluency, and too much emphasis on fluency may lead to the lack of accuracy (Skehan & Foster, 1999). Therefore, it is necessary for Iranian EFL learners to keep a balance between speaking accuracy and fluency.

Linguistic Factors

The correct use of language forms is critical for learners’ oral proficiency (Saunders & O’Brien, 2006). Comparing with native speakers, it is harder for EFL learners to use the accurate pronunciation, grammar and vocabulary (Bygate, 2005).

Pronunciation plays an important role in intelligibility (Goh, 2007). Mispronouncing a single sound causes the listener’s misunderstanding, and various uses of stresses as well as intonations result in totally different meanings. In addition, Iranian and English differ a lot in sounding systems, so those pronunciations which do not exist in Iranian cause great difficulty for Iranian EFL learners. If learners often make mistakes in sounds, stress and intonation, their speaking accuracy is greatly affected.

Besides, grammar plays a key role in learning the structure of English. But learning the accurate use of grammar is one thing, correctly using it in one’s speech is another. Some students are good at grammar in reading and writing; but they may often make mistakes in their spoken English. It is rather difficult for EFL learners to transfer the correct grammar to their speaking (Larsen-Freeman, 2001), so Iranian EFL learners should be facilitated in their grammar so that they can make progress in their speaking accuracy.

Vocabulary is also important for EFL learners, just as the significance of bricks to a building. If the receptive vocabulary is rather limited, learners can hardly put the “receptive vocabulary knowledge into productive use” (Nation, 2001, p. 129), so it is

essential for Iranian EFL students to store a wealth of vocabulary in their long-term memory. In addition, the ability to quickly recall words from one’s mind may affect the speaking fluency (Levelt, 1989; Carter, 2001). Hence Iranian EFL learners should be able to have a fast access to the words and expressions in their mind while speaking so that their speaking fluency can be enhanced.

Affective factors

Apart from cognitive and linguistics factors, learners’ speaking competence is influenced by affective factors.

Both anxiety and self restriction have an impact on learners’ oral proficiency.

Anxiety is the affective factor that “most pervasively obstructs the learning process” (Arnold & Brown, 1999, p. 8). Worrying about being “wrong, stupid, or incomprehensible” (Brown, 2001, p. 269) greatly affects learners’ speaking performance. Numerous of Chinese EFL students are rather nervous in class (Liu, 2006), especially when they are asked to speak in class without any preparation. Too much nervousness makes learners “tongue-tied or lost for words” (Shumin, 2002, p. 206) and absolutely influences their achievement in foreign language classroom (Zhang & Jia, 2006). Therefore, the EFL learners should be supported enough before speaking, so that they can lessen their anxiety and perform better in speaking. Bearing in mind that “speech is silver, silence is gold”, many students choose to keep silent so as to avoid losing face in public. Affected by such self-restriction, it becomes harder and harder for them to open their mouth as time goes by. Since risk taking is viewed as an essence for “successful learning of a second language” (Brown, 2007, p. 160), the EFL learners should be motivated to speak bravely in order to promote their speaking competence gradually.

There need to be highlighted that speaking also should maintain its natural mood and Paralinguistic characteristics also have to be taken into account Licia Sbattella et al. (2014). therefore, the EFL learners along with practicing fluency and accuracy in speaking they have to practice paralinguistic characteristics.

Licia Sbattella et al. (2014) supra segmental characteristics play an important role in the process

of utterance understanding; they are key elements in expressing the intention of a message (interrogative, affirmative, etc.) and its style (aggressive, assertive, etc.)

General listening materials

Such materials are mainly concerned with general use of songs and films in EFL.

Media and English language teaching and learning enhancement

Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short films and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why do students remember everything that's on television and forget what we lecture?" – because visual media helps students retain concepts and ideas. Bransford, Browning, and Cocking (1999, p. 194) also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content.

The Advantages of Using Media:

- Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time. This helps develop quantitative reasoning. Learn more about this technique using the Teaching Quantitative Reasoning with the News module.
- Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an

assessment of self if the scenes have strong emotional content.

- The use of media sources help connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date.
- News stories can be used to connect theories taught in the classroom with real world events and policies.

The Advantages of Media for Students:

- Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- Students can hone their analytical skills by analyzing media using the theories and concepts they are studying.
- The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends.
- Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

In addition to numerous advantages, there are also a number of cautions that faculty should keep in mind in utilizing media. Using media requires a complete understanding of copyright law, an appreciation of the workload involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction.

Radio news and EFL classes

Researchers have conducted studies regarding the values of radio news Brinton and Gaskill (1978). the effect of listening to TV and radio news on improving EFL students' listening comprehension was studied. Brinton and Gaskill (1978) argue that using TV and radio news utterances as teaching material has proved effective on improving listening

comprehension of EFL learners having difficulty in dealing with comprehending news utterances.

Baker (1996) and Poon (1992) found out that greater exposure to TV and radio Newsenhances listening comprehension remarkably.

In a research by Champoux (1999) in which the focus was on the use of campus radio stations as a means to develop university students' English learning it was claimed that campus radio improves the students listening ability.

Films and Videos in EFL classes

Although remarkable number of studies have praised the roles of films as an important tool in EFL classes, few of them have emphasized on the advantages and mainly characteristics of films.

Film is probably the most challenging cultural product for language teaching. It is designed to appeal most directly and fully to students' emotions. The unique characteristics of film create an experience that often goes beyond what we can experience in reality, and it also adds to communication power.

Champoux (1999) summarizes the characteristics of film which give it unbeatable power as a teaching tool.

1. Close-up shots: shows a viewer something that might go unnoticed with ordinary vision
2. Long shots: let a viewer see an image unavailable to ordinary humane vision.
3. Focusing techniques: show a physical reality as seen by humane eye or show it in a different way. It can be divided into deep focus and soft focus.

Deep focus: refers to having all parts of a scene in focus from the nearest object to the farthest. This focusing method duplicates the way a humane would see a scene.

Soft focus: keeps the objects nearest the viewer in focus and puts objects farther away out of focus. This method emphasizes one part of a scene and de-emphasizes another. A director can control the emotional delivery of a scene to get a viewer response.

4. Film editing: puts a series of images together in a unique sequence intended to have specific effects on the viewer. The resulting stream of images creates a viewer experience that transcends simply recording physical reality.

5. Sound: sound includes dialogue and music.

Dialogue: the delivery of dialogue adds to the drama, humor, or satire of a scene.

Music: music can be divided into composed music and music taken from other sources.

Composed music: gives desired effects to the cinematic experience through deliberate control in tempo, loudness, and color. These effects include emotion, emphasis of specific scenes, anticipation of coming events, and hints of an off-screen character. Music taken from other sources: often has meaning for viewer from earlier exposure to the music; lets a director use borrowed music as a satirical device or emphasize meaning to certain film theme.

6. Special effects: a film making tool that brings enhancement.

These unique characteristics contribute to the power of the film, though we seldom realize that because we often watch a film just for entertainment. The teachers can take advantage of these characteristics to let the students better understand a film when using film as a teaching tool in class.

Regarding the advantages of films Jane Sherman (2003) summarizes 6 advantages of using authentic video in language teaching with explanations for each, which is also fit for film appreciation lesson for film is no doubt one kind of authentic video.

For its own sake: people want access to English language world.

For comprehension of the spoken language: video brings us all kinds of voices in all kinds of situations, with full contextual back-up.

As a language model: authentic video provides a vast up-to-date linguistic resource of accents, vocabulary, grammar and syntax, and all kinds of discourse, which shows us language in most of its uses and contexts-something neither course book nor classroom can do.

For culture: video is a window on English-language culture.

As a stimulus or input: video can be used for discussions, for writing assignments, as input for projects or the study of other subjects.

As a moving picture book: video gives access to things, places, people, events and behavior, regardless of the language used, and is worth thousands of picture dictionaries and magazines.

We can see that it is difficult to fulfill this range of functions except by living in an English-speaking country- an opportunity that most learners do not have. Film helps to substitute for this experience; it brings the English-language world to the learners.

Films selection is a key aspect of applying such teaching materials in EFL classes.

There is no doubt that film is not perfect and not all the films are fit for classroom. The teachers should take in consideration of many aspects, like the content of the film, difficulty level etc. Because watching a film that students don't understand or they are not interested in is a very negative experience. So the teachers should know what factors will hinder comprehension and try to minimize them by choosing an appropriate film.

Jane Sherman (2003) summarizes some factors which hinder comprehension of a film:

High verbal density, i.e. a lot of speech with very little action, Words which don't match the action, e.g. in smart dinner-table conversation; words which are in conflict with the action or are an ironic commentary on it.

A high degree of naturalism in the speech, e.g. everyone talking at once, mumbled asides, actors with their backs to the camera, in consequential dialogue.

Cartoons-mouths, faces and body language are not as expressive as those of real people.

Dialect and regional accents-local color in the film generally means local confusion in the viewer.

Period language, e.g. Shakespeare remains difficult in spite of some wonderful adaptations; however, in film adaptations of classic novels, clear drama-school enunciation often triumphs over archaic language.

English songs in EFL classes

Researchers have paid a lot of attention to the English songs in EFL classes.

Wang Baoan (2002) in his study focused on the application of popular English songs in EFL classroom teaching. In the research he notably praised English songs as a unique teaching tool. He emphasized on the fact that it is acknowledged that more time and attention to pop music in an English curriculum would increase students' motivation and their involvement in EFL learning; that learning through English songs is more effective than memorization in isolation; and that song lyrics contain rich linguistic and cultural knowledge. English songs are vital in communicative language teaching.

Considering the value of English songs in pedagogical contexts, Wang Baoan (2002) stated that Task-based activities can play an important role in EFL classes. Popular English songs can serve as a stimulus not only to increase students' interest, motivation and self-confidence in language learning, but also to maximize their involvement (involving themselves in classroom activities), interaction (talking to each other), production(using their own language).

Wang Baoan (2002) introduces some criteria for selectioning songs and some advantages of using English songs.

Selection of English songs

English songs can provide rich and varied resources in EFL classrooms, however, the song-based lessons do not easily go well. Thus, to select suitable materials seems very important for teachers. English songs considered suitable must meet the following criteria:

- The melodies should be simple and beautiful so as to be excellent pedagogical devices for motivating students.
- The style of music should be to students' taste, taking account of the social and cultural norms of Chinese society.
- The lyrics of the song should be easily understood and the song can serve specific teaching purposes.

Advantages of using English songs

1. Popular English songs are motivating

Popular songs touch the lives of students, and grow out of their natural experiences and interests. All popular songs are eternally occupied with variations

on the same themes of Love, Friendship, Joy, Sorrow, Dream, and the rest, which are the common feelings of humans. Therefore, more time and attention to pop music in an English curriculum would increase students' motivation because classroom activities would use their knowledge, their music, and their language.

English songs offer a change from routine EFL classroom activities by providing fun and creating an active atmosphere. Singing English songs is entertaining and relaxing. Learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting. In this way, students have strong motivation to be involved in the classroom activities.

Meanwhile, English songs supply authentic and real-life materials, which help Chinese students understand native speakers of English.

As cited by Domoney "While meaningful context and background are provided for communicative activities by various English songs, students are encouraged to engage in using their knowledge to express their own opinions". And the teacher is able to insert more substance into the class and build relationships with his students as well.

2. English songs contain linguistic information

According to the Communicative Language Teaching theory, the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Widdowson, 1978).

Students can benefit a lot from English songs if they learn to appreciate them because good English songs can teach them the language, the culture as well as art.

Therefore, pop song lyrics can serve as entertaining contexts for English learners to master the usage of some language points and acquire some cultural background.

Songs not only can motivate students but also contain rich linguistic information, including pronunciation, vocabulary, grammar, rhetoric and language sense. Here is a parallel structure using the familiar oak tree symbolism.

Why did you fall, oak tree,

Are there no other trees to fall?

Why did you die, dear brother,

Are there no other people to die?

Looking at the text of the song 'Because You Loved Me', teachers find so many parallel sentences. Teachers can teach the students 'parallelism' with the help of this song.

As stated above, songs contain rich linguistic knowledge. According to the theory about learning King, John. (2002), learning takes place in many ways and all sorts of learning are going on all the time.

Sometimes, it is intentional, as when students acquire information presented in a classroom or when they look something up in an encyclopedia.

Sometimes, it is unintentional, as when they listen to music. Therefore, it is advisable that English teachers use pop songs because the lyrics may help students acquire those language components through unintentional learning.

3. English songs contain historical and cultural knowledge

In many parts of the world, pop music is a primary leisure resource for young people. Pop music features in young people's lives in a variety of different ways and in a diverse range of contexts: from campus studios, cinemas and TV commercials to what Japanese music theorist Hosokawa (1984) refers to as the 'autonomous and mobile' form of listening facilitated through the invention of the personal stereo such as Walkman, tape record and so on. Listening to pop music can make students more aware of the culture they are involving.

Popular songs carry rich historical or social knowledge with them. Pop songs ten years ago may sound out-dated to modern students' ears while today's pop songs will be regarded either classics or rubbish in the future. Exploration of the reasons why some certain kind of music is popular at a certain time and deserted at another time can provide much background knowledge for both teachers and students. Therefore, pop songs can also be used to introduce social changes as well as cultural notes to students.

Authenticity of English materials

Regarding the concept of authenticity of materials, different scholars have various definitions. Nunan

(1999) authentic language materials are spoken or written language materials that have been produced in the course of real communication and not specifically produced for the very purpose of language teaching .

Gilmore (2007) defined authentic language input as the language carrying a real message which is created by a real speaker or writer for a real audience.

Krashen (1982) defined that optimal input should be comprehensible, be interesting and /or relevant, not be grammatically sequenced, be in sufficient quantity. If the learner can be exposed to input having to these features, it is considered acquisition is more likely to occur.

A. *Be Comprehensible*

According to information processing theory concerning comprehension and production (Carroll,1990), if the learner cannot keep up with the rate of exposure and the input content is far beyond his linguistic competence, he will fail to comprehend and therefore, to acquire. Therefore the teacher must ensure that the material he chooses is not so demanding on student. Although some research results show that a large amount of exposure to L2 leads to proficiency, some had doubted whether it would help by sheer exposure without comprehension. This point of view was derived from the observation and study of the,, Motherese (Snow, 1977) in first language acquisition and was extended to second language acquisition theories. Psychological findings (Carroll, 1990) have also provided evidence that only when the meaning of an utterance or a sentence is understood and processed can it be stored in the long-term memory. Krashen (1978) argues that the learners brain functions like a filter of the information or input provided by the outside world. Only the part that is understandable can possibly pass through the filter and become intake of the learner. Not only does the incomprehensible part fail to facilitate acquisition to occur, but also it will take too much effort on the part of the learner to filter it out. Therefore, the incomprehensible part of the input contributes little to learning but only hinders it by frustrating the learner.

B. *Be Interesting*

It is often found that the input available to the Chinese students can seldom meet this third requirement. Textbooks are designed to cater to the needs and taste of examinations, and almost all English tests at all levels have the following items: listening comprehension, reading comprehension, vocabulary and structure, close tests, error correction, and composition writing with no more than 150 words. This orientation of the testing system has done serious harm to both teaching and learning. To pass these tests, the student has to do a lot of simulated test papers and have little time to read more authentic and interesting materials. Collection of test papers are often so badly compiled that they contain a lot of errors. Such activities are not only boring and time-consuming, but also misleading and harmful.

C. *Be in Sufficient Quantity*

The purpose of language teaching, in a sense, is to provide optimal samples of the language for the learner to profit from. However, if the quantity of input cannot be ensured, the input still cannot be said to be optimal. That is why Krashen (1982: 71) has claimed that optimal input should be in sufficient quantity.

Actually the quantity of input is the main concern of our optimal input hypothesis, since the big difference between foreign learning in the mother tongue environment and SLA in the target language environment lies in the amount of input that is available to the learner. In this regard, Chinese learners of English are at a big disadvantage. They usually depend on only one textbook for learning the language. The textbook is really made full use of. In learning each text, the teacher first explains to the student every grammatical point and language item in detail, and then there is usually an exercise-book which contains nearly everything related to the content of the text. After that, the text is read over and over again until it is memorized by the student. The students' attention is, most of the time, focused on the language forms rather than reading for meaning. The students have so much homework to do that they can hardly squeeze any time for extra-reading by themselves outside the class. This is how language input is supplied for the beginners at middle schools.

For learners of higher levels--the college students, there is little difference. Only the text is longer and there is an intensive/extensive reading class distinction. However, Emphasis is laid on the intensive part in the division of class hours. The extensive reading course is only secondary for most students. In order to prove that the student can learn more easily and better if they are given more input than is required by the syllabus.

D. Be Authentic

I had a persistent misconception about "authentic language" that all the natural meaningful sentences or utterances produced by native speakers are authentic language until one day I read the book entitled *Second Language Learning and Language Teaching* by Vivian Cook. He cited the following conversation from the textbook *Flying Colors* by Garton Sprenger and Greenall in 1990 (Cook, 1991:93):

(1) Nicola: Do you like this music?

Roger: Not very much. I dont like jazz.

Nicola: What kind of music do you like?

Roger: I like classic music...

To most people, this is perhaps authentic language; Cook, however, comments that in real-life conversations, people do not speak in such full grammatical sentences, and do not keep to a clear sequence of turns. They may just say "Like this music?" "Not very much. Not jazz." "So what?" (with rising pitch). "Classical." Evidently, this dialogue is intended for the students to learn the expression of "Do you like...?" and "What kind of...do you like?".

Cook also supplies an example of authentic language from the course book *English Topics*:

(2) Mrs bagg: Oh, how extraordinary.

Jenny Drew: So „cos quite a quite a lot of things like that.

Mrs bagg: I mean were they frightened? „Cos I think if I actually...

Jenny Drew: No.

Mrs bagg: saw a ghost because I dont believe in them really, I would be frightened you know to think that I was completely wrong.

This conversation about a ghost is an example of authentic language since it is "created to fulfill some social purpose in the language community in which it was produced."(in Cook, 1991:93)

For students who are living in the target language environment, this informal spoken English can possibly be heard and acquired in daily communication. But for Chinese students who are learning a L2 mainly from the textbooks, they mistake the non-authentic conversation in (1) for the way English is actually spoken on every occasion, so they are being handicapped by never hearing authentic speech in all its richness and diversity. No wonder one American professor I encountered said that her students are very bookish, when they were talking to her they spoke so formally as if they were reciting from a textbook, but when they turned to writing, their language use was so informal as if they were talking to her. Cook (1991) reported that the exercises and courses have taken a turn away from specially constructed classroom language to any pieces of language that have been really used by native speakers. The use of authentic text in teaching has been adequately justified by Little et al (See Cook, 1991:94).

Another feature of non-authentic material is that our texts are often simplified both lexically and syntactically by the compilers and thus lose their naturalness and appropriacy, since it is almost impossible for the wording to be changed without losing some of its original nuances and flavor. In addition, some cultural meaning is also lost during such rewriting. In a word, simplification is often achieved at the expense of authenticity.

Methodology

Participants

The participants involved in the study were one hundred and twenty forth-year boys and girls EFL learners from Dezfoul Islamic Azad University. The researcher selected the forth-year EFL learners to make sure that they have already passed the prerequisite courses.

Procedures

In the process of carrying out the study, the investigator took the following procedures to achieve the objectives of the current study.

At the first step of the research, the investigator randomly selected one hundred and twenty forth-year EFL learners from Dezfoul Islamic Azad university.

For the investigator to have access to the learners' background knowledge of speaking fluency, At the pre- test stage, provided four pieces of news to read. Then, the investigator randomly chose one part and asked them to retell that in their words. Therefore the investigator scored each based on Brown's speaking fluency scale.

Then, the researcher provided the learners with enough TV and Radio news exposure . During that semester which lasted for a few weeks the learners also were supposed to write down whatever they hear regarding the news for further discussion outside the classroom environment.

After having enough exposure to TV and Radio news, the researcher again provided the learners four new related pieces of news and again they were asked to retell one selected randomly by the researcher and were scored by Brown's speaking fluency Scale.

Finally , the speaking fluency scores including the scores of pretest and posttest were compared to see if having enough exposure to TV and Radio news has remarkable effect on Iranian EFL learners' speaking fluency or having enough exposure to TV and Radio news has different effects on Iranian boys and girls EFL learners.

Instruments

The following instruments have been used in the present research:

VOA health news: VOA health news including four pieces of health news, different in grammatical structure but related in meaning were given to the learners to read. To prevent the effect of

memorization , the researcher randomly selected only one of the four pieces of the news.

Brown's speaking fluency scale: Since the researcher had to have a kind of scale by which score the learners' speaking fluency , the researcher used Brown's speaking fluency scale.

Observation

The investigator's observation of the research was as follow:

There was a satisfactory improvement in both boys and girls utterances in the posttest stage.

The participants produced acceptable speech with rather normal pauses as well as sufficient coherence and focus in such a way that their speech was much easy to be understood.

Results

This part concerns with the results obtained regarding the participants' performance.

The results of both groups on the pretest

In the pretest the mean in boy's group is 13.06 and the mean in girls' group is 13.55 then the difference is 0.49 .

According to the analysis of variance test , $F = 2.12$, $Sig = .147$. Since Sig is greater than 0.005 $147 > 0.005$

$F = 2.12$ $Sig = 11.47$ $Df = 1,118$

The test recognizes such difference of means as non-significant. And the two groups are at the same level and there is no significant difference of the means and the hypothesis of the equality of the means is accepted.

Table 1: Statistics related to the results of pretest of both groups.

Pretest	N	Mean	Std. Deviation
Boys	60	13.0667	1.73564
Girls	60	13.55	1.89043

ANOVA

Pretest	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.008	1	7.008	2.128	0.147
Within Groups	388.583	118	3.293		
Total	395.592	119			

The means of both groups in the pretest and posttest

In the pretest the mean in boys' group is 13.06 and in girls' group is 13.55 which indicates no much difference and nearly the same.

In the pretest the mean in boys' group is 13.06 and in the posttest is 14.13 and the difference is 1.07 therefore, there is a kind of improvement.

In the pretest the mean in the girls' group is 13.55 and in the posttest is 15.91 and the difference is 2.36.

Consequently, there could be seen a kind of improvement in both groups but such improvement is more in the girls' group. Then both H1 and H2 are accepted.

Paired samples statistics and correlations in the girls' group both in pretest and posttest.

The mean in the pretest in the girls' group is 13.55 and in the posttest is 15.91, and the difference of mean is 2.36.

The correlation is 0.84 which is significant and indicates a kind of improvement.

Table 2: Statistics related to the results of the means of both groups in the pretest and posttest

Groups		Pretest	Posttest
Boys	N	60	60
	Mean	13.0667	14.1333
	Std. Deviation	1.73564	1.72191

Table 5: Paired samples Test

Paired Samples Test

	Girls' Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Pretest & Posttest	-2.36667	1.04097	-17.611	59	0

Table 6: Paired samples statistics correlation

Paired Samples Statistics

		Boy's Group	Mean	N	Std. Deviation
Pair 2	Pretest		13.0667	60	1.73564
	Posttest		14.1333	60	1.72191

Table 7: Paired samples correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 2	Pretest & Posttest	60	.955	.000

Girls	N	60	60
	Mean	13.55	15.9167
	Std. Deviation	1.89043	1.87121

Table 3: Paired samples statistics

Paired Samples Statistics

Girls' Group		Mean	N	Std. Deviation
Pair 1	Pretest	13.55	60	1.89043
	Posttest	15.9167	60	1.87121

Table 4: Paired samples correlation

Girls' Group		N	Correlation	Sig.
Pair 1	Pretest & Posttest	60	0.847	0

Paired samples test recognizes the difference of the means in both the pretest and the posttest as significant, since $t = -17$, $df = 59$ and Sig is smaller than 0.005 then, the hypothesis of the equality of the means is rejected and the hypothesis of the difference of the means is accepted which means the exposure to TV and radio news has been effective.

Paired samples statistics and correlations in the boys' group both in pretest and posttest.

In the boys' group the mean in the pretest is 13.06 and in the posttest is 14.33 and the difference is almost 1.7.

Table 8: Paired samples Test

Paired Samples Test

	Boy's Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 2	Pretest & Posttest	-1.06667	0.5164	-16	59	0

Table 9: The results of both groups on the pretest

The results of both groups on the pretest

ANOVA

Posttest-Boys & Girls

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	95.408	1	95.408	29.509	0
Within Groups	381.517	118	3.233		
Total	476.925	119			

In the posttest the mean in the boys' group is 14.13 and in the girls's group is 15.91 and the difference of the means is 1.78 .

According to the analysis of variance , $F=29.509$,and $df=(1,118)$ at the level of 0.95 indicates there is a significant difference since Sig is smaller than 0.005. And the mean in the posttest in the girls' group is greater and consequently, indicates better performance.

Discussion

This part discusses the results of the research by referring to the research questions.

1. Does the exposure to TV and radio news improve Iranian EFL learners' speaking fluency?

The results of the current research reveal that language learners can improve their speaking fluency through two ways , having enough and consistent exposure to TV and radio news and through persistent practicing. The convincing reason for that could originate from the proper and standard English used in the news.

Although the results of the current research reveal that language learners could improve their speaking fluency through practicing and having exposure to TV and radio news, Champer's ideas are not in line with the present research results.

According to Champer (1997) practicing and having exposure to TV and radio news could not assist the language learners to improve their speaking fluency ,since fluency of speaking is acquired naturally .

2. Does TV and radio news have different effects on the speaking fluency of Iranian boys and girls EFL learners?

A short glance through the results of the posttest of the present research would indicate the fact that although there has been a significant improvement in both groups the girls' group has scored greater mean.

The reasons for such difference of the means could arise from various factors including The families and their social classes, the school and throughout the society that may be related to gender differences in learners' performance. These factors include the socio-economic status of a family and parents' expectations for their child, the socio-economic profile of schools and teaching practices at school, and the level of gender equality in society.

DiPrete and Buchmann (2013) in a research suggested that boys may be particularly likely to fare poorly at school when they come from socio-economically disadvantaged households.

In another research Lavov (1970) claims that different pronunciations of speakers fall into a pattern reflection social-class differences. The lower the position and state of people in the social-class hierarchy, the smaller the chance that they use standard language forms. Therefore , families differ in social class , wealth and education . we also need to confirm the fact that since language is learned through social interaction , there should be a kind of difference in people's language that is related to social class.

In brief, the results of the current study indicated the fact that the more exposure to TV and radio news, the better speaking fluency.

Implications

According to the findings of the present research, this part concerns with the implications for teachers and learners.

Implications for teachers

English language teachers could benefit from the results of the study. The findings of the study could finally convince the language teachers to use media, TV and radio news in their classes as an authentic listening material and also they need to know that with a very smart selection and sampling of the news, they would be able to apply them even at all levels.

Implications for learners

The results of the study could also be useful for English language learners who are really determined to enhance their quality of speaking fluency. The findings of the present research could also mentally create a kind of sense of encouragement in the learners' mind and persuade them that with a satisfactory persistence they would be able to become a fluent speaker of the language.

References:

- Arnold, J., & Brown, H. D. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in Language Learning* (pp. 1-24). Cambridge: Cambridge University Press.
- Baker, N. (1996). Using the TV news in the EFL classroom. *Zielsprache*, 26(2): 30-33.
- Brinton, D. & Gaskill, W. (1987). Using news broadcasts in the ESL/EFL classroom. *TESOL Quarterly*, 12(4), 403-413. [-15-]
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Brown, H. D. (2007). A map of the terrain. In J. Arnold (Ed.), *Affect in Language Learning* (pp. 160-165). Cambridge: Cambridge University Press.
- Brown, H. D. (2010). *Language assessment principles and classroom practices* (2nd ed). White Plains, NY: Longman.
- Bygate, M. (2001). Speaking. In R. Carter, & D. Nunan (Eds.), *The Cambridge Guide to*

Teaching English to Speakers of Other Languages (pp. 14-20). Cambridge: Cambridge University Press.
<http://dx.doi.org/10.1017/CBO9780511667206.003>

- Bygate, M. (2005). Oral second language abilities as expertise. In K. Johnson (Ed.), *Expertise in Second Language Learning and Teaching* (pp. 104-127). Basingstoke: Palgrave MacMillan.
- Carroll, J. M. (1990). „Universals and Second Language Learning: Some Comments on the state of Current Theory. *Language Learning*.
- Chambers, F. (1997). What do we really mean by fluency? *System*, 25(4), 535-544
- Clark, H. H., & Fox Tree, J. E. (2002). Using uh and um in spontaneous speaking. *Cognition*, 84(1), 73-111.
- Cook, V. (1991). *Second Language Learning and Language Teaching*. Edward Arnold.
- DiPrete, T. and C. Buchmann (2013), *The Rise of Women: The Growing Gender Gap in Education and What it Means for American Schools*, Russell Sage Foundation, New York, NY.
- Elliot, A. R. (1995). Field independence/dependence, hemispheric specialization, and attitude in relation to pronunciation accuracy in Spanish as a foreign language. *The Modern Language Journal*, 79(iii), 356-371. doi:10.2307/329351, <http://dx.doi.org/10.2307/329351>
- Goh, C. C. M. (2005). Oracy development in literacy-privileged learning environments: Too little, too late? In J. A. Foley (Ed.), *New Dimensions in the Teaching of Oral Communication* (pp. 92-110). Singapore: SEAMEO Regional Language Centre.
- Goh, C. C. M. (2007). *Teaching speaking in the language classroom*. Singapore: SEAMEO Regional Language Centre.
- Goldman-Eisler, F. (1968). *Psycholinguistics: Experiments in spontaneous speech*. New York: Academic Press.
- Hartmann, R. R. K., and Stork, F. C. 1976. *Dictionary of language and linguistics*. New York: Wiley.

- Hughes, R. (2002). Teaching and researching speaking. Edinburgh: Pearson Education.
- Joseph E. Champoux. (1999). Film as a Teaching Source. *Journal of management inquiry*, 8, 240-251.
- Kellem. M. (1989). Speaking: From intention to articulation. Cambridge, MA: MIT Press.
- King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, 15(5), 509-523. <http://dx.doi.org/10.1076/call.15.5.509.13468>
- Krashen, S.D.(1978). Two Studies in Second Language Acquisition and Language Learning. IFL: Review of Applied Linguistics.
- Labov W (1970). The study of language in its social context. *Studium Generale*, 23:30-87.
- Larsen-Freeman, D. (2001). Grammar. In R. Carter, & D. Nunan (Eds.), *The Cambridge Guide to Teaching*.
- Levelt, W. J. M. (1989). Speaking: From intention to articulation. Cambridge, MA: MIT Press.
- Liu, M. H. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(3), 301-316. <http://dx.doi.org/10.1016/j.system.2006.04.004>
- McLaughlin, B., & Heredia, R. (1996). Information-processing approaches to research on second language acquisition and use. In W. C. Ritchie, & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 213-228). San Diego: Academic Press.
- Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9781139524759>
- Poon, A. (1992). Action research: A study on using TV news to improve listening proficiency. *Research Report*, 14: 1-70.
- Richards, Platt, and Weber. 1985. Longman dictionary of applied linguistics. London: Longman.
- Saunders, W. M., & O'Brien. (2006). Oral language. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Sbattella, L. Colombo, L.Rinaldi,C.Tedesco, R.Matteucci,M&Trivilini, A. (2014). Extracting Emotions and Communication Styles from Prosody
- Sherman, J. (2003). Using Authentic Video in the Language Classroom. UK: Cambridge University Press.
- Shriberg, E. E. (1994). *Preliminaries to a theory of speech disfluencies*. Unpublished doctoral dissertation, University of California, Berkeley.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 204-211). Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667190.028>
- Skehan, P. (1996). Second language acquisition research and task-based instruction. In J. Skehan, P., & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93-120. <http://dx.doi.org/10.1111/1467-9922.00071>
- Snow, C.(1977). *Taking to Children*. Cambridge University Press.
- Wang, B. (2002). *A Course in English Language Teaching* (2nd ed.). Shanghai: Higher Education Press.
- Willis, & D. Willis (Eds.), *Challenge and Change in Language Teaching* (pp. 17-30). Oxford: Heinemann. www.ccsenet.org/elt English Language Teaching Vol. 7, No. 2; 2014
- Yuan, F., & Ellis, R. (2003). The effects of pre-task planning and on-line planning on fluency, complexity and accuracy in L2 monologic oral production. *Applied Linguistics*, 24(1), 1-27. <http://dx.doi.org/10.1093/applin/24.1.1>
- Zhang, Y. L., & Jia, G. Z. (2006). Anxiety in foreign language classroom. *CELEA Journal*, 29(6), 96-103