Contextualizing Conversational Success: The Role of Authentic Conversations in Enhancing EFL Learners' Communication Skills

تحديد سياق نجاح المحادثة: دور المحادثات الأصيلة في تعزيز مهارات التواصل لدى متعلمي الإنجليزية كلغة أجنبية

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Abstract: This study addresses the challenge of achieving conversational success in English as a Foreign Language (EFL) classroom by integrating authentic conversations. It employs a contextual analysis of real-life conversational cases and a focused group interview with EFL teachers to explore how exposure to authentic conversations enhances students' communicative skills. The research investigates common errors and teaching strategies that can bridge the gap between classroom language use and real-world communication. Findings reveal that teachers recognize the value of authentic conversations in improving students' confidence and ability to handle real-world interactions. The study recommends incorporating more real-life conversation examples into lessons and providing explicit instruction on cultural and contextual situations to improve conversational success in EFL learners.

- **Keywords:** authentic conversation, Communication, Context, Conversational success, EFL learners

الملخص: تتناول هذه الدراسة التحدي المتمثل في تحقيق نجاح المحادثة في فصول تعليم اللغة الإنجليزية كلغة أجنبية من خلال دمج المحادثات الأصيلة. تعتمد الدراسة على تحليل سياقي لحالات محادثات حقيقية ومقابلة جماعية مركزة مع معلمي اللغة الإنجليزية كلغة أجنبية لاستكشاف كيفية تعزيز التعرض للمحادثات الأصيلة لمهارات الطلاب التواصلية. تبحث الدراسة في الأخطاء الشائعة واستراتيجيات التدريس التي يمكن أن تسد الفجوة بين استخدام اللغة في الفصول الدراسية والتواصل في الحياة الواقعية. تكشف النتائج أن المعلمين يدركون قيمة المحادثات الأصيلة في تحسين ثقة الطلاب وقدرتهم على التعامل مع التفاعلات الواقعية. توصي الدراسة بدمج المزيد من أمثلة المحادثات الحقيقية في الدروس وتقديم تعليم صريح حول الفروق الثقافية والسياقية لتحسين نجاح المحادثة لدى متعلمي اللغة الإنجليزية كلغة أجنبية

الكلمات المفتاحية: التواصل، السياق، المحادثات الأصيلة، متعلمو اللغة الإنجليزية لغة أجنبية، نجاح المحادثة

- Introduction:

Effective communication is the ultimate goal of language learning, particularly in English as a Foreign Language (EFL) context, where learners often tend to engage in

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meaningful conversations with native and non-native speakers. However, achieving conversational success in real-world interactions requires more than grammatical accuracy or vocabulary knowledge; it demands pragmatic competence and contextual awareness (Flores Salgado, 2011). Many EFL learners struggle to find the appropriate spoken or written language items when communicating with natives. This may result miscommunication or conversational failures. This issue highlights the importance of authenticity in language learning, which bridges the gap between theoretical knowledge and practical application. Authenticity, when integrated into simulations, provides learners with a realistic and immersive environment to develop the skills necessary for successful communication.

Simulations are a dynamic teaching tools in EFL classrooms which offer learners opportunities to practice language in contexts that mimic real-life situations. When combined with authentic materials and scenarios, simulations become a powerful medium for fostering conversational competence (Gaudart, 2009). Authenticity in this context refers to using real-world language, cultural norms, and situational dynamics that reflect genuine communicative experiences (Renzi, 2023). Unlike traditional classroom exercises that often focus on idealized or oversimplified dialogues, authentic simulations expose learners to the complexities of spoken language which include idiomatic expressions, turn-taking strategies, and varying speech registers. This exposure not only enhances learners' linguistic abilities but also equips them with the social and cultural awareness needed to navigate diverse conversational settings effectively (Laur, 2013).

Despite the growing recognition of the value of authenticity in language learning, its integration into EFL instruction remains inconsistent. Many educators face challenges in designing simulations that strike a balance between authenticity and pedagogical goals (Peker & Acar, 2024). Additionally, limited research has been conducted on the specific impact of authentic simulations on conversational success, particularly in contexts where learners are preparing for real-world interactions.

Existing studies tend to focus on isolated aspects of authenticity, such as its role in improving vocabulary retention or listening skills, rather than its holistic impact on conversational competence. There is a need for a more comprehensive exploration of how authenticity in simulations can address the root causes of conversational failures, such as pragmatic errors, misinterpretation of intent, and cultural misunderstandings.

This study aims to investigate the role of authenticity in simulations and its impact on conversational success among EFL learners. By examining how authentic simulations influence learners' ability to navigate real-world interactions, the research seeks to provide insights into their effectiveness as a teaching strategy. The study will explore key aspects of conversational competence, including turn-taking, politeness strategies, and contextual appropriateness, and evaluate how these skills are enhanced through exposure to authentic scenarios. Ultimately, the findings will contribute to the development of more effective EFL teaching practices, empowering learners to achieve greater fluency and confidence in their conversational abilities.

1- Literature Review:

Authentic materials have been widely acknowledged as a cornerstone of effective language instruction in second and foreign language education. Ellis and Johnson (1994) define authentic materials as resources sourced from the real-world context of the target language, encompassing texts, visuals, recordings, and even live speeches. These materials are created by native speakers and reflect genuine language use within a linguistic community. It is emphasized that authentic materials are primarily designed for communication among native speakers, often containing real-life instances that exemplify pronunciation, grammar, and cultural norms. Such materials serve as a bridge between linguistic theory and practical application, exposing learners to the natural flow and subtleties of language in a way that is unattainable through artificially constructed materials (Tarnopolsky, 2013).

Morrow's contributions, as cited in Peñamaría and Martínez (2008), extend the discussion on authenticity by highlighting its communicative intent. He suggests that

authentic materials are created with a genuine audience in mind and aim to convey specific messages. This communicative purpose distinguishes authentic materials from their pedagogically focused counterparts. Furthermore, Morrow underscores that these resources not only facilitate linguistic acquisition but also enable learners to understand the cultural context in which the language is used. Zyzik and Polio (2017) categorize authentic materials into spoken and written forms, presenting a wide spectrum of resources, from newspaper articles and graphic novels to radio broadcasts and service interactions. This categorization broadens the understanding of how authentic materials can be integrated into teaching practices to cater to diverse learner needs.

The notion of authenticity gained prominence with the advent of the Communicative Language Teaching (CLT) approach in the 1970s. Kohonen and others (2001) note that the concept of authenticity has sparked significant debate in language education over the past three decades. The shift from structural approaches to CLT marked a reorientation of language instruction, prioritizing communication over form. Authentic materials became an integral component of this approach, fostering learners' communicative competence by simulating real-life linguistic and socio-cultural scenarios. Pachler and Redondo (2024) argue that incorporating authentic materials into grammar instruction seamlessly connects classroom learning to practical language use, enhancing learners' ability to navigate real-world situations. These insights align with Nunan's (1989) definition of authentic materials, which emphasizes their creation for social purposes rather than educational objectives, as cited in Azarnoosh et al. (2016).

In addition to their linguistic value, authentic materials play a crucial role in developing socio-pragmatic skills, which are essential for conversational success (Abdelhafid & Hawamdeh, 2024). The real-world context provided by these materials equips learners with the ability to interpret and respond appropriately in various communicative scenarios. This aspect is particularly relevant in avoiding

conversational failures, where learners may misinterpret cultural cues or fail to grasp the pragmatic nuances of language. By exposing learners to authentic interactions, these materials help bridge the gap between textbook language and natural communication, fostering a more nuanced understanding of conversational dynamics (Maley & Tomlonson, 2017).

The integration of authenticity into simulations further amplifies its impact on conversational success. Simulations provide a controlled environment where learners can practice real-life scenarios without the fear of making mistakes. Through exposure to authentic dialogues, learners develop a deeper understanding of turn-taking strategies, politeness conventions, and contextual appropriateness (Bouckaert et al., 2017). As a result, they are better equipped to handle the complexities of real-world conversations, minimizing the risk of pragmatic errors or miscommunication. This dual focus on linguistic and pragmatic competence underscores the transformative potential of authentic materials in enhancing EFL learners' conversational success.

2- Research Design:

This study applies a mixed method approach which focuses on the exploration of conversational success in English as a Foreign Language (EFL) classroom through the integration of authentic conversations. A mixed method approach is ideal for this research as it allows for an in-depth understanding of the experiences and perspectives of EFL teachers and students regarding their engagement with real-life conversations. This approach enables the researcher to obtain insights related to language use, implied meaning of conversations, and teaching strategies in real-world contexts.

To gather data, three main research instruments are used: a contextual analysis of authentic conversational cases, a questionnaire with EFL students, and a focused group interview with EFL teachers. The contextual analysis provides detailed examples of real-life conversations, identifying potential conversational failures and language misinterpretations. By analyzing these authentic conversations, the study

aims to show how specific language structures and contextual factors contribute to communication breakdowns. This analysis is critical for understanding the types of errors that may arise when students attempt to engage in real-world conversations.

A questionnaire is designed to 42 EFL students from the English department of M'sila university to gather insights into their perceptions, challenges, and preferences regarding the use of authentic conversations in their learning process. It consists of both closed-ended questions, which provide quantifiable data, and open-ended questions, which allow students to elaborate on their perspectives. It aims to explore key aspects such as the students' ability to comprehend and engage with authentic conversations, the perceived impact on their conversational success, and their suggestions for improving the integration of such materials into classroom activities.

The focused group interview with EFL teachers serves as a complementary research instrument. Teachers are key stakeholders in language instruction, and their perspectives on the integration of authentic conversations in the classroom are essential to understanding the practical implications of such materials. The interview was undertaken with eight EFL teachers from the English department, M'sila university. The format allows for open-ended responses, enabling teachers to share their experiences, strategies, and challenges when teaching conversational English. It also facilitates the exploration of how teachers perceive the role of authentic conversations in enhancing students' conversational success. Through these discussions, the study aims to identify common themes and teaching strategies that can be employed to better prepare students for real-world interactions.

The combination of these three research instruments is crucial for achieving a comprehensive understanding of how authentic conversations impact conversational success in EFL classrooms. The contextual analysis provides concrete examples of language use and errors, while the students' questionnaire provides insights regarding the frequency of errors and reasons leading to conversational failures. As a third research instrument, the focused group interview offers data into teachers'

approaches to integrating real-life conversation scenarios into their lessons. Altogether, these instruments allow for a deeper exploration of the challenges and solutions in fostering effective communication skills among EFL learners, ultimately providing actionable recommendations for improving teaching practices and student outcomes in conversational English.

3- Data Analysis and Results:

3.1- Contextual Analysis: The Importance of Authentic Conversation Integration in Increasing Students' Conversational Success:

The contextual analysis of different authentic conversations is analyzed in order to show the implied meaning and the way the conversational failure may occur due to the lack of exposure to authentic conversations. The conversations are listed as following:

- Case One: Misunderstanding the Present Continuous for Complaining:

In this scenario, the Spanish student in an international English class uses the present continuous with the adverb of frequency ("always") to describe his teacher's habit of speaking Italian. The sentence, "My teacher is always speaking Italian," was intended as a neutral observation, but the use of the present continuous combined with "always" typically conveys irritation or complaint in English. The teacher, who is from Italy, perceives the statement as a criticism of her language choice and responds by asking the student to leave the class. The student's failure to recognize the nuance in this expression underscores the importance of teaching not only grammatical structures but also the sociolinguistic aspects of language use. In authentic conversations, the same structure can carry different connotations depending on context, tone, and shared cultural understandings. Integrating authentic materials, such as real-life dialogues or recordings of native speakers, into language learning can help students understand the pragmatic nuances of language. By listening to and analyzing such examples, students can gain insight into how seemingly neutral

expressions may be interpreted differently in various contexts, leading to a more accurate and sensitive use of language in real-world situations.

- Case Two: Misinterpretation of the Simple Past Tense in an Interview Context:

In this case, an American immigrant attending a job interview in Italy is asked, "What did you do before coming to Italy?" The interviewer's use of the simple past tense is grammatically correct, but the American interviewee interprets the question as implying something negative- specifically, that the interviewer might be questioning why he "escaped" to Italy. The interviewee's reaction highlights how different cultural contexts can shape the way certain grammatical structures, such as the simple past tense, are understood. In this case, the American immigrant's misunderstanding suggests a lack of familiarity with how certain past actions are referenced in the Italian context and how these actions are perceived. If the interviewer had used the past continuous, "What were you doing before you came to Italy?" the implied meaning would be more neutral and polite, focusing on the person's actions rather than questioning their motivations. This example demonstrates the importance of using authentic conversations to expose students to the nuances of tense choice and how these choices can impact the meaning of a question. By learning how native speakers use tenses in various social situations, students can improve their ability to interpret and respond to similar questions in interviews or everyday conversations.

- Case Three: Understanding the Usage of "Ride" as a Noun in Informal Contexts:

In this movie conversation, the man says, "I need a ride," and is provided with a car. Here, the term "ride" is used as a noun to refer to a vehicle, not a request for someone to give him a lift. This usage is common in informal American English but can be confusing for learners who may not be familiar with the slang or cultural context. Without exposure to authentic conversations or media, students might miss such subtleties in vocabulary use. Through the integration of authentic materials, such as movie clips or casual conversations, learners can become familiar with idiomatic expressions and colloquial vocabulary that are frequently used by native speakers.

Understanding such terms will help students avoid conversational misunderstandings and improve their fluency in informal settings. By analyzing authentic conversations, students can see how words take on different meanings in real-life contexts and how these meanings are often influenced by cultural and social factors.

Case Four: The Use of Tenses in Expressing Absence and Arrival in a Narrative Context:

In this scene from *Cinderella*, the stepmother asks, "Where were you, Cinderella?" when she finds her already asleep, suggesting that Cinderella had been absent for a long period before the question was asked. The use of the past continuous here reflects that Cinderella's absence was a prolonged event that ended before the moment of speaking. Had Cinderella arrived home suddenly, the stepmother would have likely asked, "Where have you been?" using the present perfect tense to indicate that the state of Cinderella's absence stopped at the exact moment of speaking. This nuanced difference between the past continuous and present perfect is essential for learners to understand in order to avoid misunderstandings related to time and action in conversation. Authentic conversations in films, plays, or real-life situations can help students grasp the subtle differences between these tenses. Exposure to such examples enables learners to understand how native speakers use tenses to communicate not just actions, but also the timing, duration, and relevance of those actions in the context of ongoing conversations. By recognizing these tenses' specific functions, students can become more adept at expressing themselves accurately and appropriately in their own interactions.

Case Five: Misuse of the Conditional Form in Expressing Hypothetical Situations:

In this scenario, a student from an international English class is asked by a fellow classmate about their weekend plans. The student responds, "If I will go to the cinema, I will watch a new movie." However, this response is grammatically incorrect because the conditional "will" should not be used in the "if" clause when referring to a

hypothetical situation. The correct form would be, "If I went to the cinema, I would watch a new movie." The student's error here is not only related to the form of the conditional but also to the subtle distinction between real and unreal conditionals. The misunderstanding could lead to a lack of clarity and possible confusion in communication. By integrating authentic conversations, such as interviews, casual chats, or even social media exchanges, students can familiarize themselves with how native speakers use conditionals in real-life situations. These authentic interactions would allow learners to see the natural use of conditionals in both hypothetical and real contexts, helping them understand the grammatical structure better and use it accurately in their own conversations.

- Case Six: Incorrect Use of "Too" and "Enough" in Complaints or Requests:

In this situation, a student is complaining about the temperature in a room and says, "It's too cold to study here enough." The student, unfamiliar with the typical structures of complaints or requests in English, makes a mistake by placing "enough" at the end of the sentence. The correct way to express this would be, "It's cold enough to study here," or, "It's too cold to study here." The error stems from not understanding the correct placement of the adverb "enough" in relation to adjectives or verbs. Such mistakes are common among English learners who do not have exposure to authentic materials where such structures are used in context. By incorporating examples from real-world conversations, such as complaints about weather, requests in restaurants, or feedback in workplace scenarios, students can learn how these structures are applied in various social interactions. Authentic materials will expose students to the natural flow of complaints and requests, providing them with the tools to express dissatisfaction or requests correctly, thus improving their conversational fluency.

Case Seven: Job Interview in a Different Cultural Context:

An immigrant from India attending a job interview in the U.S. is asked, "Can you tell me about a time you faced a challenge at work?" The immigrant responds by recounting an experience of overcoming a difficult situation with a colleague, but the

response does not align with what the interviewer expects——namely, an example that demonstrates technical skills rather than a social challenge. This misalignment could occur due to cultural differences in communication styles, where the immigrant might focus more on interpersonal relationships rather than work tasks. In this scenario, the immigrant's failure to match the interviewer's expected discourse reflects a gap in conversational success. The conversation could have been more successful had the interviewee understood the cultural context of the question and used a more targeted example aligned with the expectations of the U.S. workplace.

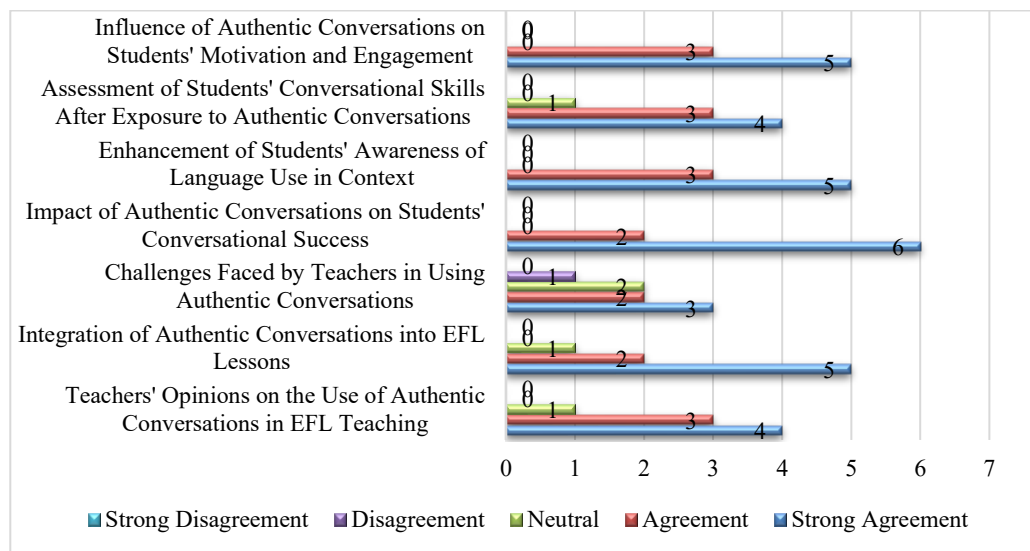**- Case Eight: Customer Service Interaction in a Restaurant:**

A customer in a French restaurant asks the waiter, "What are you recommending for today?" In response, the waiter offers the special dish, but the customer replies, "I'll have the lasagna instead." The waiter, puzzled by the response, rephrases, "Are you sure you'd rather have the lasagna instead of the special today?" The initial interaction lacked clarity in the customer's response, leading to a potential misunderstanding. The conversational failure here arises from the use of "instead," which can imply a choice of preference but may also sound dismissive in certain contexts. If the customer had used a softer or more polite phrasing, such as, "I'd like the lasagna, please," the exchange might have avoided confusion. This case highlights the importance of understanding indirect hints in politeness and preference in customer service interactions to avoid conversational breakdowns.

These conversational cases highlight the significance of integrating authentic conversations into language learning to increase students' conversational success. Authentic conversations, drawn from real-life situations or media, offer invaluable insights into how native speakers use language beyond the grammatical rules. By examining the pragmatic aspects of language——such as tone, word choice, and cultural context——students can enhance their ability to navigate the complexities of everyday communication. Whether through indirect hints in tense usage, vocabulary, or cultural understanding, authentic materials allow students to move beyond

theoretical knowledge and engage with language as it is used in the real world. This practical exposure fosters not only grammatical competence but also conversational competence, preparing learners to interact more effectively in diverse linguistic environments.

3-2- Teachers' Focused Group Interview Analysis:

Graph 01 indicates teachers' responses gathered through the focused group interview. The results are categorized into seven perspectives. They are analyzed and discussed following data presented in graph 01.

Graph N° 1. Statistics of Main Responses to Key Interview Questions

Teachers' Opinions on the Use of Authentic Conversations in EFL Teaching:

The data from the interview revealed varied opinions on the use of authentic conversations in EFL classrooms. Some teachers expressed strong support for integrating authentic conversations, emphasizing their role in making language learning more relevant and engaging. Others were more cautious, raising concerns about the difficulty of using such conversations with low-level learners. A frequent theme across all responses was the recognition of the value of authentic conversations in bridging the gap between theoretical language knowledge and real-life communication. Teachers who supported the use of authentic conversations often

cited their potential to expose students to natural language use, enhancing both fluency and comprehension.

Integration of Authentic Conversations into EFL Lessons:

The analysis of how teachers integrate authentic conversations into their lessons showed that role-play, listening activities, and multimedia resources such as podcasts, videos, and interviews are frequently used. Teachers also mentioned adapting conversations based on students' proficiency levels, with beginners often exposed to simpler, more structured conversations, while advanced students engage with spontaneous and complex dialogues. Another common strategy was the use of culturally relevant conversations to enhance students' cultural awareness. Teachers often integrated authentic conversations into various skill-building exercises, such as speaking, listening, and even writing, aiming to develop students' ability to navigate real-world communication.

Challenges Faced by Teachers in Using Authentic Conversations:

Several challenges were identified by teachers in using authentic conversations. One significant barrier mentioned was the lack of appropriate resources or suitable content for varying proficiency levels. Teachers also noted the difficulty in finding conversations that reflect the cultural hints and diverse registers of the target language. Additionally, time constraints and the need for more preparation were cited as obstacles, especially when teachers aimed to tailor authentic conversations to specific lesson objectives. Some teachers expressed concern about the potential frustration students might experience when confronted with conversations that are too complex or far removed from their everyday language use.

Impact of Authentic Conversations on Students' Conversational Success:

Teachers generally agreed that authentic conversations positively influence students' conversational success. Many noted that exposure to real-world language usage helps students become more comfortable with the hints of spoken English, such as intonation, colloquialisms, and informal expressions. As a result, students'

confidence in engaging in spontaneous conversations improved. Additionally, teachers highlighted that the use of authentic conversations fosters better listening skills, as students become accustomed to different accents, speech rates, and informal registers of language use. Overall, authentic conversations were perceived as an essential tool in helping students engage more effectively in real-world communication.

Enhancement of Students' Awareness of Language Use in Context:

Teachers acknowledged that authentic conversations play a significant role in raising students' awareness of language use in different contexts. By engaging with real-world conversations, students are better able to understand how language varies depending on factors such as social context, formality, and the relationship between speakers. Teachers emphasized that this exposure to context-dependent language use contributes to students' pragmatic competence, helping them make appropriate language choices in various situations. Many teachers reported that students seemed to grasp the importance of adjusting their language based on the social and cultural context, an essential skill for successful communication in the target language.

Assessment of Students' Conversational Skills After Exposure to Authentic Conversations:

The analysis of teachers' views on assessing students' conversational skills after using authentic conversations revealed a variety of assessment methods. Many teachers used informal assessments during class interactions, using observation and peer feedback to measure students' conversational abilities. Some teachers also implemented oral exams and one-on-one speaking activities to provide more structured assessments. The overall perspective was that students' conversational skills are improved after exposure to authentic conversations, particularly in areas such as fluency, accuracy, and the ability to engage in more natural, context-appropriate exchanges. However, some teachers expressed concerns about the

difficulty of assessing students' ability to use authentic language effectively in informal settings.

Influence of Authentic Conversations on Students' Motivation and Engagement:

Finally, the data indicated that the use of authentic conversations had a positive impact on students' motivation and engagement in English learning. Teachers observed that students became more enthusiastic about lessons when they were exposed to real-life language use, especially when the conversations were relatable to their personal experiences or current events. Authentic conversations were seen as a way to make learning more engaging and meaningful, sparking students' curiosity and encouraging them to participate more actively. Teachers also noted that this engagement often led to increased motivation to continue learning English, as students saw the practical benefits of mastering conversational skills in the target language.

The data analysis of the interview responses highlights key insights into the use of authentic conversations in EFL teaching, including teachers' positive perceptions of their impact on students' language skills, their role in raising students' awareness of context-specific language use, and the challenges teachers face in their implementation. Based on these findings, recommendations will focus on enhancing resource availability and training to support teachers in integrating authentic conversations effectively into their lessons.

3-3- Students Questionnaire Analysis:

For the data analysis of the questionnaire directed to 42 third-year EFL students in relation to the study on authentic conversations and conversational success, the analysis can be divided into categories based on the main themes addressed in the questionnaire. Below is the description of the data analysis process for each of these categories and the responses presented in table 01.

Table N°1. Students' Main Responses of the Questionnaire

Question Focus	Strongly Agree	Agree	Disagree	Strongly Disagree
Authentic conversations help improve listening skills	35%	40%	20%	5%
Authentic conversations enhance speaking confidence	30%	50%	15%	5%
Authentic conversations are difficult to follow	25%	35%	30%	10%
I prefer learning with multimedia resources (audio/video)	70%	20%	10%	0%
Teachers should provide more vocabulary explanations	60%	30%	10%	0%
More practice in real-life situations is needed	50%	40%	5%	5%
I feel ready to use English in real conversations	20%	60%	15%	5%

Student Perception of Authentic Conversations:

The majority of students (75%) indicated that they find authentic conversations helpful in improving their language skills, particularly in terms of listening and speaking. These students reported that exposure to real-life language use in authentic contexts helped them understand the hints of spoken English, including slang, idiomatic expressions, and cultural references. However, 25% of students expressed difficulty in understanding certain authentic conversations, particularly those that included rapid speech or complex vocabulary, suggesting that more scaffolded support might be necessary for these learners. This response highlights the importance of balancing the level of complexity of authentic conversations to match students' proficiency levels.

Challenges Faced in Engaging with Authentic Conversations:

A large number of students (60%) reported feeling challenged by the speed and complexity of authentic conversations, while 40% stated that they could follow the conversations with ease. The students who struggled with comprehension often cited

factors such as the fast pace of speech, unfamiliar accents, and the use of colloquial or informal language. In contrast, the students who felt confident with authentic conversations pointed out that their familiarity with the language and cultural context made it easier for them to engage. This response underscores the importance of selecting materials that align with students' linguistic abilities and providing additional support for those who may struggle with authentic content.

Impact of Authentic Conversations on Conversational Success:

The results from the questionnaire suggest that students believe authentic conversations significantly enhance their ability to engage in real-life conversations in English. 80% of respondents agreed that these conversations increased their confidence in speaking English, particularly in informal settings. These students felt more prepared to engage in social interactions outside the classroom, using the language they had learned in authentic contexts. However, 20% of students expressed uncertainty about the direct impact of authentic conversations on their success in conversational English, noting that while they could understand more, they still struggled with producing natural, fluent speech. This indicates a need for further practice and opportunities for students to use English in conversational settings.

Preferences for Learning with Authentic Conversations:

When asked about their preferred methods for learning with authentic conversations, 70% of students favored listening to recorded conversations or watching videos in the target language, particularly those featuring native speakers. 15% of students preferred live interactions or role-playing activities that simulate authentic situations, while the remaining 15% expressed a preference for written authentic texts (e.g., transcripts of conversations). This finding suggests that multimedia resources, such as videos and audio clips, are highly favored by students as they provide visual and auditory input, helping students to connect better with the material.

Suggestions for Improvement:

In terms of improving the use of authentic conversations in the classroom, 60% of students suggested that teachers should provide more explanations of difficult vocabulary and expressions found in authentic conversations. 30% of students recommended offering more opportunities for students to practice using the language in real-life situations, such as through role plays or discussions with native speakers. The remaining 10% suggested that more interactive activities, such as games or debates, could make learning with authentic conversations more engaging. These responses point to the need for a more structured approach that combines both comprehension support and opportunities for students to actively use the language in various contexts.

The data analysis of the questionnaire reveals that while the majority of third-year EFL students recognize the value of authentic conversations in improving their language skills, they also face challenges in fully understanding and using authentic language in real-world contexts. The findings emphasize the need for carefully selected authentic materials that match students' proficiency levels, along with more support from teachers to help students comprehend and engage with these materials effectively. It is clear that students benefit from exposure to authentic conversations, but additional practice and scaffolding are necessary for maximizing their conversational success.

Conclusion:

This study demonstrates the crucial role of authentic conversations in improving EFL students' conversational success and language proficiency. By utilizing a comprehensive research design that included conversational analysis, a focused group interview with teachers, and a student questionnaire, the study provides a holistic understanding of how authentic conversations impact language learning. The conversational analysis revealed specific examples where miscommunication

occurred due to limited exposure to real-world language use, emphasizing the need for authentic interactions to develop students' pragmatic and contextual awareness.

The teachers' responses from the focused group interview underscored the value of authentic conversations in fostering practical communication skills, enhancing cultural understanding, and building students' confidence in engaging with native-like language use. Teachers also identified challenges, such as the need for tailored materials and strategies to address students' varying proficiency levels, which must be addressed to maximize the effectiveness of these conversations in the classroom. The student questionnaire further highlighted the positive reception of authentic conversations among learners, with a majority reporting increased motivation, engagement, and confidence in their conversational abilities. However, students also expressed a need for clearer guidance and scaffolding to navigate the complexities of authentic language, particularly in listening and speaking tasks.

Overall, the study's findings suggest that integrating authentic conversations into EFL classrooms offers significant benefits in terms of language development, contextual understanding, and conversational success. To optimize these outcomes, it is recommended that teachers receive training in implementing authentic materials effectively, while curricula should incorporate structured activities that align with students' proficiency levels. Addressing these areas can ensure a more impactful and sustainable use of authentic conversations in EFL education.

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