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The Role of Using Authentic Materials in Reading Comprehension

**The Case of Second Year Secondary School Level at El Abidine Mohamed
(Saida)**

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as a partial fulfillment of the requirements for the degree of *Master* in
Didactics.

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DEDICATIONS

This Dissertation is lovingly dedicated to my mother for her support, encouragement, and constant love who has sustained me throughout my life She is the most courageous woman I ever knew.

To my dear father, without him I would not be who I am so glad that you are my dad

To my first reason that lead me to this stage of progression
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To my lovely sisters, Amel ,Karima. Asmaa ,Louiza ,Chaimaa
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Abstract

Reading plays an important role in academic field ,However many learners find intricacies to grasp the natural speech in the target language ,since it is designed by the native speakers. Therefore many researchers have proposed the integration of authentic materials with reading tasks .Indeed, these valuable sources proved its efficiency in improving learner’s comprehension pronunciation and vocabulary Thus ,the present study focused on the analysis of the role that authentic materials have on the improvement of reading comprehension .The investigation was carried out in the Secondary School “El-Abidine Mohamed “(2nd year languages stream) In this study, the research used two main questionnaires; the first one was designed for teachers of English Language. It aimed at finding out teacher’s attitudes towards using authentic materials in reading comprehension ,However the second one was designed for second year classes .It aimed at finding out their attitudes towards using authentic materials in learning. The analysis of students’ and teachers’ questionnaires indicated positive attitudes towards these materials and the majority of respondents regarded authentic materials as very advantageous tools in teaching and learning the English Language .

Table of Contents

Dedications	II
Acknowledgments.....	III
Abstract	IV
Table of Contents	V
List of Tables.....	VIII
List of Figures	IX
List of Abbreviations.....	X
General Introduction	1

Chapter one : Literature Review

1.1.Introduction	2
1.2.Definition of Reading Comprehension	2
1.3.Types of Reading	3
1.3.1.Skimming.....	3
1.3.2. Scanning	3
1.3.3. Extensive Reading.....	4
1.3.4 Intensive Reading	4
1.4.Social Aspect of Reading.....	4
1.4.1 Social Reasons	5
1.4.2 Compliance.....	5
1.5. Reading Stages:	5
1.5.1. Word Attack Skills	5
1.5.2. Comprehension	5
1.5.3 Evaluation.....	6
1.5.3Application and Retention	6
1.5.4 Fluency.....	6
1.6 Reading Comprehension Strategies.....	6
1.7.The Importance of Reading.....	7
1.7.1 Gain Knowledge.....	7
1.7.2 Improves our Brain	8

1.7.3 Reduce Stress	8
1.7.4 Improves Memory	8
1.7.5 Improves Imagination	8
1.7.6 Develops Critical Thinking Skills.....	8
1.7.7 Improves Focus and Concentration.....	9
1.7.8 Motivation	9
1.7.9 Improves Skills.....	9
1.8 Purpose of Reading	9
1.9.The role of Comprehension in Language Learning	10
1.10 The role of Reading.....	10
1.11. EFL Reading Difficulties	10
1.11.1 Dyslexia.....	10
1.11.2 Remedial vocabulary	10
1.11.3 Memory Problems	11
1.11.4 Omission of Words	11
1.11.5 Attention Deficit Disorder(ADD):	11
1.12 The Nature of Teaching Materials.....	11
1.13.The Nature of Authentic Materials.....	12
1.14.Defining Authenticity	12
1.15.Types of Authentic Materials	13

Chapter two : Research Methodology

2.1. Introduction.....	23
2.2.Methodology	23
2.2.1. Problem Statement.....	23
2.2. Structure of the dissertation	24
2.3 The significance of the study	24
2.4 Objectives of the Study	25
2.5 Sample of the Study	25
2.6 Research Instrument	25
2.7 Data Collection procedure	26
2.8 Research Question	26
2.9 Research Hypothesis.....	26
2.10 Research Methodology	26

2.11 Limitations.....	27
Conclusion	27

Chapter three: Finding of the Study and Related Recommendations

3.1. Introduction.....	29
Results and Analysis	29
Teachers’ Questionnaire.....	29
Description of Teachers’ Questionnaire.....	29
Section one:	29
Analysis of the Teachers’ Questionnaire.....	30
Students’ Questionnaire	40
Description of the Questionnaire	40
Section one:	41
Section two:	41
Analysis of 2nd year Students’ Questionnaire:	41
Section one: General Information	41
Section Two: The Use of Authentic Materials:.....	42
Conclusion:	49
GENERAL CONCLUSION:	51
RECOMMENDATIONS.....	53
References:.....	55

List of Tables

Table1: Teachers' Gender.....	26
Table 2: Teacher's Qualification.....	26
Table 3: Teachers' Experience.....	27
Table 4: Teachers Attitudes About the Use of Authentic Materials.....	28
Table5: Teachers' Uses of Authentic Materials.....	29
Table6: Teachers' Criteria's	30
Table 7: Frequency of Using Authentic Materials.....	31
Table8: The Basis of Making Authentic Materials.....	31
Table 09: Teachers' Attitude to choose Appropriate Authentic Materials.....	32
Table 10: Teachers' Attitude to choose Appropriate Sources	33
Table 11: The Influence of Authentic Materials on Students' Motivation.....	34
Table 12: Students' Problem with Working with Authentic Materials.....	35
Table13 : Students' Age.....	36
Table 14: Students' Choices.....	37
Table 15: Frequency of Students Reading Skill.....	38
Table 16: Student Opinions: Students Opinions.....	39
Table 17: Students Feeling towards Authentic Materials.....	40
Table 18: Student's Perceptions towards Authentic Materials Work Problems.....	41
Table 19: Students feeling toward Authentic Materials.....	42
Table 20: Students attitude towards Teacher help.....	43

List of Figures

Graph 01: Teachers' Gender.....	26
Graph 02: Teachers' qualification.....	27
Graph 03: Teachers' experience.....	27
Graph 04: Teachers' preference about teaching strategies.....	28
Graph 05: Teachers' uses of authentic materials.....	29
Graph 06 : Teachers' preference about Teaching Criteria.....	30
Graph0 7: Frequency of using authentic materials.....	31
Graph08: The basis of making authentic materials.....	32
Graph0 9: Teachers' Attitude to choose appropriate authentic materials.....	32
Graph 10: sources that you use to obtain authentic materials.....	33
Graph 11: The influence of authentic materials on students' motivation.....	34
Graph 12: Students' problems working with authentic materials	35
Graph 13: Students' Age.....	37
Graph 14: Students' Choices.....	38
Graph 15: Frequency of students reading skill.....	39
Graph 16: Students Opinions.....	40
Graph17: Students feeling authentic material.....	41
Graph 18: Student's perceptions towards authentic materials work problems.....	41
Graph 19: Students feeling toward authentic materials.....	42
Graph 20: Students attitude towards Teacher help.....	43

LIST OF ABBREVIATIONS

EFL : English as Foreign Language

L1 : First Language

L2 : Second Language

FL: Foreign Language

CLT : Communicative Language Teaching

ICT: Information and Communication Technology

TV: Television

ADD: Attention Deficit Disorder

General Introduction

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means are materials, which involve language naturally, occurring as communication in native-speaker contexts of use, or rather those selected contexts where Standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process as well as, to strengthen reading skill, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom

In This study, we would speak about the use of authentic materials in English language classrooms and its impact on reading skill. We have to confirm that the use of authentic materials in EFL classroom is important because of its positive impact on learners' motivation. We would also encourage its application in classroom courses, when it aims to enhance the learners' reading skill in learning foreign language. Therefore, we put forward that the use of authentic materials may make the learners closer on the language target.

To throw light on the role of using authentic materials in enhancing reading skill, by addressing the three central research questions:

- 1-What are the effects of using authentic materials in reading comprehension ?
- 2-To what extent do authentic materials take place in our school ?
- 3-What are the teacher's attitudes towards using authentic materials to develop reading comprehension?

The study seeks to rich the following hypothesis:

- 1- the effectiveness of using authentic materials in EFL sessions will influence students motivation in reading comprehension.
- 2-Teacher believe that using authentic materials is a key of enhancing students reading skill.

1.1.Introduction

Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However, reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated.

Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. One of the main reason for using authentic materials in the classroom is once outside the “safe” controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used.

In this chapter .we will tackle the followings steps: the nature of reading and reading comprehension, types .definition of authentic materials ,types , advantages and disadvantage then, we will give a general overview about reading comprehension and authentic material

1.2.Definition of Reading Comprehension

Reading comprehension is the ability to fully understand what is being read person with great reading comprehension can visualize questions and interpret what they can think about their own feelings and opinion while reading textS, the comprehension process is mostly unconscious, it happens without our active awareness ,and to precise more we should mention that comprehension is the goal of reading and it is consider as a difficult skill ,in fact

reading is one of the four skill and one of the most important activities in language class not just as an information and pleasurable activity but also as a means of consolidating and extending of the language that's why Carrel (1988 :12) states: "Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought".

The background knowledge and past experience are very important in reading. it is needed to recall the concept and relates them to the written materials and get new meaning.

Faaziaty (2002:139) states: "Reading is an interactive and interpretative process. The reader processes his background knowledge and the printed text using specific skill and strategies to form expectation about the text, selecting and using the most productive cues to confirm or reject those predictions". It means that, reading is an active process to give explanation to the printed text based on their knowledge to confirm or reject prediction.

1.3.Types of Reading

There are a lot of types of reading ,Davies (1995:136) states:" reading types are the divers behaviors adopted by the reader in deed they are categorized according to speed and concentration that in their turn, are dictated by the particular purpose the person has in mind when approaching a piece of writing" We try to mention these types below:

1.3.1.Skimming

expert readers will automatically read a passage and understand what is about in seconds some students will work out very quickly whether a passage contains helpful information .other will not

1.3.2. Scanning

It is the ability to pick out specific information from a text .this should not be confused skinning where you are only trying to get the gist of a text by scanning to look for relevant key words you can quickly decide whether the text is useful to you or not in every day situations. We might scan a text for a phone number on an advertisement, a date on a

poster an ingredient in a recipe , or a name in a newspapers setting. comprehension question requires students to scan a text to find the answers we can teach them to look for key phrases question from the question in the text ,that dates and numbers really stand out and that names people and places(and all other proper nouns) will began with capital letters are easy to scan.

1.3.3. Extensive Reading

It is s a way of language learning including foreign language learning through a large amount of reading .as well as, facilitating acquisition and learning of vocabulary .It increased motivation through a positive effective and benefits The extensive reading is an important factor in education proponents such as Krashen (1989) claims that “reading alone will increase encounters with unknown words “ means that the learner’s encounters with a know words in specific contexts will allow a leaner to infer and thus, learn those word’s meanings.

1.3.4 Intensive Reading

Intensive reading involves learners reading in detail with a specific learning aims and tasks .It is known as reading between the lines because it includes critical reading when the reader on his own tries to make a critical judgments about the text he is reading by offering his /her own interpretation therefore the reader lacks for the meaning behind the other’s own words. It can be compared with extensive reading ,reading which involves learners’ reading texts for enjoyment and to develop general reading skills.

1.4.Social Aspect of Reading

Reading is perceived as social activity in which readers interact individually and collectively with text ,Liz Omalley (an English teacher at East Lyden High school),form her teaching experience proved that I really think that the social aspects of reading makes students feel more accountable for the reading assignment ,but i also think that it challenges them to want to be better readers.

1.4.1 Social Reasons

Lead to create a strong social relationship between people according to Guthrie et al(1993:42)” social reasons for reading can be described as “the process states that :”reading is an activity that brings some fun, in which readers interact with each other” of sharing the meaning gained from reading with friends and family “ also. Guthrie et al (ibid),exchanging ideas and interests about reading materials ,and helping each other to achieve comprehension “ means that by reading we can create a social community by sharing our knowledge and experience.

1.4.2 Compliance

Compliance in simple words described by Guthrie(ibid :52) “compliance is reading because of an external goal or requirement.” Thus, compliance simply means reading factors outside the reader and that he/she is consider as part of community.

1.5. Reading Stages:

The stages of reading explains how students progress as readers. and are built like a skyscraper to successful ,each stage depends on the stage before it if the stage before it is missing or incomplete then we have a precarious building:

1.5.1. Word Attack Skills

Reading involve learning the code(letters are coded symbols)and applying it to letters as they are grouped together to form words.

1.5.2. Comprehension

The entire brain must be involved in learning to read a specialize areas of the brain control different functions, only after the decoding process is fully operative can the brain be freed to higher level comprehension skills. When the skills needed for decoding words meaning and content automatically occur a in a natural orderly and efficient process.

1.5.3 Evaluation

Evaluation involves careful assessment of that which has been read and comprehend. it involves a different area within the brain that than required for decoding and comprehension for example the statement ,”red is green” will be evaluated for accuracy and consequently describe if the individual words have been read and understood.

1.5.3Application and Retention

Once the information has been read and properly evaluated it can be applied in a meaningful way by the reader, he /she can then decide what to accept or reject and how apply it to his/ her individual needs some of the information may be deemed to be irrelevant or inappropriate and may be discarded.

1.5.4 fluency

In this step ,the reader usually finds that reading is a pleasant and effective way to learn and experience factors that would be inaccessible without the knowledge gleaned from reading .If the readers struggle with reading the method used to teach them ,should be examined and as a good steps sounds and rules should be in an orderly progressive sequence when it does reading becomes a positive rewarding experience.

1.6 Reading Comprehension Strategies

A good reader use many different strategies, some strategies are used at the conscious level, while others are employed unconsciously depending on the purpose for reading and difficulty of the text.

Effective strategies may include those listed in table below:

1-re-read for classification	7-visualize :what is happening or what is being described(create pictures in your mind)
2-make predictions	8-adjust your reading pace

3-make connection to prior knowledge of past experience.	9-pause to think
4- ask questions or wonder about what's being described or taught	10-make up the book(highlight, book mark , underline ,write notes in the margin)
5-survey the text (reading the main lines, skip ahead skim, read the first and the last paragraphs of section.	11-ask "does this make sense?"
6-take notes	12-figure out what is most important?

Table 1.1. Reading Comprehension Strategies

1.7. The Importance of Reading

1.7.1 Gain Knowledge

One of the biggest questions that may fuel our mind is why we read books?

The answer is to gain knowledge, books are a rich source of information. Reading books on varied subjects in parts, in formations and increases the depth about the subject as well. Whenever you read a book, you learn a new information that otherwise would not have known.

1.7.2 Improves our Brain

Studies have shown that reading has strong positive effects on the brain ,by staying mentally stimulated ,you can prevent Dementia and Alzheimer’s disease this is because keeping your brain active prevents it from losing power. Also the brain is a muscle and like other muscles in the body, exercise keep it strong and healthy similar to solving puzzles reading books is a great way to exercise your brain

1.7.3 Reduce stress

Reading has a positive effect on the body as well .reading a book can relieve stress better than taking listening to music .According to Cambridge university studies who read more tend to have lower stress levels ,Vladimir Manka(a number of the European parliament)”In my opinion ,reading a good book is the best form of relaxation”

1.7.4 Improves memory

Every time you read a book, you have to remember the setting of the book The characters, their backgrounds, their history, their personalities, the sub-plots and so much more as your brains learns to remember all this your memory becomes better what’s more with every new memory you create new pathways and this strengthens the existing ones.

1.7.5 Improves imagination

The more you read .the more imaginative you become, whenever you read a fiction book, it takes you another world. In the new world ,your imagination worksat its best as you try to see things in your own mind.

1.7.6 Develops Critical Thinking Skills

One of the primary benefits of reading books is it’s ability to develop critical thinking skills. Reading requires an individual to think and process information in a way that watching television can not the more you read. the deeper your understanding becomes about what you are reading and its application.

1.7.7 Improves focus and concentration

In our busy life styles ,our attention is drawn in different directions each day as we try to multi-task through each day which lead to high stress level and low productivity.

1.7.8 Motivation

Life is full of challenges so a little motivation can provide a great help heading inspirational books about life experiences can change our lives

reading a good book such as autobiography which keeps courage and helps in achieving personal goals.

1.7.9 Improves skills

Reading improve not just vocabulary and writing skills, but also consider as a fundamental skill builder for every good course on earth. There is a matching book to go with books provide important information on various subjects and topics.

1.8 Purpose of Reading

The advantages of reading process are broad so the main purpose of reading is finding and getting information, content and understanding meanings .

Tarigan (1990:10) explains the purposes of reading as follows:

- Reading for details or facts
- Reading for main ideas
- Reading for sequence or organization
- Reading for inference
- Reading to classify
- Reading to evaluate
- Reading to compare or to contrast.

1.9. The role of Comprehension in Language Learning

As I have pointed out before comprehension plays an important role in reading process for Noam Chomsky "there is no body of theory or Significant body or relevant information beyond the comprehension of layman, which Makes policy immune from criticism». also F.Durrenmant said that «human life is beyond criticism" he indicated that comprehension is the mirror of reflection about what the reader understand we can touch that comprehension is the main core of reading without it the reader becomes lost.

1.10 The Role of Reading

Reading is one the major four skills, it is considered to be one of the process that promotes language acquisition also its improve spelling because, good reading skills especially in a phonics reading program, it helps to expand the vocabulary and to make a learner good productive one. Additionally, reading considered important because words-spoken-and written are the blocks of life .thus, they have revealed that reading tasks wide part of our daily communication.

1.11. EFL Reading Difficulties

Many students are facing a very big amount of challenges while they are reading To the target language ,they become confused and unable to comprehend .the whole dialogue or passage ,here they are some reading difficulties for EfL learner pointed by Fane Clan in his book "the reading skills" which are:

1.11.1 Dyslexia :although dyslexia typically affects spelling and writings, including Transposing letters and words ,it can also to contribute to reading comprehension problems

1.11.2 Remedial vocabulary: many student with reading comprehension problems Have problems with vocabulary and may fall behind their peers they typically perform poorly on vocabulary tests, as well as on standardized tests .These short comings may affect a student's self-esteem and make him /her prove to avoiding speaking aloud

1.11.3 Memory Problems: short-term and long-term memory problems can be another aspect of reading comprehension issues when a student does not fully understand what he / she just read, the student will have difficulties in remembering.

1.11.4 Omission of words: some students with reading comprehension problems omit Words when reading aloud or writing. This tendency could be a sign of other disorders such as vision problems .

1.11.5 Attention Deficit Disorder(ADD): student with ADD may be at risk of having reading comprehension problems because of an inability to concentrate on material for period of time they typically have short attention spans and have problems not only grasping the meaning of paragraphs but also even comprehending a sentence.

1.12 The Nature of Teaching Materials

Teaching materials are the key formed in most of text book, teacher -made instructional materials ,or authentic materials. Instructional materials generally serve as the basic for much of the language practice that occurs the classroom. Cunnings Worth in Richard(2001:251) summarizes the role of instructional materials in language teaching as follows:

a-A resource for presentation materials(spoken and written)

b-A source of activities for learners practice and communicative interaction.

c-A reference source for learners on real example of reading texts.

d-A source of stimulation and ideas for classroom activities.

e-A syllabus(where they reflect learning objectives that have already been determined)

f-A support for less experienced teachers who have yet to gain in confidence.

Dudley-Evan and John in Richards(2001:251) suggest that the function of teaching materials are:(1) as source of language;(2) as learning support,(3)for stimulation and motivation ;(4) for reference.

1.13.The Nature of Authentic Materials

Authentic materials refer to the use of texts, video selections, photographs And other teaching resources that were not prepared for pedagogical purposes in teaching .They are often contrasted to the created materials .Wallace (1998:145) defines authentic texts as “real life texts, not written for pedagogic processes” In addition, authentic materials refers to all

what is new and original source of material Such as: news paper, video ,radio and internet as natural language .Indeed, authentic materials succeed to depict the real image of the target language. Lee(1995:324) stated that “A text is usually regarded as authentic if it is not written for teaching purposes but for real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic is one that possesses an intrinsically communicative quality” in general, authentic materials were created for real-life communication rather than for teaching purposes .but it has been proved that, they are very beneficial in the academic field.

According to Harmer(1991 :204) ”Authentic Material is language where no concessions are made. to foreign speakers .It is normal ,natural language used by nature or competent speaker of a language ”From the pervious definitions, we can conclude that authentic materials contain oral and written types which depict natural and appropriate portray of the target culture ,in other word we can say that authentic materials ,are created and designed by native speakers to native ones not for academic achievement’s purposes but for communicative purposes.

1.14.Defining Authenticity

The concept of authenticity has been emerged in the mid of 1970’s with the evolution of the new method “communicative language teaching” that pushed down the other methods in teaching and learning.

There are a several meaning of authentic materials so that it is impossible to engage in meaningful debate over the pro and cons of authenticity until we agree on what we are talking about, at least eight possible meanings emerge from the literature:

a-“Authenticity relates to the language produced by native speaker for native speakers in a particular language community(Porter & Robert1981;Little et al1989)

b-“Authenticity relates to the language produced by real speaker/writer for a real audience, conveying a real message” (Morrow 1977;Porter & Robert 1981)

c-“Authenticity relates to the quality bestowed on a text ,by the receiver in that it is not seen as something inherent in a text itself but is imported on it by the reader/listener(Widdowson 1978:9).

d-“Authenticity relates to the interaction between students and teachers “ Vanlier1996)

e-“Authenticity relates to the types of task chosen(Breen1983;Bach man1991, Vanlier 1996)

g-“Authenticity relates to assessment”(Bachnan1991 &Palmer 1996)

h-“Authenticity relates to culture ,and the ability to behave or think like a target language group in order to be recognized and validated by them”(Kramsch1998)

From this brief definitions, we can see that the concept of authenticity can be situated in either the text itself, in the participant in the social or cultural situation and purposes of the classroom teacher’s perspective.

1.15.Types of Authentic Materials

Authentic materials has a great role in teaching foreign language, thus the world of educational technology has seen a quick evolution of materials such as TV & radio commercials ,internet ,interview, poems &films ...etc

According to Maroko (2010:7) authentic materials can be classified into three(3) categories: auditory ,visual ,and printed materials.

1.15.1 Authentic Listening Materials :which means that learners can listen. These can be Television programs including commercials ,quiz shows ,interactive talk shows Cartoons, radio advertisements .Other materials involve taped conversations including meetings, short stories, poems and novels, and telephone conversation.

1.15.2 Authentic Visual Materials: which means that learners can see,these include photographs ,painting &drawings ,children’s art work ,pictures from magazines ,stick-figure drawings, wordless street signs ,ink blots ,postcard pictures, wordless picture books, stamps and x-rays.

1.15.3 Authentic Pictures Materials: this kind of materials includes news paper (articles, sports’ reports , TV guides ,greeting cards, letters, tourist information brochures ,university

catalogs, telephone book, maps-TV guide ,comic-books ,pins with messages and bus schedules .greeting cards, lyrics to songs, travel guides....ect)

1.16 Sources of Authentic Materials

The communication Approach to language teaching emphasizes that the materials used in language learning which cover the requirement of the students should be authentic and natural, those materials can be found in various sources:

1.16.1 Newspaper: It is a regularly scheduled publication containing news of current events, informative articles, diverse features, and advertising. There are two main types of newspaper, the quality or broadsheet newspaper that generally deals more with serious news issues, and the tabloid newspaper that deals more with such subjects as sport, television actors, and shocking crime stories (Rundell 954).

1.16.2 Magazine: It is a large thin book with a paper cover, containing reports, photographs , stories, etc, usually published once a month, or once a week. (Rundell 680).

1.16.3 Book: It is a set of printed pages fastened together inside a cover, that may contain story ,poem ,information, or other forms of writing eg: a book by Nelson Mandela, entitled, Long Walk to Freedom (Rundell 148).

1.16.4 Story: It is an account of something that happened. stories can be imaginary. traditional, or true. (Rundell 1414).

1.16.5 Map: It is a drawing of an area that shows the positions of things such as countries, cities, and streets. It represents a symbolic depiction highlighting relationship between elements of that space such as objects, regions, and themes (Rundell 872).

1.16.6 Chart: It is a list drawing, or graph showing information in a way that is easy to understand, where the data is represented by symbols such as slices in pie chart, bar in bar chart, or line in line chart. A chart can represent tabular numeric data. functions or some kinds of qualitative structures (Rundell 228).

1.16.7 Graph: It is a picture that uses lines or curves to show the relationship between numbers or measurements that change (Rundell 620).

1.16.8 Comic strip: it is graph medium in which images convey a sequential narrative Most comics combine words with images, often indicating speech in the form of word balloons, but pantomime strips.

1.16.9 Menu: It is a List of food that is available in a restaurant, coffee, etc, or it is computing a list of choices on a computer screen that tells you what you can do in a particular program (Rundell 892).

1.16.10 Recipe: It is a set of directions with a list of ingredients for making or preparing something (Rundell 1179).

1.16.11 Company report: It is determination that students do about a certain a company which gives detailed information about what a company has done, and how successful it has been.

1.16.12 E-mail: It is a system for sending messages from one computer to another.(Rundell 451).

1.16.13 Brochure: It is a small magazine containing details and pictures of goods or services Chat you can buy. It is a type of leaflet. It is most commonly found at places that tourists frequently visit such as museums, major shops, and tourist information (Rundell 171). 2.3.14.

1.16.14 Catalogue :it is a list of all things in an exhibition, sale, or library. or it is a book containing pictures and information about things you can buy (Rundell 211). 2.3.15.

1.16.15 Handbook: it is a small book that gives information about a subject or instruction about how to use something. It deals with any topic and is generally compendiums of data in a particular field or about particular technique (Rundell 21).

1.16.16 Advertisement: It is a short film on TV, or a short article that is intended to persuade people to buy something. Il includes the name of a product or a service., and how that product or service could benefit the consumer (Rundell 21)

1.16.17 Song lyric: It is relating to a category of poetry that expresses subjective thoughts and feelings often in a songlike or form.

1.17 Advantages of Using Authentic Materials

In order to go beyond the limited classroom environments and to achieve more development in language classroom, teacher make use of many aids and in order to fit learner in real world of foreign language they goes to provide their classes with some authenticity that is delivered by authentic materials.

Therefore, for an efficient and practical use, it is useful to deal with real language for many reasons, as stated in Underwood (1989:100)

“ Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. it gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistakes, which will make them more able to cope with „real life“ speech when they meet it outside the learning situation”

It means that, by authentic material students can acquire the foreign language as it is in native speakers, with all its own features.

Moreover, Glisan (1994 cited in Seguni 2009:43) claims that, “students process information in meaningful ways, take responsibility for their own learning, and become independent learners.” in other words, authentic materials are the good method that can involves opportunities for learners to think about the real language and the responsibility to use those materials by their own.

another advantages is that by authentic material, listener are exposed to how people speak and how display hesitation, false starts, and knowing topic and be familiar with incomplete structures of language. As Nunan (1997) Argues that, “learners should be fed as rich a diet of authentic data as possible, because, ultimately if they only ever encounter specially written dialogues and listening text, the language learning exchange will be made more difficult.” Also, Israel son (2007:13) says that, “using authentic materials in the classrooms is a fool-

proof method for success.” Another important aspects of authentic materials are argues by Martinez (2000)

- ✓ Students are exposed to real language when it keeps them informed about what is happening in the world.
- ✓ Textbooks do not include inaccurate English.
- ✓ Authentic materials create a sense of achievement; it may be inspirational for some students.
- ✓ Their use provides learners with various activities and tasks.
- ✓ “Language is reflected into material.” Therefore, there is a wide choice of styles, genres, and forms of authentic text.
- ✓ Authentic materials motivate students in many sides reading, more than that, their listening skill. In addition, authentic materials makes a good environment in classroom as viewed in Strevenes (1987 cited in Nuna1989:93) suggests that, “they provide learners with opportunities for genuine interactions which have a real- life point to them.”

In sum up, we can say that authentic materials are appropriate sources of instruction and information for a learner by making them relevant with the foreign language that is interests in. As they represent the most important materials that are develops their listening skill, because it contains the natural spoken of native speaker and many hard words.

1.18 Disadvantages of Using Authentic Materials

The main criticism made to those materials is that they are sometimes too difficult for learners of a foreign language to access it.

In addition, Martinez (2000, § 6) states authentic materials difficulties as:

- ✓ They may be too culturally biased; their difficult represents in culture gap.
- ✓ The vocabulary might not be relevant to the student’s immediate needs, which means that, vocabulary may not the needs of students.
- ✓ Too many structures are mixed; it is so difficult for beginners.

- ✓ Special preparation is necessary of the text and activities is often time Consuming.
- ✓ Accents and dialect are varies in listening.
- ✓ The material can become outdated quickly such as news.

In conclusion, we can say necessary that any kind of teaching materials should meeting the learners" needs, and it is logically that students face some difficulties with those materials. Therefore, to reduce those difficulties we should put fellow some criteria of selecting level in authentic materials.

1.19 Selection of Authentic Materials

All scholars acknowledge that the use of authentic materials is needful for English language teaching. However, an inappropriate use of authentic sources may result some drawbacks like demotivating students, increasing anxiety, and failing to achieve the task's goals. Thus, a selection should be done. Berado (2006: 63) identifies some factors for well selecting materials to be used in the classroom. First, suitability of content which means that teachers should select those materials that are relevant and stimulate learners' interest. Also, exploitability where teachers should set the purpose and the skills to be developed by exploiting the materials, thus improving student's competence. Moreover, readability which means suitability of language in terms of structural and lexical difficulty and new vocabulary. Finally, presentation, materials should grab learners' attentions, and represent the type of materials that the learners will encounter or use outside. Culture fitness is another factor to be considered when selecting teaching materials. It is commonly known that language and culture are closely related, and the understanding of one influences the understanding of the other. Culture is the system of shared values, beliefs, behaviors, and the way of life related to a particular group. In fact, it's a set of symbols that may refer to something ambiguous or alien if they are not understood in their right cultural context. Thus, teachers should not consider culture teaching as a secondary goal. Obviously, instructors cannot do without authentic materials, as they mirror the target language and its cultural aspects regarding learners' level, need, interest, age, and background.

1.20. Authentic Via Non- Authentic Materials

This is a comparison made by some teacher; is between a recording of natural speech among native speakers and recording made for English language learners.

Table : The Difference between Authentic and non- Authentic Materials((in Hedge.2000:42)

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slaw space with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: Elisions	Carefully articulate pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the Topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex Sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take carful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

As can be located, the above table shows many features distinguish authentic from non-authentic materials. As for language is concerned, authentic materials provide a close relation with the target language ,since they introduce all the natural features of the language which enable the learners to access all those features as it is in real language such as pronunciation, intonation, incomplete structures of expressing meaning from its different types.

1.21 Procedure of Teaching Reading Using Authentic Materials

Nowadays, authentic materials take a place in our schools because of their importance in enhancing the level of the students skills.

before coming to the class, teachers must work harder to find the authentic text from their daily life .They can find it from the current news paper magazines, manual book of an electronic appliance, public notices, authentic traffic signs and many other sources.

The procedure of how to teach reading using Authentic materials is as follows explained by: (About,1985:102)

a-Before –Reading Activities

- 1)Brainstorming about daily life related to the topic
- 2) Answering teacher’s questions related to the topic
- 3) Identifying the target competency
- 4)Identifying the topic to discuss.

b-While-Reading Activities

- 1)Understanding the question related to the topic
- 2) Reading the authentic text silently (silent reading)
- 3) Finding the meaning of the difficult words found in the text
- 4)Finding the main idea of the text
- 5)Finding certain information explicitly stated in the text
- 6)Finding certain information implicitly stated in the text.
- 7) Finding the reference of certain word found in the text
- 8) Finding the synonym /antonym of certain word found in the text .

- 9) Discussing the questions and the answers classically.
- 10) Jotting down the right answers as result of the discussion.
- 11) practicing to answer questions of the same kind from different text

c. After -Reading Activities

- 1) Discussing all problems found during teaching and teaching and learning process.
- 2) Drawing a conclusion of the discussion.
- 3) Finding the text of the same kind in the daily life.
- 4) Studying the text found in the daily life as work homework.

Conclusion

We might conclude that this chapter dealt with the main points concerning authentic materials and reading comprehension . It moved from one elements to another depending on the logical order. It first provided the learners with a definitions reading comprehension followed by the types and the purposes of reading . This latter was further discussed under the title of the role of using authentic materials in enhancing student's reading skill. This chapter also aims at providing the teachers and learners with an idea about the negative and positive side of authentic materials in teaching reading.

2.1. Introduction

After accomplishing the theoretical part and dealing with its important components This chapter is very crucial part for a research work entitled “the role of Using Authentic Materials in Reading Comprehension “.It includes the practical field in which the researcher done an investigation and analysis of teacher’s and student’s questionnaires. Overall the objectives of student’s questionnaire is to examine student attitudes towards using authentic materials in improving the comprehension in reading .

Moreover ,the purpose is to detect the most difficulties that they may face during the reading task .Whereas ,the objective of teacher’s questionnaire is to find out teachers’ attitudes towards using authentic materials as an aid to develop reading comprehension as well as to detect their perspectives about reading comprehension and the most obstacles that they may face during the reading task such as, «fluency». It also aims at finding out the most useful types prefer to use and the suitable level for using authentic materials .Finally .it aims at measuring teachers’ suggestions to improve learners’ reading comprehension.

2.2.Methodology

2.2.1. Problem Statement

Many students of the target language find difficulties to access meaning when reading any texts .Thus, they become devastated when learning the target language ,since comprehension is one reading element. It is a very difficult task that may face in learning any foreign language .Certainly ,the lack of authentic materials restrains learners from building their vocabulary or reaching proficiency in the target language .as it prevents the instructors from promoting students’ level of comprehension ,accuracy and fluency .Indeed, using authentic materials is one effective way which provides students with an opportunity to increase their level of comprehension.

2.2. Structure of the Dissertation

Our research is dividing into three main chapters .The first chapters is dealing with background of reading and its stages, types ,roles, purposes ,EFL reading difficulties reading strategies and its significance in foreign or second language .

This chapter is also addressing reading comprehension its nature .its role its importance and how to improve it. Also is dealing with authentic materials .What are they? Its historical background, types ,advantages ,disadvantages and finally, the Procedure of Teaching Reading Using Authentic Material. However ,the second chapter is dealings with the research methodology and the structure of the dissertation

The third chapter, is my case study is divided into two main sections. The first section includes the Analysis of the teachers' survey questionnaire ,and the second section contains the analysis of the students 'survey questionnaire then proposed recommendations and final conclusion of my work

2.3 The Significance of the Study

Since comprehension is the key initial step in learning any language. The comprehension of the mother tongue (L1) is totally different from the comprehension of the foreign (FL) or second (L2)language. Reading comprehension is also at the heart of language learning. It develops other skills like speaking ,as it maintains the development of sub-skills.

In my dissertation .We tried to spot the light on how the process of reading comprehension is taught to English language learners by using set of authentic materials to develop it .english language learners often regards reading as the most difficult language skill to learn, they also lack motivation or transfer .Thus ,this makes the study very significant to find how these materials can improve the learner's level in reading comprehension of course by maintaining its advantages

2.4 Objectives of the Study

The main objectives of the present study are :

- 1) Finding out the role of the authentic materials in reinforcing student's motivation
- 2) Demonstrating the role that authentic materials have on the improvement of reading comprehension
- 3) Finding out teachers' attitudes towards using authentic materials as an aid to develop reading comprehension.
- 4) Examining learners attitudes towards these materials for the sake of helping them to improve their comprehension in reading task

2.5 Sample of the Study

The target population for in the present study is second year pupils of 'AL Abidine Mohamed secondary school (Languages Stream) in Saida. Participants are about thirty because the second target of my research question is to demonstrate the role that authentic materials have on the improvement of reading comprehension Next to the students. Teachers of Secondary School of Saida are also apart of the population meant by the Study. This category of respondents includes eleven teachers of English from different schools. My target then is to examine learners attitudes towards these materials for the lack of helping them to develop their comprehension in reading task.

2.6 Research Instrument

In the present study, I have chosen the quantitative method, which I embodied through a survey questionnaire was employed in order to answer the questions of the study (see Appendices A, B). The questions of appendix (A) distributed to teachers where this questionnaire presented ten items in form of multiple-choice questions, close-ended questions, open questions, and statements. Participants were allowed to choose the appropriate answer according to their opinion. In addition, they were allowed to add their own comments. The same thing to the questions of appendix (B) which distributed to students where the questionnaire contains eight items in form of multiple-choice questions, close-ended questions, and open questions too. Both responses from the questionnaires were analyzed in

terms of frequency and converted into percentage to indicate the teachers' and students' attitudes toward each issue accurately.

2.7 Data Collection Procedure

In my investigation, I have spent about more than one week collecting data. Expecting Valid results in my experiment .I have used the time table of the participants which seems the appropriate Way to contact them. Certainly , I have asked the teachers who had long experience in teaching English in the secondary school. Indeed .there were questions that seems not clear to some students, hence I have explained for them .For instance ,most of students did not understand the term of “Authentic materials”

2.8 Research Question

The study attempts to answer two main questions related to the role of authentic materials in reading comprehension at Middle school.

- 1-What are the effects of using authentic materials in reading comprehension ?.
- 2-To what extent do authentic materials take place in our school.?
- 3-what are teacher's attitudes towards using authentic materials to develop reading comprehension?

2.9 Research Hypotheses

In this respect we may hypothesize that:

- 1- the effectiveness of using authentic materials in EFL sessions will influence students motivation in reading comprehension.
- 2-Teacher believe that using authentic materials is a key of enhancing students reading skill.

2.10 Research Methodology

The main aims of the study were to examine and discover the advantages of the authentic materials On reading comprehension in English language classrooms, expecting and targeting credible and valid Results, I decided to carry out an experiment which seems the most appropriate method that suits the topic .This method proved its efficiency and gave

considerable results .One one hand ,it enables me to observe the impact of authentic materials on reading comprehension .On the other hand ,it helps me to conscious of the Different factors that might influence the teaching process

2.11 Limitations

Certainly ,the results in the present study can not be generalized to the whole population other students and teachers may give other attitudes towards using authentic materials in reading comprehension Hence, the present study may need extra research .

Honestly, I have found some difficulties when collecting the data .some students on particular ,the boys were uninterested to answer the questionnaire. also their absence on classroom repetitively. and Other did not even return back the paper .hence, I was obliged to print other copies to reach the selected number also ,the shortage of time

Conclusion

In this chapter, I represents the core of this research paper because it consists of the main points on which this work is built. starting with statement of the problems and research question and suggestions of the hypothesis in order to arrive to the last points which is the limitation to concrete this modest research.

3.1. Introduction

This chapter is designed to analyze the findings obtained through investigating the impact of using authentic materials in reading skills. The aim of this study is to investigate the positive and negative sides in teaching reading. Our findings will depend on the student as well as teachers' opinions to confirm the validity and realability of our hypothesis. The most suitable tool for gathering adequate data about the research is through addressing a questionnaire to both teachers and students. We have chosen to work with 2nd year secondary school (languages stream) at Al Abidine Mohamed high School.Saida. in order to seek more ideas and data about the research problem as well as with 05 English teachers .

3.2. Results and Analysis

This section is devoted to the analysis and interpretation of the results obtained in the practical section.

3.2.1. Teachers' Questionnaire

Description of Teachers' Questionnaire

This questionnaire is designed for teachers' of 2nd year secondary school (languages stream) at Al Abidine Mohamed Saida.. The questionnaire administered to (05) teachers. The questions are either closed questions, or multiple choice questions written in an appropriate way from different options, otherwise open questions where the teacher supposed to give explanations, justifications or suggestions. The teachers' questionnaire consists of (10) questions divided into two sections.

Section one:

The aim of this section is to collect information about the teachers. It contains three questions. Which seek for the general information about gender ,the teachers' degree, levels they teach generally experienced.

Section two:

It is about *Teachers' Opinions of using authentic materials*. In this section teachers were asked different questions concerning the use of authentic materials in an EFL classes a, how they use these materials and if they need a period of training concerning the use of authentic materials to their students and if they have faced difficulties when using these materials it contains twelve (12) questions.

3.2.2. Analysis of the Teachers' Questionnaire

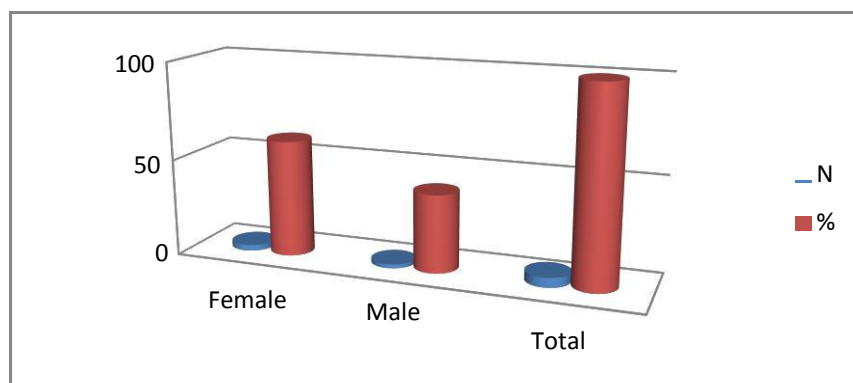
Section one: general information

a. Gender: Specify your gender:

Table1: Teachers' Gender

Options	N	%
Female	03	60
Male	02	40
Total	05	100

Graph 01: Teachers' Gender



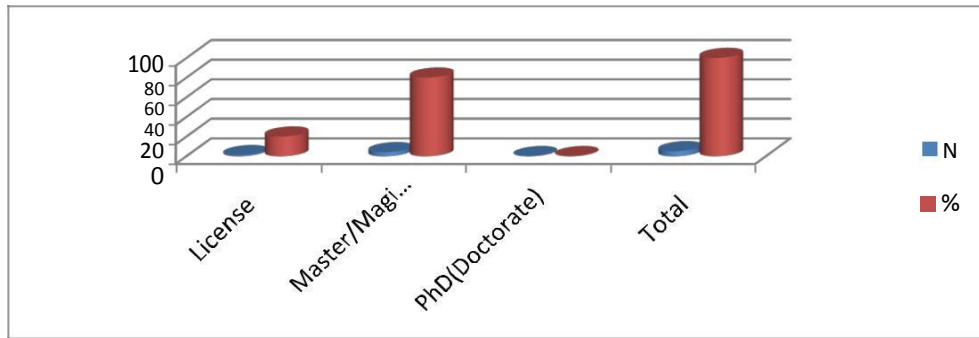
As the graph indicates, the majority of the teachers are women; however, there are two male teachers. The total number of teachers is five.

b. Educational qualifications:

Table 2: Teachers' Qualification

Options	N	%
License	01	10
Master/magister	03	80
PhD(Doctorate)	01	10
Total	05	100

Graph 2: Teachers' qualification



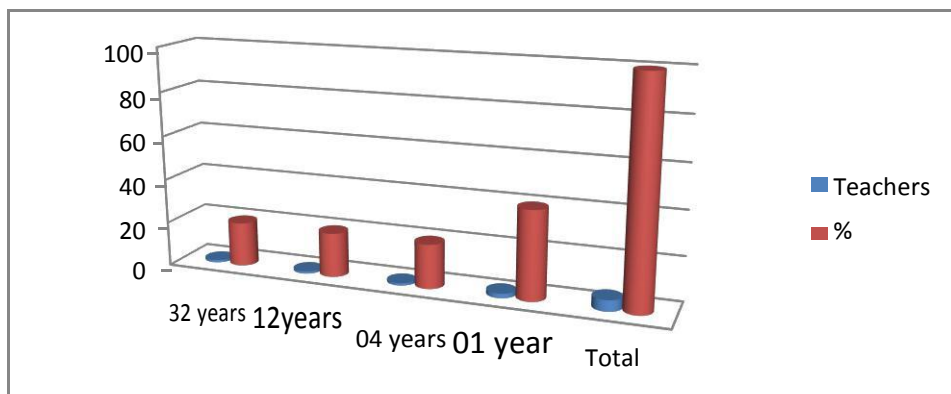
As the table indicates, the majority (80%) of the teachers have master degree and only one teacher has license degree .While we have one doctorate degree .

c. How long have you been teaching English?

Table 3: Teachers' Experience

Number of years	teachers	%
32 years	01	20
12 years	01	20
04 years	01	20
01 year	02	40
Total	05	100

Graph 3: Teachers' experience



Teachers are asked to give their teaching experiences .As indicated in the table and graph there are (40%) of the teachers stated that they teach just for 01 year means that they are novice teachers. Also, we can notice that (20%) of teachers have 12 years experience in in teaching English. Furthermore, we can notice that (20%) from teachers have been teaching for 32 years experience it is the most experienced ones. All teachers stated that they mostly take experience in teaching at the middle and secondary school.

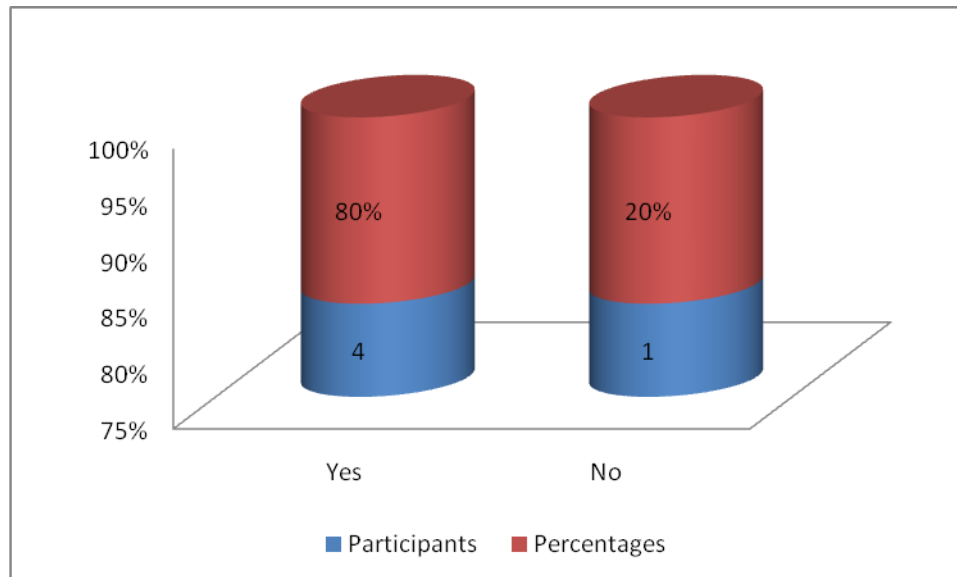
Section two: Teachers' Perceptions of using authentic materials

4-Do you prefer using authentic materials in your EfL courses?

Table 4:Teachers attitudes about the use of authentic materials

Options	Yes	No
Participants	4	1
Percentages	80%	20%

Graph 04: Teachers' preference about teaching strategies



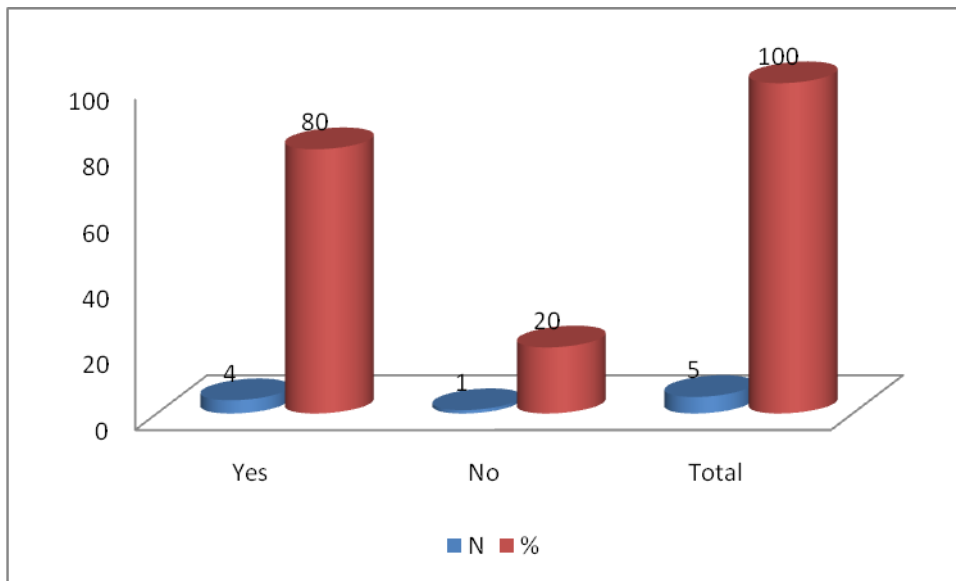
The majority (80%) of teachers indicated that they use of authentic materials has a role in improving students' achievement, participation and it aims to engage the students' interest, opinions and experiences at the same time evaluate the language that students' produce. While one teacher claims that he don't prefer using authentic materials ,because it is difficult for students to understand and its just a time consuming method,

5-Can you use authentic materials regardless your students level?

Table 5: Teachers' uses of authentic materials

Options	N	%
Yes	04	80
No	01	20
Total	05	100

Graph 5: Teachers' uses of authentic materials



The table shows that (80%) of teachers claim that using authentic materials can be motivational strategy. while (20%) from them claim that it cannot be motivational strategy most of the time. regardless to their levels.

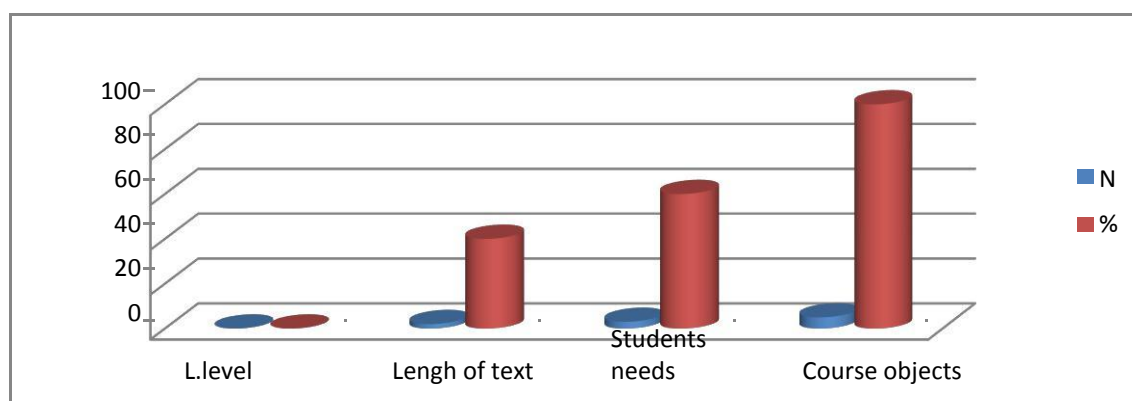
Teachers	Justification
Agree	-It helps to create a fruitful atmosphere - It allows students to help each other. - passive students may be motivated by their classmates (Effective engagement) -it helps learners despite their abilities to participate in the class.
Disagree	-that method places the responsibility of learning and development on the students, based on the assumption that students learn best when working with authentic materials but, it is not the same for all students.

6-Which criteria of selection do you follow?

Table 6: Teachers' Criteria's

Option	N	%
Language level	02	40
Length of the text	01	20
Students need and intrests	01	20
Courses objects	01	20
Total	05	100

Graph6: Teachers' preference about Teaching Criteria



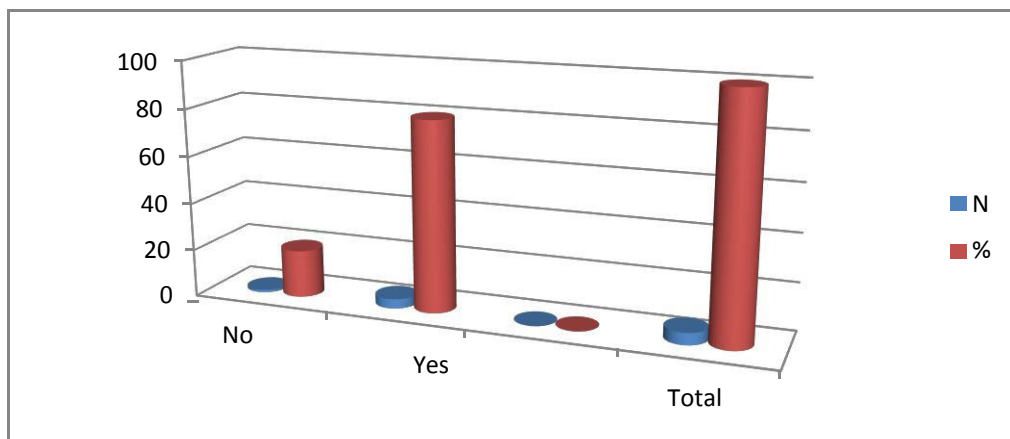
The results show that (40%) of teachers claim that they follow language level while (20%) from teachers claim that they follows length of the text, while 20% follows students needs and course objects

7-Do you think you need a training periods in using such materials?

Table 7: Frequency of using authentic materials

options	N	%
Yes	04	80
No	01	20
Total	05	100

Graph 7: Frequency of using authentic materials



we can say that the majority of teachers needs a period of training on how they use authentic materials, while one teacher claims that he doesn't need this period of training.

8-How Often do you use authentic materials?

Table 8: The basis of making authentic materials

Options	Always	Somtimes	never	Randomly
Gender				+
Proficiency				+
Preference				+

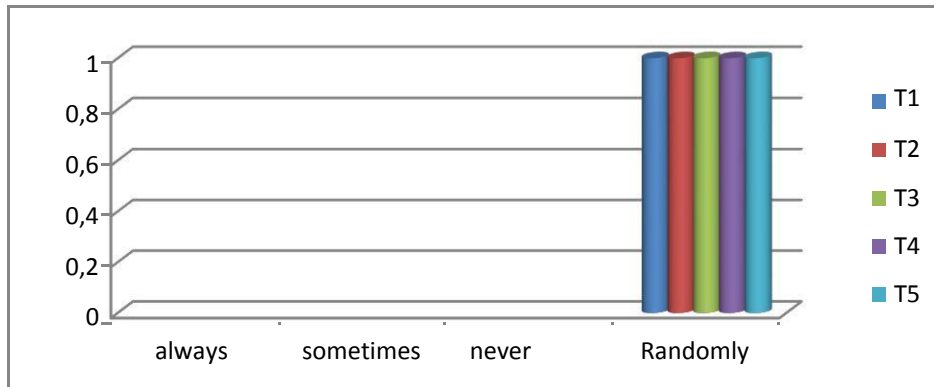
Graph 8: The basis of making authentic materials

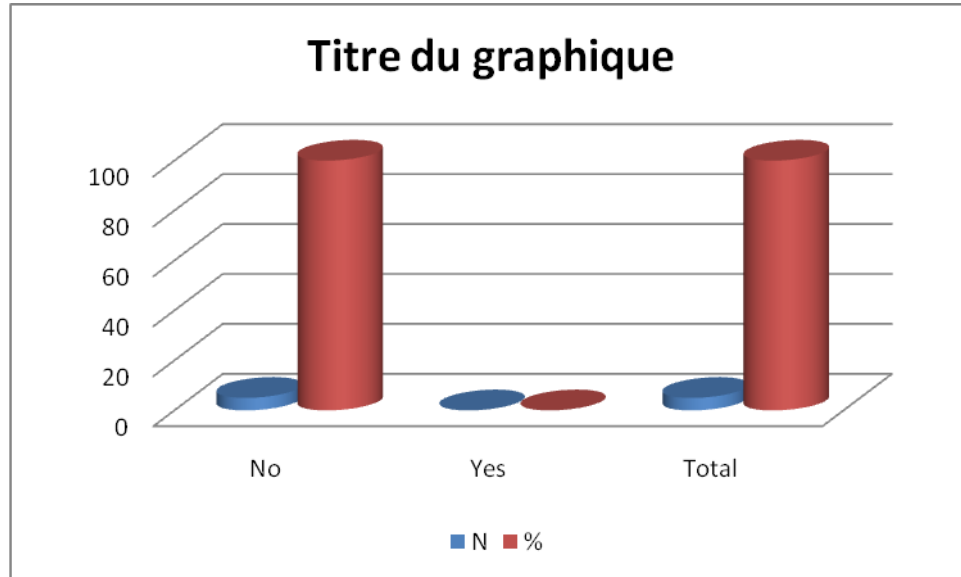
Table six shows that all teachers; state that they choose authentic materials randomly.

They state that the teachers' role is giving the topic to the students .They state that they may put enhanced student in a given group without changing them if the teacher observes that the group members have weak knowledge , in order to help them as well as raise the sense of comprehension.

9-Do you see it difficult to find a suitable authentic materials use in your classroom?

Table 09: Teachers' Attitude to choose appropriate authentic materials

options	N	%
No	05	100
Yes	00	00
Total	05	100

Graph 09: Teachers' Attitude to choose appropriate authentic materials

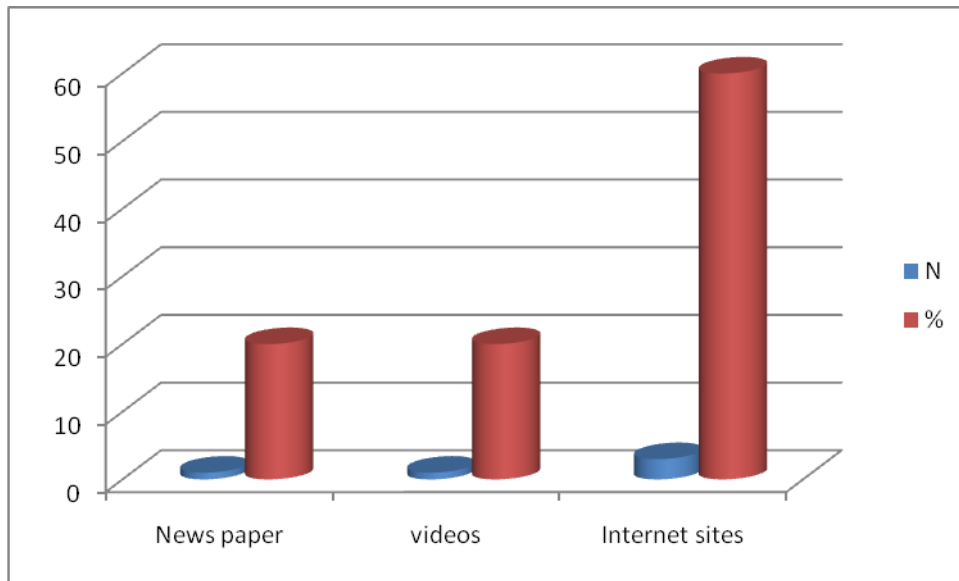
The results of the table show that all the teachers claim that don't find any difficulties when using authentic materials

-What are the important outcomes according to you in choosing authentic materials?

- Explaining and clarifying the task to help students get the aim and objectives of the task.
- Try to go around students to see if they are doing the task in a serious way.
- Take the role of facilitator than a monitor to foster the process of learning.

Table 10: what are the sources that you use to obtain authentic materials?

options	N	%
News paper	01	20
videos	01	20
Internet sites	03	60

Graph 10: sources that you use to obtain authentic materials

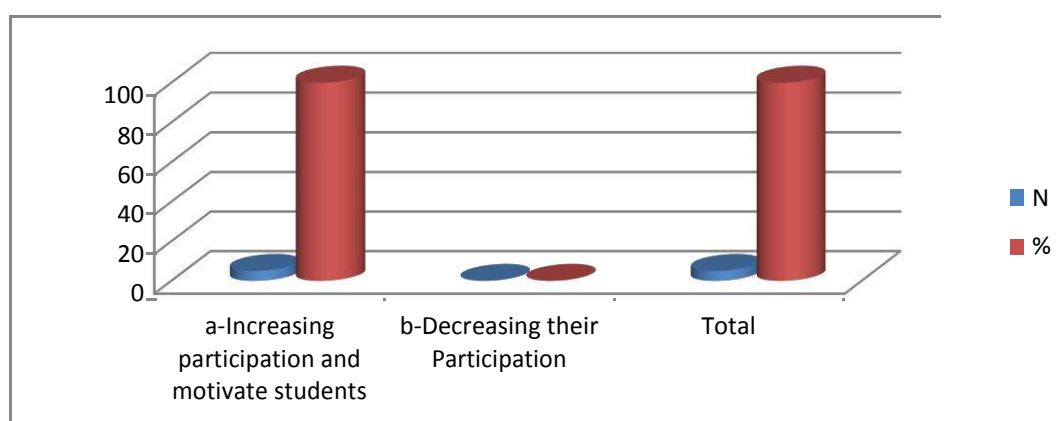
The table above indicates that (60%) prefers to use internet sites as a source of authentic materials, however (20%) of teachers prefers to use videos and news papers as a source of authentic materials .

11-Do you think that authentic materials influence students' motivation?

Table 11: The influence of authentic materials on students' motivation

Options	N	%
A - Increasing participation and motivate students	05	100
B - Decreasing their participation	00	00
Total	05	100

Graph 11: The influence of authentic materials on students' motivation



The results from table 11 show that all teachers believe that authentic materials enhanced students' motivation because the aims for applying such materials is to give chance for students to help and motivate each other.

12-Do your students have problems in working with authentic materials?

Table 12: Students' problem with working with authentic materials

options	N	%
Yes	02	40
No	03	60
Total	05	100

Graph 12: Students' problems working with authentic materials

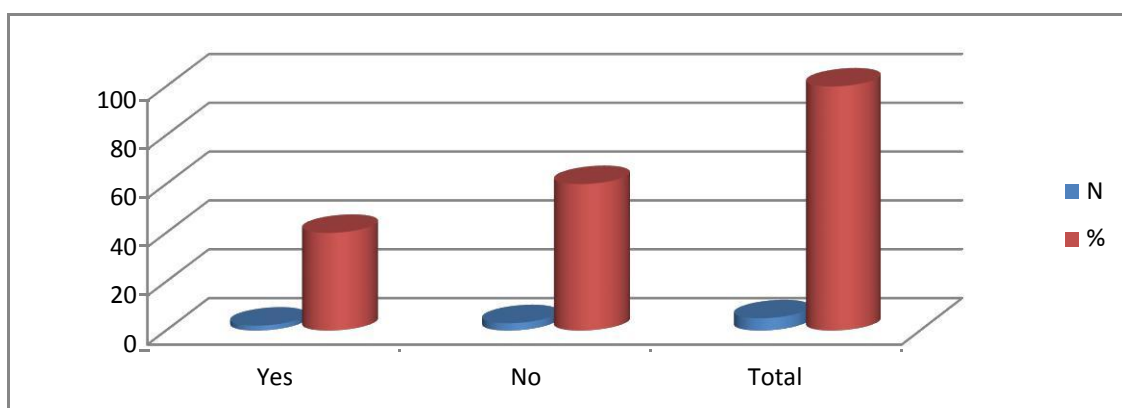


Table 12 results show that (60%) of the teachers claimed that their students enjoy working with authentic materials while (40%) of the teachers claimed that their students face many problems with it.

3.3. Students' Questionnaire

3.3.1. Description of the Questionnaire

The questionnaire is designed for, secondary students' of 2nd year classes of foreign languages at AL-Abidine Mohamed secondary school Saida. The participants are 20 students. The questionnaire was administered to a random sample mentioned above to investigate the influence of reading skills as motivational strategy in enhancing students' motivation and investigate the problems that hinder the students' participation. But I receive only 15 questionnaires from this level. The questionnaire involves different types of questions; closed and open-ended questions. Closed questions require the students to answer

by yes or no or to tick up the appropriate answer from the different options while open-ended questions require from the student to give personal opinion, suggestions and justifications where needed. The whole questionnaire is made of (16) questions that are classified under three sections.

Section one:

It is about the general information of the students, it contains (1) questions. It is about their age

Section two:

This section is about students' perception of the use of authentic materials in classroom. It contains (12) questions. The students are asked different questions about the use of authentic materials whether it is a motivational strategy and if students enjoy working with it as well as, if group work implemented during the sessions.

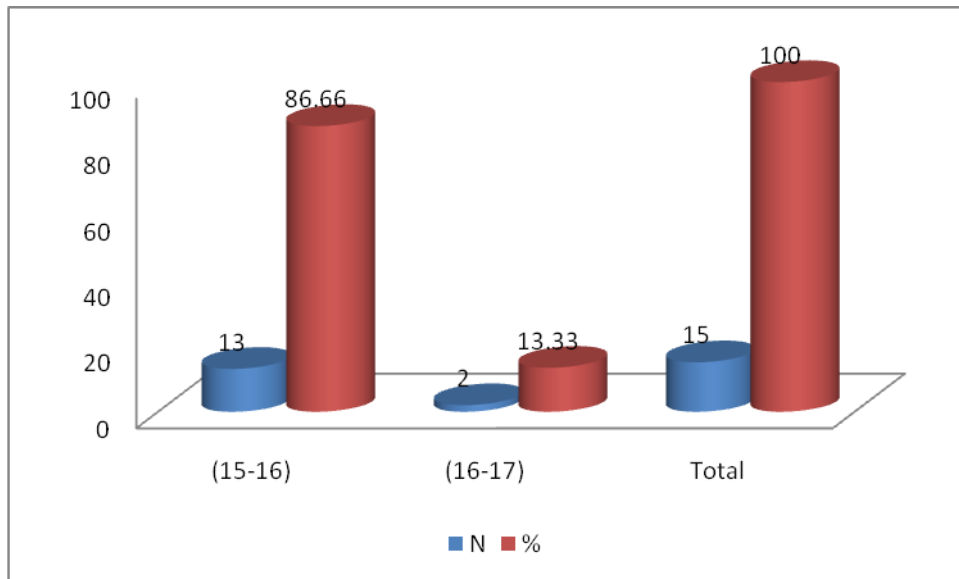
3.4. Analysis of 2nd year students' questionnaire:

Section one: general information

1. Age

Table 1: Students' Age

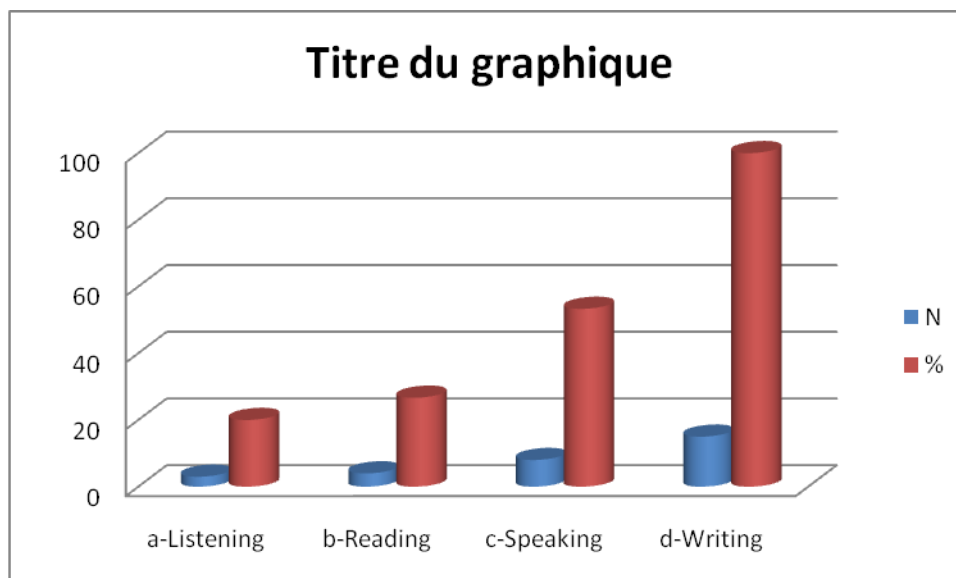
Age	N	%
(15-16)	13	86.66
(16-17)	02	13.33
Total	15	100

Graph 01: Students' Age**Section Two: The use of authentic materials:**

2. According to you, what the most difficult skill to learn English language?

Table 2: Students' Choices:

Options	N	%
a-Listening	03	20
b-Reading	04	26.66
c-Speaking	08	53.33
d-Writing	15	100

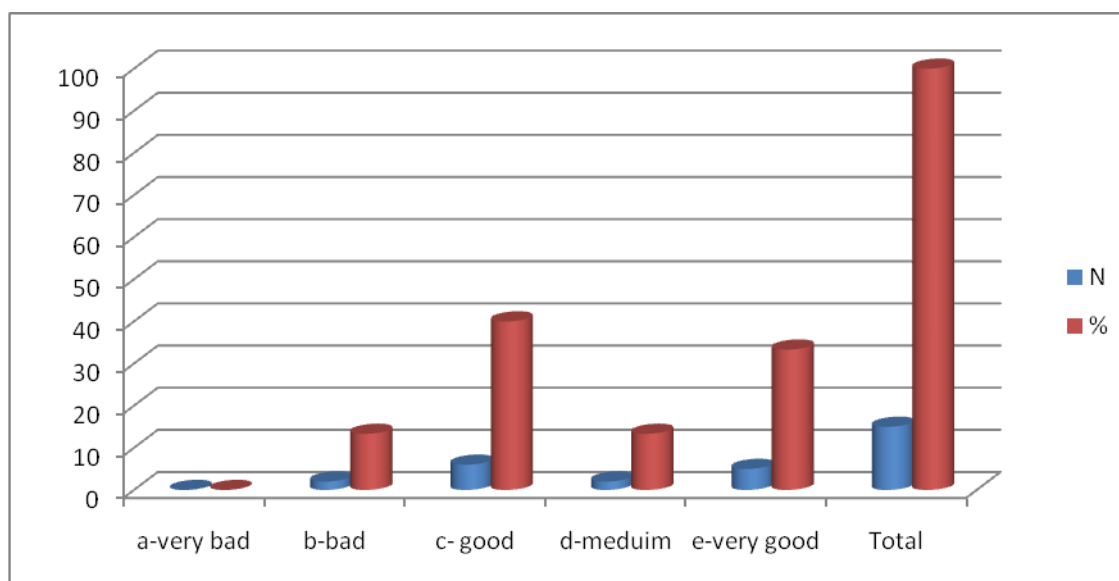
Graph 2: Students' Choices:

The results indicates that (53.33%) from students believes that they have more difficulties in speaking English rather than other skills .while (26.66%) from them states that they have obstacles in the reading skills.whereas (20%) from students have difficulties in listening.

3-How do you feel about your level in reading skill?

Table 3: Frequency of students reading skill.

Options	N	%
a-very bad	00	00
b-bad	02	13.33
c- good	06	40
d-meduim	02	13.33
e-very good	05	33.33
Total	15	100

Graph 3: Frequency of students reading skill.

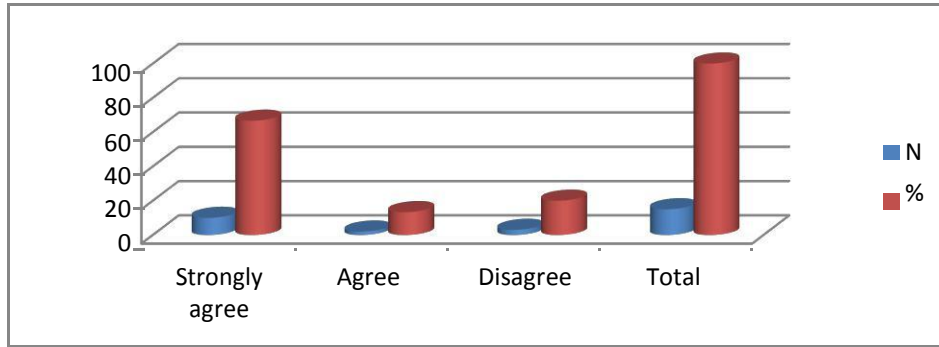
This table indicates that the majority of students (40%) claimed that they are good in reading rather than the other skills. Then,(33.33%) of students maintain that they are very good in reading However (13.33%) these percentages shared between medium and bad readers .its up to the topic they deal with.

4-The use of authentic materials, mostivate students to communicate because they help to make communication 'real'. To what extent do you agree or disagree with this statement?

4-Student Opinions: Students Opinions

Table 4: Students Opinions

Options	N	%
-strongly agree	10	66.66
-Agree	02	13.33
-Disagree	03	20
Total	15	100

Graph 4: Students Opinions

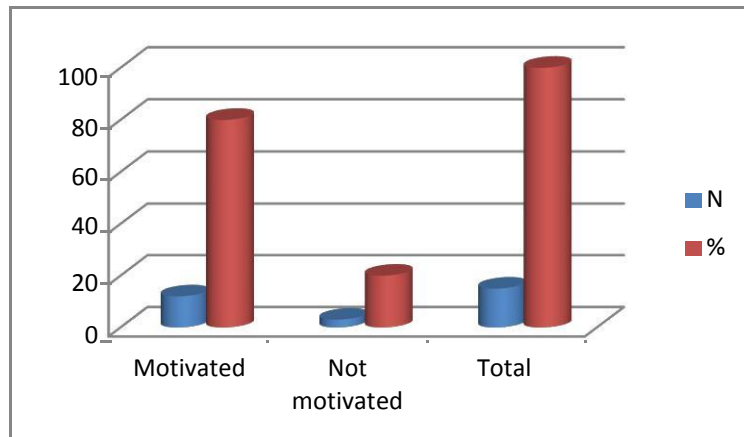
The results on the table above indicate that the majority of students (66.66%) were strongly agreed with the statement. While (20%) from them agree. Moreover, (13.33%) claimed that they disagree with that statement.

5. When the teacher asks you to work with authentic material are you?

Table 5: Students feeling towards authentic materials

Options	N	%
a-Motivated	12	80
b-Not motivated	03	20
Total	15	100

Graph 5: Students feeling authentic material



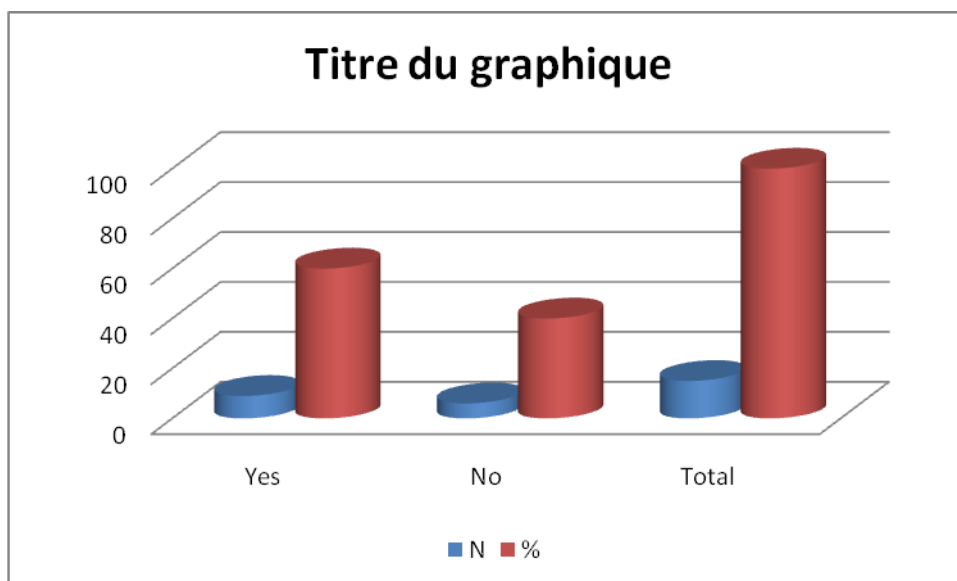
The results show that the majority of students (80%) are motivated when using authentic material because it enhance their achievement as well as their motivation. while (20%) of students claimed that they do not feel motivated when using authentic material.

6.Do you have problems when you work with authentic material?

Table6: Student’s perceptions towards authentic materials work problems.

Options	N	%
Yes	09	60
No	06	40
Total	15	100

Graph 6: Student’s perceptions towards authentic materials work problems.

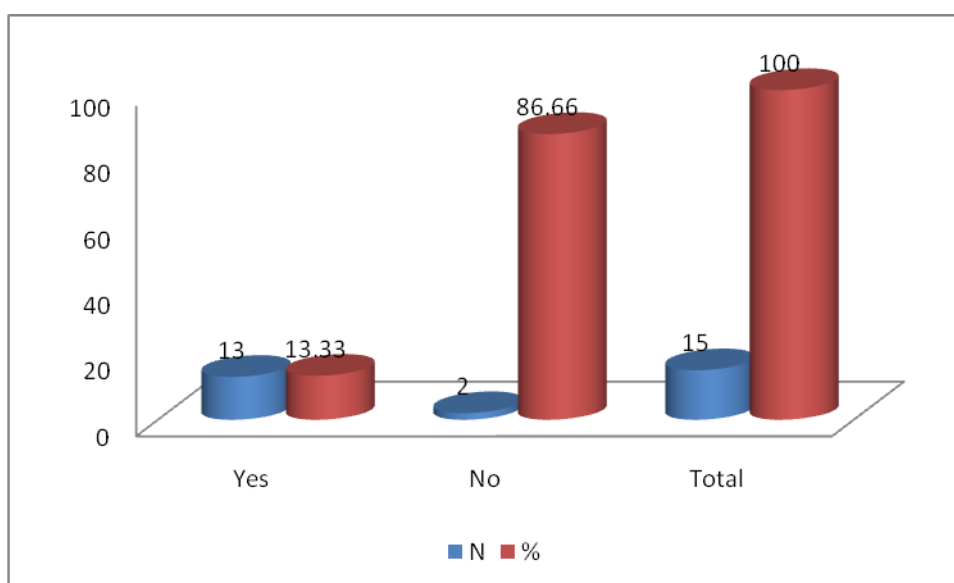


The results from the table above indicates that (60%) of students claimed that they have no problems with working with authentic materials because they benefit from it and it improves their participation and achievement .However (40%) of them claimed that they encountered many problems in working with it such as the ability to convince their mates by their opinions as well as noise which lack of concentration

Table 07: Students feeling toward authentic materials

Options	N	%
Yes	13	13.33
No	02	86.66
Total	15	100

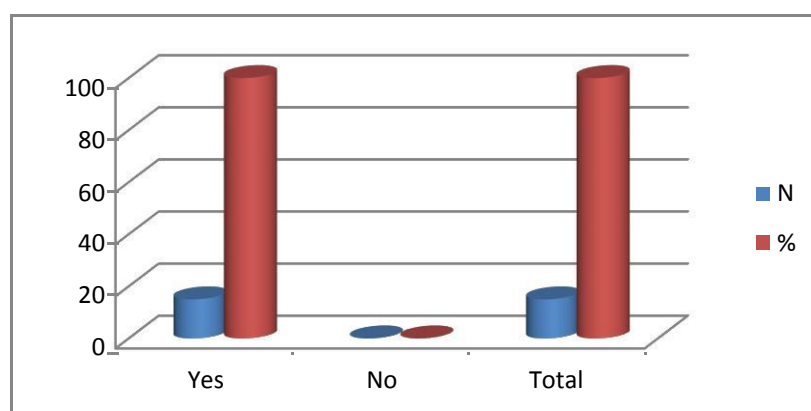
Graph 07: Students feeling toward authentic materials



The majority of students claimed that they feel that the use of authentic materials is beneficial , we can translate this result into (86.66%). while just 2 students who claims that they don't feel it beneficial. because they have other reasons that hinder their participation.

Table 08: Students attitude towards Teacher help

Options	N	%
Yes	15	100
No	00	00
Total	15	100

Graph 08: Students attitude towards Teacher help

The results from the table show that (100%) claimed that the teacher is the main tool that can improve students participation by his/her instructions as well as by creating a good atmosphere that motivate students. The teacher is the key that should fit every students.

5. Summary of The findings:

Based on the analysis of the students' questionnaire, we have noted that:

- ❖ Students' evaluation of authentic material as a technique for teaching reading implies students' readiness for such a technique.
- ❖ The majority of students prefer to participate in different activities proposed by their teachers.

- ❖ All of the students assert that the teacher is the main important element that encourages and motivates them to participate in the classroom because he has a positive impact on their participation.
- ❖ Although some students may be motivated to learn English, they feel afraid to read for their inability to interact with others; lack of self-confidence, shyness and overcrowded class .Also, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes) of students teachers need to improve their talk inside the classroom to have an active class.
- ❖ As for teaching reading, students seem to have different attitudes towards different teaching techniques. The majority of students are interested in open discussion, creative games, and group work. The teachers' role is to adapt the techniques, which encourages students' participation more.

Conclusion:

In concluding, the positive results from the questionnaires obtained in this study concerning the influence of the use of authentic material in participation have confirmed our hypothesis. This means that there is a positive relationship between the use of authentic material, the reading skill and student's motivation. In addition, the results confirmed the study's hypothesis that if authentic materials are implemented during EFL sessions, will be enhanced Learners' motivation. Furthermore, the results reveal that although the implementation of authentic material is proved as effective technique, it still comprises certain negative aspects such as some learners are not interested in working with it, group conflicts that result in noise and students' misbehavior.



General

Conclusion

GENERAL CONCLUSION:

The investigation carried out throughout this study has attempted to confirm our hypothesis stated in the introduction which claimed that, if teachers use the authentic materials in teaching English language, they will strengthen their learners reading skill and motivate them to create a positive leaning environment. Our research mainly examined the Algerian teachers'' and pupils'' attitudes towards the integration of authentic materials as teaching strategies in EFL class to have a positive effect on developing students'' reading skill.

In the theoretical study, we have tacked two different variables: authentic materials and the impact of authentic materials in reading skill. To examine those theoretical beliefs different research procedures were been administered to test our hypothesis; students'' questionnaire, teachers'' questionnaire to obtain their standpoints and perspectives concerning the items under investigation, and classroom observation. Based on the data we obtained from the questionnaire, and classroom observation, we resulted the following: we have noticed that the majority of second year pupils have difficulties in their reading as their teachers reported in their interview are due their less of practice and the lack of exposure to the English language in natural.

Another important fact; revealed through our investigation, is that; however the students found many difficulties in reading to authentic materials as they reported that they were (stress, intonation, delivery of speed, clustering and reducing forms), almost the majority of them appreciate learning with authentic materials. As we noticed that all of them like to learn English language in natural as well as from natives'' resources. Therefore, we found that authentic materials exposure had a positive impact in increasing students'' reading g skill since they allowed them to have a direct contact with real language presented by proficient English native speakers that use and master all the language ecomponents as they are enables them to learn native speakers'' pronunciations, intonation and accents. Moreover, they often learn from them new vocabulary, discover grammatical rules and constructions and get accustomed to English common expressions, idioms that they cannot necessarily learn in normal session.

Furthermore, we can stated that teachers plan the authentic materials session according to certain criteria, the most is the objective of the lesson as they simplify for their students the authentic language for more grasp. Therefore, they argued that integrating authentic materials in their teaching process has a positive impact on developing their students reading skill as they claimed that they are one of the best strategies in teaching English as a foreignlanguage.



Recommendations

RECOMMENDATIONS

As a research requirement, we suggested some teaching implications aiming at bringing the authentic materials back to life and giving recommendation for the instructional authentic materials. We hope that the suggestions and recommendations proposed in this work will be helpful and useful for raising teachers' awareness about the importance of authentic materials as a valuable tool within their EFL classes.

- We may achieve the common ground that students feel better with authentic materials helping them increase in the real language as far as teachers provide them with pedagogical support.

- The authentic materials effected positively the classroom environment from inert into more dynamic. Since the majority of students, appreciate learning with it

- . - Martinez (2002) suggested that teachers could make use of authentic materials for the learners to listen the gist of the information presented.

- Authentic materials should used in accordance with students' abilities and levels. So, teachers should use a variety of authentic materials, with different activities and grouping work to meet all students' needs, levels, and abilities.

- Authentic materials should provided by the administration to the teacher for facilitating their use. - Authentic materials should be includes in students' curriculum for their continuous implication.

Finally, all students appreciated learning with authentic materials, they really seem to have enjoyed it and felt relaxed their teachers support them as a teaching strategy. Nerveless, it is worth considering the duration of our observation; only for sessions. To sum up, teaching EFL learners using authentic materials strengthen them to improve their reading skill



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Appendixes

Appendix (A) Teachers Questionnaire

We would be so grateful if you could answer the following questions about your opinion concerning the role of using authentic materials in reading skills. It endeavors to highlight the positive and negative sides of these materials in enhancing students' reading in classroom.

Section 01: general information

1-Gender:

Female Male

2-what's your professional degree?

License Master Phd

3-How long have you been working as teacher?

.....

Section 02: Teacher's Perceptions of using authentic materials:

1-Do you prefer using authentic materials in your EFL courses ?

Yes No

2-If no, say why:

- a- time consuming
- b- difficult for the student to comprehend
- c- it is too culturally biased

3-Can you use authentic materials regardless your student's level?

Yes - No

4-which criteria of selection do you follow?

- a- language level
- b- length of the text
- c- student's needs and interests

d- course objects

5-Do you think you need training periods in using such materials ?

Yes - No

6-what are the sources that you use to obtain authentic materials ?

a -news papers and magazines

b-videos or songs with lyrics

c -Internet site

7-Do you find it difficult to find suitable authentic materials to use in your classroom?

Yes No

8-How often do you use authentic materials?

.....
.....

9- What are the importance outcomes according to you in choosing authentic materials?

.....
.....

10-Do you think that authentic materials influence students 'motivation?

A-Increasing participation and motivate students

B-Decreasing their participation.

11-Do your student have problems in working with authentic materials?

YES NO

Appendix (B) Students' Questionnaire

Dear Students

We would be very grateful if you accept answering the following questionnaire.

Your answers will help us in our study.

Thank you in advance for your collaboration.

Please! Put a tick () in the corresponding box and make full statements whenever necessary.

Age :

Sex :

Section 01: Perception of Reading skills

According to you, what is the most difficult skill to learn English Language ?

Listening

Reading

Speaking

Writing

Do you think that there is a relationship between all of the skills ?

Yes

No

The use of authentic materials, motivate students to communicate because they help make communication 'real'. To what extent do you agree or disagree with this statements ?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

How do you feel about your level in reading skill ?

Very good

Good

Medium

Bad

Very bad

What is the difficulty that affect your reading skill?

Struggling with Dyslexia

Poor comprehension

Others

Section 02 : The use of Authentic Materials

What kind of authentic materials do you prefer ?

Printed texts (books, newspapers...)

Different kinds of images (such as photographs...)

Multimedia Materials (videos tapes, audio tapes, CDs, DVDs, computer based programs...)

Does your teacher use Authentic materials in reading sessions ?

Yes

No

Rarely

Sometimes

Do you find it beneficial ?

Yes

No

When your teacher uses authentic materials do you feel that your reading skill improves ?

Yes

No

Sometimes

The use of authentic materials always improves your writing skill.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

What is your opinion about the employment of authentic materials in reading sessions ?

They enable the students to hear, read, and produce language as it is used in the target culture.

They do not help much in class

They reflect real use of language

☺ Thank you a lot for your time & efforts ☺