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**Investigating Teachers' Attitudes Towards the Use of Authentic
Texts in Teaching Reading**

The Case of M'sila Secondary School Teachers

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of the Requirements for Master's Degree in Applied linguistics**

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Dedication

I dedicate this humble work to:

My special parents and lovely siblings who have always believed in me and were the source of endless support and encouragement.

My beloved one who stood by my side, embraced all my imperfections and was the source of immense strength as well as motivation throughout my journey.

The colleague who shared this work with me. May Allah illuminate her path with knowledge always and forever.

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ABSTRACT

The current study investigates Teachers' Attitudes towards the Use of Authentic Texts in Teaching Reading, the Case of M'sila Secondary School Teachers. This study aims to identify the teachers' attitudes towards using authentic texts as a very pleasurable learning strategy. In order to meet this objective, a mixed method is applied. Quantitative and qualitative data are collected from a questionnaire directed to 32 EFL teachers at different secondary schools in M'sila. The results reveal that EFL teachers have positive attitudes towards the use of authentic texts in teaching reading. The findings also demonstrate that authentic texts play an important role in reading enhancement as well as they facilitate the teaching and learning process. Accordingly, authentic texts are effectively used by EFL teachers in teaching reading..

Key terms: authentic texts, reading skill, EFL teachers, EFL learners.

List of Abbreviations

EFL: English as a Foreign Language.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

ESL: English as Second Language.

DM: Direct Method.

GTM: Grammar Translation Method.

ALM: Audio-Lingual Method.

AVA: Audio Visual Approach.

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GENERAL INTRODUCTION

Learning any language in the world demands enough exposure to the language; the first factor is to learn an adequate number of words of that language. The importance of reading skill is acknowledged to a great extent by students and teachers in learning achievement, especially in the case of learning English as foreign/second language in the early stages. Thus, this study shed the light on investigating teachers' attitude towards the use of authentic texts in teaching reading. Indeed, a lot of studies have been done to confirm the unbreakable relationship between authentic texts and reading skill. The correlation between them enlargement is highly clear, since reading advancement based on powerful foundation of using effective authentic text.

Learners who have diagnosed of reading paucity certainly have problems of decoding words, and in a dire need to engage with authentic materials. A lot of researchers have asserted that authentic text research is often efficient when students consider it as more than a source of information; thus, using authentic text as an important strategy in education is one of the most important approaches that provide entertainment to the reading task. This may change students' attitude towards reading since the large exposure of authentic text in a long duration enables them to meet enormous range of words, in which they enhance their reading abilities in particular and language proficiency in general.

1. Background of the Study

Reading skill is a fundamental aspect of English as a Foreign Language (EFL) learning, as it is crucial for effective element in academic, professional, and social contexts as Norozi, S.A. (2007, p.2) stated that "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". However, EFL learners often face challenges in developing their reading skills due to various linguistic, cultural, and educational factors. "We would like students to read authentic texts... However, at lower levels this can often present insuperable problems since the amount of difficult and unknown language may take the texts

impenetrable for the students.” Harmer, (2007, p.100). To address this issue, there is a need for effective strategies that can enhance EFL learners' reading skills.

One potential strategy is using authentic text, which involves identifying and addressing the specific reading needs of learners. Authentic text can provide valuable insights into the areas where learners require support and guidance, and can serve as an impetus for enhancing their reading skills. Thus, it is all about the prior-knowledge the teachers bring to the text for comprehension achievement.

In addition, EFL learners often encounter challenges in developing their reading skills. These challenges may include difficulties in organizing ideas, structuring sentences, using appropriate vocabulary and grammar, and understanding the expectations of reading. These challenges can significantly impact EFL learners' ability to read.

To address these challenges, EFL learners need effective authentic text that can help them enhance their skills, which involves identifying learners' specific reading needs. Furthermore, authentic text can provide valuable insights into learners' strengths and weaknesses in reading, and guide the development of targeted interventions to enhance their reading skills. In this light, this dissertation investigated using authentic text as a means to enhance EFL learners' reading, focusing specifically on improving reading abilities.

2. Statement of the Problem

Within research studies and language teaching contexts, reading is a very significant skill to learn, and is considered to be a very fruitful means in enhancing L1 (first language) and L2/FL (second or foreign language) language proficiency. The use of authentic texts has a long history in foreign language teaching as they help learners to bridge the gap between classroom environment and real-world situations. Authentic texts are well-known for being one of the

most effective techniques used by teachers to motivate their learners and to improve their reading skills.

However, students may have a serious problem with reading in which they have a paucity in using authentic text, and both students and teachers have dissatisfaction about the reading skill being taught. Learners need to learn an adequate number of words, and they think that the paucity of reading they have will be reduced if their teachers introduce and teach them sufficient using authentic text.

Using authentic text for EFL learners' reading improvement is significant, particularly in the Algerian EFL. Therefore, there is a need to explore the potential of using effective authentic materials in enhancing EFL learners' reading. The current study is conducted in light of the importance of implementing authentic texts in teaching reading. It seeks to investigate EFL teachers' attitudes on the use of these texts in teaching reading.

3. Significance of the Study

This research holds implications for education. It looks at learners' challenges in reading skill in EFL classes. This can help teachers to recognize some techniques that help EFL learners to overcome reading difficulties and use authentic text as an educational tool for reading development. Overall, it helps us to bring up strategies of using authentic text for better reading.

Furthermore, this study may persuade teachers to use more authentic texts as alternatives to non- authentic texts when teaching reading skill. Moreover, it may encourage teachers to raise their learners' awareness about the importance of reading more authentic texts inside and outside the classroom.

4. Aims of the Study

The present study seeks to gather insights about investigating teachers' attitudes towards the use of authentic texts in teaching reading. Because reading is an essential component of learning any language in the world, its significance should be highlighted in the case of learning English as a foreign language, especially for secondary school students. These students need to enhance their language proficiency, and construct a strong base in English as much as they can in order to read and speak fluently, write effectively and communicate appropriately. For that, teachers should employ skillful learning strategies to increase reading instruction because, the use of effective authentic texts for valuable reading lead to fruitful reading.

To be more precise, the study aims to achieve a main objective, it attempts to identify the teachers' attitudes towards using authentic text as a pleasurable learning strategy.

5. Research Questions

In order to reach the aforementioned research objectives, the following research question is raised:

1. What are teachers' attitudes towards using authentic texts in teaching reading in EFL classrooms?

6. Hypothesis

The following hypotheses is formulated as possible answer for the above-asked research questions:

1. If teachers use authentic texts appropriately and sufficiently in teaching reading, language learning in general and reading skills in particular will be improved.

7. Research Methodology and Tools

The current research is about investigating teachers' attitudes towards the use of authentic texts in teaching reading. For this, the descriptive method is used due to its effectiveness and appropriateness as it provides comprehensive data about the investigated topic. In addition, the mixed method, which combines both quantitative and qualitative data collection, is the most adequate to carry out this research as an objective and systematic process to describe, explain and interpret the results obtained from the data gathering tools. Quantitative and qualitative data are collected through a questionnaire designed and submitted to 32 EFL secondary school teachers in M'sila. The questionnaire comprises nineteen questions: seventeen closed-ended questions analyzed quantitatively using the statistical analysis precisely frequency and percentage, and presented in forms of tables and graphs; and two open-ended questions, analyzed qualitatively through the thematic analysis. This combination offers a thorough insight into teachers' attitudes towards the use of authentic texts in teaching reading.

8. Structure of the Dissertation

This study is mainly divided into two chapters. The first chapter is subdivided into two sections; the first section explains the main concepts related to reading, it deals with the definition of reading; its status and importance in EFL classroom, teaching reading framework, strategies, and at the end, it deals with learners' reading difficulties (challenges) in reading.

The second section describes using authentic texts in teaching reading. A brief overview about authentic texts; starting by giving the different definitions of authentic texts and the factors for selecting them in EFL classrooms, the strategies of using authentic texts and their effects (advantages and disadvantages) in EFL classrooms.

The second chapter is devoted to the field work; the description of the research methodology used in the study, research design, the sample, the setting, the research tools, the answers to the pre-asked questions, and confirmation or refutation the research hypothesis. As

well as, the analysis and discussion of the obtained findings through the questionnaire. Finally, a general conclusion sums up the research by highlighting all the main points and findings, the limitations of the study, and offers instances for further research.

CHAPTER ONE:
LITERATURE REVIEW

Introduction

Reading is a fundamental skill in language learning. At the academic level, reading is often taught using textbooks, which may contain texts that are detached from the language's authentic culture. This reliance on textbooks can result in demotivated learners. Consequently, to address this issue, teachers can supplement textbooks with authentic texts. These provide teachers with the opportunity to engage with the authentic language in all its variety and serve as an excellent resource for enhancing students' reading abilities. This literature review aims to establish a solid foundation for understanding the complexities of teaching reading and the vital role authentic texts play in enhancing the learning experience. The chapter begins with a detailed exploration of the multifaceted nature of reading in the EFL (English as a Foreign Language) classroom, then shift focus to discuss the significant impact of authentic texts on reading instruction.

1. Teaching Reading

1.1. Definition of Reading

Reading is a cognitive process that involves decoding written symbols to derive meaning, comprehend information, and engage with text. It includes a variety of skills, including word recognition, comprehension, fluency, and critical analysis. Reading is essential for acquiring knowledge, communicating ideas, and navigating the world around us. According to The National Accessible Reading Assessment Projects (NARAP), reading is the process of extracting meaning from a text. For the majority of readers, this process will include decoding written materials. Reading comprehension depends on the aim, context, nature of the text, and reader techniques and understanding.

In a narrative review by Ali et al. (2022), reading is described as an indispensable skill that enables students to function efficiently in academic settings. It has been emphasized that foreign language learners need to master this skill, which gives them opportunities to be

exposed to English in environments where input in the target language is limited(p1). Reading may be viewed as an "interactive" process between the reader and the text, resulting in automaticity or reading fluency. The reader interacts with the text dynamically to elicit meaning, using both linguistic and schematic knowledge (bottom-up and top-down processing). (Alyousef. 2006)

According to Grabe (2018), reading is a “comprehending process” where the reader reads to understand the writer’s intended meaning. He added that reading is an “interactive process” between the reader, writer and the text, the latter delivers the author's intended meaning to the reader, who interprets it based on prior information. Reading is a “strategic process” that requires effort from readers to anticipate text information, select key information, organize and summarize information, monitor comprehension, repair breakdowns, and match comprehension output with goals. Moreover, Grabe argued that reading is a “continuously evaluative process” in which readers analyze the text and the author's point of view before agreeing or disagreeing with their perspective. The evaluation of the text implies that reading is a “learning process”, the reading process involves evaluating and responding to the text to learn from the available facts, such as checking word meanings. Finally, Grabe considered reading as a “linguistic process” that requires graphemic-phonemic connections, recognition of words and structural phrases, and linguistic knowledge (morphological, syntactic, and semantic) in the text's language. (pp17-18)

1.2. The importance of Teaching Reading in EFL classroom

Reading is a fundamental skill in language learning that serves as a gateway to knowledge and cultural understanding. Reading is not only an important source of linguistic input but also serves as a valuable tool for cultural and intellectual enrichment. It is through reading that students familiarize themselves with patterns, expressions, vocabulary, and rhythms of the English language

1.3. Teaching Reading Framework

The teaching reading process is divided into three main stages: pre, during, and post reading, each stage plays a crucial role and has an objective to be achieved. Koda (2004) cited: “Pre-reading strategies mainly assist in the activation of prior knowledge relevant to the text to be read; during reading strategies mainly and main idea detection through inferences and cross-referencing; and post reading strategies comprise activities for reviewing and pondering text context. (p207)”. In brief, pre-reading stage aims at setting learners in the context. Then, in during-reading stage, learners extract the main idea of the text. Finally, they may test their understanding of the text through answering comprehension questions or writing a production.

1.3.1. Pre-reading Stage

“The procedure of teaching receptive skills generally starts with a lead in. This is where we engage the students with the topic of the reading and we try to activate their schema (pre-existing knowledge of the world)” Harmer (2007:270)

The pre-reading stage is a critical phase in the reading process that sets the foundation for students' engagement with the text. According to Brassel and Rasinski (2008), during this stage, teachers have the opportunity to activate students' prior knowledge, establish a purpose for reading, and introduce key vocabulary or concepts that will be encountered in the text. Furthermore, the pre-reading stage aims to arouse pupils' interest and curiosity about the content they are about to read. At this stage, teachers can use the KWL chart (know, want to know, learnt) to help student build anticipation for the text, engaging learners in pre-reading tasks can help in enhancing their critical thinking. (Boudjhaiche & Bensaadi, 2020)

This stage plays a vital role in preparing pupils for successful engagement with the text, and the teacher can make various techniques to make the reading activity easier:

- 1) Ask questions that have direct relation to the topic.
- 2) Use visuals and illustrations that help learners understand the topic.
- 3) Think about some of the vocabulary words that will be founded in the text.

1.3.2. During-reading Stage

During-reading stage, also referred to while-reading stage, is pivotal phase in the reading process, pupils are actively engaged in reading the text employing various strategies such as skimming and scanning to organize their ideas, find the answers to the comprehension questions given earlier, and extract key information, this engagement helps in improving their reading skills; it is during this stage pupils are able to make a connection between what they know and the new information presented in the text, this active involvement helps them develop their language knowledge.

This phase aims to:

- 1) Develop learners' linguistic knowledge and text comprehension.
- 2) Teach learners how to scan and skim.

1.3.3. Post-reading Stage

At this stage, the teacher plays the role of evaluator to check whether the objective of the reading lesson has been achieved or not, s/he may do so by providing learners with activities that show their understanding, for instance: true/false statements, answering questions from the texts, or tell what or who some pronouns refer to in the text. Learners, on the other hand, are expected to share their point of views, they may be asked to agree or disagree with the author or the characters in the text; relate the content to their own experience; connect the content to other texts they have read before; discuss ideas and feelings; or make prediction of what can happen afterwards (Wahjudi, 2010, p. 86).

1.4. Reading Strategies and Techniques

Reading is a significant skill to learn; it opens the door of knowledge and enriches people with a wide range of information. Generally, people read to gain information that serves their needs, in other words; they usually read newspapers, maps, instruction manuals.... Academically, reading is an essential part of learning; it enables students to improve their language proficiency in general, and expands their cultural features in particular. The purpose of reading determines the way we read. Usually, learners read to extract the information they need, but they may read for pleasure which is a basic principle that reading provides.(Harmer,J,2001)

According to (Cohen, G, 1988) a reading strategy is the intellectual process that the readers use intentionally to get a certain goal before starting reading. A lot of researchers have emphasized on the importance of using these strategies to read especially for those who suffer from lack of knowledge due to reading paucity, or their negative attitude towards reading. Reading strategies play a significant role of creating efficient readers, since these techniques limit the readers time; by neglecting non-essential data, and controlled their reading speed. Effective reading strategies should be adopted for successive reading and time again. There are different strategies for reading:

1.4.1 Skimming

It is one of the most important and useful techniques that aims to extract general view of information. For (Grellet, 1981) skimming is a strategy that the reader uses to take an overall view about the selective text, and identified the writer's intention. According to (Slaght and Harben, 2009) skimming is a technique that provides three goals which are:

- Knowing the topic of the text
- Knowing the most important idea that the writer has emphasized on
- Determining how much the text is beneficial to my aim.

In other words, skimming deals with the most important features that the readers work on to achieve their goal such as; the title of the text, the upshot presented by the writer, the first paragraph, and the topic sentences in every single paragraph

1.4.2. Scanning

When the reader uses the scanning strategy, actually they read for specific information to get. According to (Grellet ,1981) scanning is to locate precise information without following the structure of the lines only moving the eyes across the text until the reader finds their gist. This information could be a name, a date or more than that. So, scanning is more limited than skimming since it restrains the reader to precise information that is relevant to their aim.

According to (Slaght and Harben 2009) scanning is what the reader uses to search for particular and significant information for their own purpose. it involves words, figures, and symbols. Also, while scanning, the information is already known by the reader concerning the form of the information that they are looking for in few parts of the written text that serves their need.

1.4.3. Predicting

Predicting is a significant skill that is concerned to be a basis of all the strategies. It is aimed to predict what is coming next according to three factors: grammatical, logical and cultural guides. This idea is supported by (Grellet, 1981) who suggested a practice to develop predicting skill; by giving the students incomplete passages and asking them to predict what is coming next in a slowly way.

1.4.4. Inference

Inference is to think ahead. It is indispensable strategy that allows discovering the meaning of the words that are unknown based on three factors: logical, syntactic, and cultural factor. It would be not good for the learners to explain difficult words in advance when they are

dealing with new text, teachers should encourage their students to make efforts and guess their meaning by their own to train the inference skill (Grellet, 1981).

According to (Slaght, Harbben, 2009) inference is a strategy that the readers use to assume the writer's intention. Usually, the writers push the readers to think about implicit meaning.

1.4.5. Previewing

Unlike predicting, previewing is a technique that the readers use to pick up the information they want through the table of content, the paragraphs' headlines and the preface. Previewing is considered to be a very useful study skill to students, it means that; just in a few minutes the reader takes the information they want by looking to the table of content to locate the page where the missing data is found (Grellet, 1981).

1.5. Approaches of Teaching Reading

Reading is considered to be an approach to language teaching in which the learners are exposed to a large amount of written materials. Teaching reading skill is helping someone to learn how to read effectively, giving instructions, guiding in the written material, providing with knowledge, causing to know or understand. The goal of teaching reading skills is vocabulary efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the text due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each reading passage. (Harmer, J,2001)

To help students develop reading, teachers can use balanced approaches that combine language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside the class. It gives learners the material they need to read effectively. The significant approaches or methods which help teachers to enhance the reading skill of their student are: the

grammar translation method (G.T.M), the direct method (D.M), the audio-lingual method (A.L.M) and (A.V.A) The audio-visual approach.

1.5.1. The Grammar Translation Method

During the nineteenth century the grammar translation method was used in teaching the classical method of Greek and Latin, also it is the global way of teaching a foreign language, for that Cook said “dead classical languages, Latin and ancient Greek.” (2003, p1). This method is focused on the mastery of grammatical rules, translation of sentences and texts from and to the TL, in the same context Richard and Rodgers (2001) see that Grammar-Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. So, the grammar translation method gave attention in teaching how to read the language, in other words Richard and Rodgers (2001, p.5,6) point out the main characteristics of the grammar translation method are as follows:

- Reading and writing are the major focus.
- Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated.
- The sentence is the basic unit of language teaching and practice; accuracy is emphasized.
- Great attention is given to reading skill; much importance was given to memorization of the vocabulary in the form of lists of isolated words.
- Grammar is taught deductively, that is, by presentation and the study of grammar rules which are practiced through translation exercises.

1.5.2. The Direct Method

The biggest problem that has faced the GTM gave birth to a new method which called the direct method, it became quite widely known and practiced at the mid of twentieth century. So, the second language should be learnt without translation but focusing more on the direct

use of that language, more precise, it should be learned with the use of intensive oral interaction.

For that teaching and learning reading begin with a systematic attention to pronunciation and vocabulary. In the same path Richards and Rodgers (2001) claim that the direct method should be based on the following principles and procedures:

- Only everyday vocabulary and sentences were taught.
- Concrete pronunciation was emphasized
- Classroom instruction was conducted exclusively in the target language.
- Grammar was taught inductively; that is indirectly.
- Concrete vocabulary was taught through demonstration, objects, pictures and abstract vocabulary association of ideas.
- Both speech and listening comprehension were taught.

1.5.3. The Audio-Visual Approach

This approach focuses on the significant role of both the visual side and the audio side in teaching language skills. So, Rivers (1981) claims that the Audio-Visual Approach puts many reasons to emphasize the importance of adding the visual element in teaching process. These reasons are summarized in the following issues:

1. The elimination of the script because the spoken language will be understood by the use of the picture stimulus.
2. The increase of learners' motivation. Modern learners find it interesting when well-drawn pictures are added.

1.6. Learners Difficulties in Reading

Each reader is different from the other according to their abilities in reading, the reader may face various difficulties like detecting the main idea of the text, or they will neglect all the details they meet. It would be completely difficult to find the key information. Teachers should enlighten their students about the provided purposes especially for EFL settings to benefit all

advantages of reading, for that a teacher has to draw students' attention to the sort of reading principles for which they might conceivably find foreign language reading useful. Reading is a complex activity that involves both perception and thought, resulting in comprehension. (Cook, G, 2003)

1.6.1. Difficulties Related to Vocabulary

The knowledge of vocabulary has a significant role in language; vocabulary became the concern of several educators and teachers especially after the popularity of the communicative approach in 1970s. Recently it has been noticed that vocabulary has become a center of language teaching in a very regular and planned process. Vocabulary cannot be neglected anymore as (Morgan and Rinvolcuri,2004) stated in their introduction “teachers seemed keen to teach grammar and pronunciation, but learning words-particular words that they need in everyday life-came a very poor third”. Reading comprehension is a tedious task in case learners meet a lot of unfamiliar words. Using dictionary each time may discourage the reader, in other words; students may lose the passion of reading if they cannot interpret the intended meanings.

It is a view, which claims that a reader face difficulty related to vocabulary which push them sometimes to translate words to construct the meaning of the text. Thus (Richard, 2012) described reading as “Reading is a process that involves interaction between a reader and a text”, When the reader starts to read, they actually decode words and try to reach the intended meaning, in other words; the reading process begins with a visual activity and ends with logical understanding.

Vocabulary is one of the most if not the most significant component in learning a language. Reading is a tedious task if the reader meets a lot of unfamiliar words. Vocabulary's richness provides better reading comprehension as it is clear that if the reader faces difficulty in vocabulary, they cannot recognize the breadth and the depth of the words they know and use. Indeed, most of readers assume that coming across new vocabulary may obscure their reading

interpretation. This is why they have to know the new words difficulty to understand. According to (Nuttall, 1982), there are various factors that make the reader face difficulty in vocabulary such as:

Idioms which consisted of particular number of words that their meanings are not understood from single words but from the complete group of words. Thus, students have to be trained in the use of this kind of words.

Transfer of meaning is another difficulty, Metaphors, idioms and other resemble sorts of transferred meanings mostly lead to misunderstanding of word meaning and create many problems. The main reason for this is that these sentences have an implicit meaning that demands to be inferred.

Sub-technical words are certain items that have precise technical meanings coordinated to a specific field of study that considered being difficult to understand for readers. For example: Legal English words that are connected to law like (court, crime, witness, guilty...)

Irony, the difficulty in this kind of word difficulties is different, because the hindering is not in the words themselves but in their use by well educated people (writers). According to (Nuttal 1982) who said that “irony is probably the most difficult of all uses of language for the student to interpret”. From the quotation and the explanation above, it is obvious that word difficulties appear that a word is a more complicated issue that it might indicate. This could be truly clear through the following statements:

- Words can indicate more than one function; they may serve the grammatical or the informational meanings.
- words are different in the form even with the same word.
- Words can be classified together to form collections that act as if they were single words.
- Words may have the same form and/or sound but they are different in meanings.

-One word may have several meanings.

- Some words share similar meanings or may have opposite meanings and they are different words.

-Words with similar meanings behave differently according to the context. (How to teach vocabulary (Thornbury, 1988)

To sum up, students should not just acquire vocabulary incidentally, but also learning an adequate number of words to read appropriately.

1.6.2. Difficulties Related to Pronunciation

Pronunciation is an important part of oral language; it leads to understanding, a key factor for effective communication. Among the sub-skills of speech, pronunciation stands out as the most important, therefore good pronunciation is essential and can even fill in gaps in other aspects of the language, such as reading. However, EFL learners may face difficulty in pronunciation, if one cannot clearly understand the pronunciation, the message will not be sent without an understanding ability, communication is hampered to ensure understandable communication. (Harmze, 2001)

This explains and shows why students with poor pronunciation are often afraid to express themselves in public, or understand a written material while reading. Good pronunciation builds confidence, while poor and incomprehensible pronunciation can even have social consequences such as fear and isolation. According to Harmer (2001) “teachers must pay attention to the characteristics that reflect the pronunciation of the English language of students”. Characteristics such as related language, vocabulary, grammar and pronunciation, means of expression, and negotiation language should be considered. Therefore, pronunciation in the classroom becomes an essential element and activity in which teachers must carefully adapt their instructions to the needs of their students of English as a foreign language.

To develop students' ability to pronounce correctly without making mistakes, teachers must help them identify their difficulties during the learning process. Additionally, ESL learners often have trouble practicing their oral presentations. Parrott (1993) says that teachers of English as a foreign language must carry out a series of activities designed to guide students with the confidence and skills necessary to use classroom abilities to pronounce and understand communication in English effectively to be successful.

Correct pronunciation is what many people want, students have pronunciation problems related to their sounds and students make these mistakes consciously or unconsciously. However, the main problem faced by English speakers is the substitution of sound. Most of the time they produce or use speech sounds to express their needs, for example, they replace / p / with / b /. Some researchers explain some linguistic factors, such as the phonetic difference between L1 and L2, the unconsciousness of some sounds in the English language, the disorder of the native speaker and the influence on pronunciation. (Dwi Warry, O,2019)

According to Alkhuli (1983) it was noted that Arabic students confuse the use of / p / and / b / and this is directly related to the influence of their mother tongue, so they make such mistakes until they master the L2 sound. As a result, mastering L1 also affects mastering L2 through the L1 offset. Therefore, the student will surely run into some problems.

It is clear that pronunciation plays an important role in acquiring language skills especially reading. Pronouncing a foreign language is somehow difficult; linguistically, it is a cognitive aspect. However, there is no simple answer that explains why it is difficult to pronounce. The main disadvantage of the communication process is the pronunciation of the student, neither the vocabulary nor the grammar. A distinction is made between pronunciation and speech, the former being considered an underdevelopment of speech. It is not easy to

change the way students pronounce them, because first we have to change the way they think about the sounds of these words. (Harmer,2001)

In addition, students suffer from some pronunciation difficulties. According to Harmer (2001), any knowledge of the word can take classes and allow speakers to make well-formed expressions.

This is another difficulty encountered in speaking sessions. Pronunciation mistakes, most of the students are afraid to speak during the course due to mispronunciation. Learners need to listen to native speakers as much as possible and know the correct pronunciation of certain words, especially fewer common ones, in order to acquire correct pronunciation, the use of grammar rules and new vocabulary.

Redmond and Vrchota (2007) argue that “it is imperative that you use the correct word, in the correct case and with the correct means of pronunciation, to say the words in a generally accepted or understood way. However, if the students cannot pronounce the word well, which the listener cannot understand, fine; Students must practice the language knowing different sounds and their properties, as well as knowing the accent and intonation of words. All of these rules can help students speak English effectively.

Also, the difficulties of certain grammar rules make grammar an important topic in the learning and teaching process. Therefore, students should know how to improve these grammar rules to improve their pronunciation. (Perez-liantada,2009)

Most learners of English as a Foreign Language use their native language in the classroom. Therefore, when teachers ask students to complete tasks beyond their abilities, they prefer to use their mother tongue to express their thoughts and what they want to present on the topic. Furthermore, they face many difficulties when, for example, they translate the teacher’s ideas into their mother tongue.

2. The Use of Authentic Texts in Teaching Reading.

2.1. Definition of Authentic Texts

Authentic texts have been defined as “...texts which are not written especially for language learners, but which are intended for any competent user of the language” (Harmer,2010, p100). They are therefore written for native speakers and contain “real” language. According to Nunan (1989), authentic materials are those “...has not been specifically produced for the purpose of language teaching”. In addition, in his book *Practical English Language Teaching*, Nunan (2003) defined authentic texts as: “spoken and written language which is created in the course of genuine communication rather than being specially created for the purposes of language learning and teaching”; it means that the authentic materials; such as texts, are written texts that are produced by native speakers and not designed for pedagogical practice. These texts, such as newspapers and magazines, are considered genuine and natural examples of the language in use, as they reflect the cultural context of the language.

2.2. Authentic Texts in EFL Classrooms

Many scholars in the field of language education support the use of authentic texts in the English as a Foreign Language (EFL) context. In his Input Hypothesis, Krashen (1958) posits that language acquisition occurs through exposure to comprehensible input, which includes authentic language use in meaningful contexts. In addition, Ur (1996) argues that teachers want their learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language. Besides, Richards and Rodgers (2001) highlight the significance of authentic texts in language teaching since they provide learners with access to different linguistic aspects and cultural issues of the target language, Richards and Rodgers claim that reading authentic texts enables learners to build deeper comprehension or the target language.

When considering the use of authentic materials learning languages, Widdowson states: “It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic” (Widdowson 1990:67). In brief, the use of authentic texts is very important in the teaching of English as a Foreign Language (EFL), since it provides learners with elements of real-life language. Students can develop their language as they go through newspapers, advertisement and social media posts that have been interpreted from authentic texts hence making them appear more natural and self-made. It also helps learners to internalize aspects of language such as idiomatic expressions, colloquialisms and culture-specific references that are not usually found in traditional course books.

2.3. Factors for Selecting Authentic Texts in EFL Classroom

The sources of authentic texts are endless, the most common sources are newspapers, magazines, radio, literature, and the internet. However, there are many factors to be attended by EFL teachers when selecting these texts to be used appropriately in teaching reading. Therefore, there are three main factors that must be taken into consideration when choosing authentic reading materials to be used in the classroom; suitability, exploitability, and readability (Omar & Mekael, 2020).

2.3.1. Suitability

Suitability of the content considered as the most important of the three. It refers to whether the text meets pupils’ interest and the reading objective. It indicates if the materials are appropriate for the needs and abilities of learners. Lee (1995) stated that "a careful and wise selection of materials focused on learners is a must if we want a positive response from them"(p.325).

2.3.2. Exploitability

Exploitability indicates the extent to which authentic materials can be used to improve and enhance learners' ability and enable teachers to exploit them so as to meet the teaching objectives (Omar & Mekael, 2020).

2.3.3. Readability

Readability stands for the extent of difficulty EFL students may encounter as far as the language, i.e. structure and vocabulary, of authentic materials is concerned. It involves the text's complexity, including vocabulary difficulty, sentence structure, and overall coherence and cohesion (Omar & Mekael, 2020).

2.4. Strategies for Implementing Authentic Texts in EFL Classroom

Rodríguez, G, and Fernando, L, (2016) mention in their study six strategies in which authentic materials (authentic text) occurs:

1. Cognitive strategies: allow learners to manipulate language materials in a direct way through reasoning, analyzing, and synthesizing. They deal with the mental processes of the brain.
2. Meta-cognitive strategies: are implemented to manage and organize the learning process such as identifying one's own learning style or planning a task development.
3. Memory-related strategies: help to link one concept or idea with another, but they do not necessarily involve deep understanding. Thus, a learner can employ action to remember verbs and review several times to understand.
4. Compensatory strategies: help the learner make up for missing knowledge such as guessing meaning from context when they do not know a word or using synonyms when they do not know the exact word.
5. Affective strategies: deal with controlling levels of anxiety and rewarding oneself for good performance in order to fulfill a task under safe conditions.
6. Social strategies: help the learner get support from others, such as asking questions for clarification.

That is to say, authentic texts undoubtedly play a role in EFL classrooms, but they may also introduce gaps between the language that is taught in the classroom and the language that is suggested by these resources. To do this, teachers use a variety of tactics that encourage the use of authentic texts outside of the manufactured classroom environment.

2.5. The Effects of Implementing Authentic Texts in EFL Classroom: Advantages and Disadvantages of Authentic Texts.

The use of instructional resources by teachers is crucial to helping students achieve their desired learning goals and improving the quality of their education. As a result, teachers make careful use of correct resources while organizing, carrying out, and assessing instructional activities that satisfy the relevant competency requirements. Authentic texts, are used to enhance instruction and learning in the classroom. Since authentic aids play a crucial role in all aspects of teaching and learning, it is imperative that they be ready for learning implementation in order to meet objectives centered on core competencies. Because of this, there are benefits and drawbacks to using authentic materials in teaching and learning target languages.

2.5.1 Advantages of Using Authentic Texts

Using authentic texts in the classroom, even when not done in an authentic situation is significant for many reasons. Sanderson, mentions some advantages of authentic text as follow:

-Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.

-Authentic texts have a positive effect on learner motivation.

-Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities

Moreover, reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts,

percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words). (Martinez, 2002).

Seguni L 2009, p.11-12) mentions some advantages of using authentic materials:

-Authentic texts provide students with an accurate portrayal of genuine spontaneous speech, complete with pauses, false starts, and errors. This helps them become more adept at handling Real Life communication when it arises outside of the classroom.

-Even though they often provide several examples of the grammar being taught, many language textbooks offer poorly written, motivated, and illogically arranged texts and conversations that do not represent real-world language or circumstances.

-When it comes to benefits, one of the most significant features is that teachers frequently use authentic resources, which allow students to read or listen to the main points of the discussion in addition to exposing them to real debate. The content in the material has inherent instructional value and may be beneficial to students. Additionally, if the content is engaging from the students' perspective, it could motivate them to read the book for enjoyment or to hunt for more information on the topic.

Schleicher focus on the advantages of authentic materials as below:

-Using authentic text that class finds particularly interesting improves learning.

-When authentic resources are introduced into the classroom, there will be more diversity and exposure to an assortment of terminology and structures.

-Students will compare target scenarios and genres with those from their own culture by drawing on their past understanding of culture and schema.

-When content is written by a genuine person for a real audience and is made of real language, it is considered authentic.

-When exposed to authentic materials, students may engage in critical thinking on the social, cultural and political issues affecting the country where target language is spoken.

2.5.2 Disadvantages of Using Authentic Texts

Recently, educators and teachers have realized that authentic materials have drawbacks. The primary complaint about these materials is that, at times, they may be too complex for non-native speakers of the language whose ears are used to an overly simplified and enunciated form of the language.

One of the most important disadvantages of using authentic materials is the degree of difficulty, according to Harmer (2001), may lead to the impossibility of attaining the teaching goals: being better readers, better listeners, acquiring language, obtaining success. “Demoralization would undermine the very reasons for giving students reading and listening material”. (Harmer, p.186)

Seguni L (2009) mentions some disadvantages of using authentic texts:

- Authentic materials contain less guidance, an infinite variety of new terminology and structures, thus, learners whose level of proficiency is low or who favour more traditional methodologies may find authentic materials difficult, and irrelevant for their needs and motivations.
- Some authentic materials reflect certain cultural aspects which constitute taboos in the learners’ culture. This too culturally biased situation may lead to a feeling of hatred or repulsion towards the target language.
- Some teachers are reluctant to exploit authentic texts, the main reason they give for not using them is that such materials are too difficult to be graded and adapted to the learners’ levels or needs.
- Learners may find the text with suitable language but spoken in a way which is difficult to follow, or they may have tapes on which the delivery is good, but the language is far too difficult.

-The use of authentic materials is time consuming because they require careful selection and special preparation to suit every teaching situation and objectives.

In addition, Martinez (2002) states authentic materials difficulties as:

- The vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not meet the needs of students.
- Too many structures are mixed; it is so difficult for beginners.
- Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
- The vocabulary might not be relevant to the student's immediate needs.
- Too many structures are mixed so lower levels have a hard time decoding the texts.
- Special preparation is necessary which can be time consuming.
- Too many different accents can be heard which can cause some confusion.
- The material can become outdated easily, e.g. news.
- There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

2.6. Conclusion

This chapter provided a theoretical background for the study, it was devoted into two sections. The first one provided a general overview about reading skill covering essential aspects such as fundamental definition of reading, its status and importance in EFL context, as well as the framework of teaching reading. Furthermore, it shed the light on approaches, influential strategies, and techniques to teaching this skill. Moreover, it presented the main difficulties learners may suffer from in reading in L2.

The second section focused on the use of authentic texts in teaching reading. Starting with definition of these materials. Followed by the main factors that help in selecting authentic texts appropriately, and the strategies for implementing these texts in EFL classroom. Finally,

this section provided the significant benefits of using authentic texts in teaching reading within the EFL classroom, and acknowledged the challenges that need to be addressed.

**CHAPTER TWO:
RESEARCH METHODOLOGY,
FINDINGS AND DISCUSSION**

Introduction

The first chapter dealt with the theoretical background and related research on the use of authentic texts in teaching reading; paving the way to the second chapter which aims to bridge a gap between theory and practice. This chapter focuses on the practical investigation of secondary school teachers' attitudes towards the use of authentic texts in teaching reading, and aims to gather real-world data. This chapter consists of two main sections: the research methodology and design; and the data analysis and discussion of findings. The first section provides a full description of the methodology and design, it covers details related to research methods, setting, population, followed by the data collection and analysis tools. The second section is dedicated to analyzing and interpreting the collected data, discussion of the results, limitations of the study, pedagogical implications and recommendations for further research.

1. Research Methodology and Design

1.1. The Research Method

This study is based on a mixed-methods approach, combining both qualitative and quantitative methods. Bhawna and Gobind (2015) defined a mixed method approach as “A procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem” (p.50). This method is used for a more comprehensive perspective of M’sila EFL teachers’ attitude towards the use of authentic texts in teaching reading.

In this research, the mixed method is applied through the use of a questionnaire that includes both closed-ended and open-ended questions. This ensures that numerical data provide a general idea and broad overview of teachers' attitudes towards the use of authentic texts in teaching reading, while their written responses offer rich details and deeper insights into their experiences and perspectives that deepen our understanding.

1.2. The Population and Study Sample

The population under concern in this research is EFL high school teachers during the last term of the academic year 2023/2024 at M'sila, Algeria. The study includes 32 teachers (males and females) from various high schools within the region. The participated teachers represent a range of teaching experiences, educational backgrounds, and instructional approaches with varying years of experience, from novices to experts. This diversity provides a broad range of attitudes and perspectives that help in understanding how different levels of experience influence teachers' perceptions and implementation of authentic texts in teaching reading.

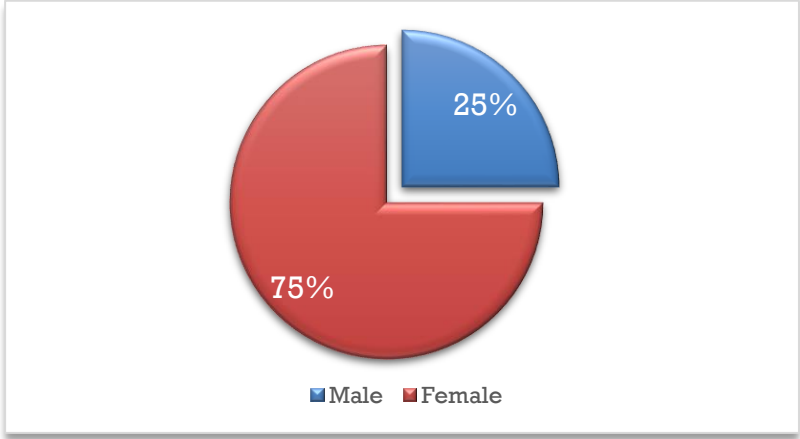
Moreover, the study sample is chosen using a combination of non-probability sampling techniques, which are purposive and quota selection techniques. In this case, the selected population is EFL teachers who have experience in teaching reading and are familiar with the concept of authentic texts, ensuring that their responses are informed and relevant to the study. Furthermore, this population was randomly invited to answer the online questionnaire.

1.3. Research Sampling and Sampling Design

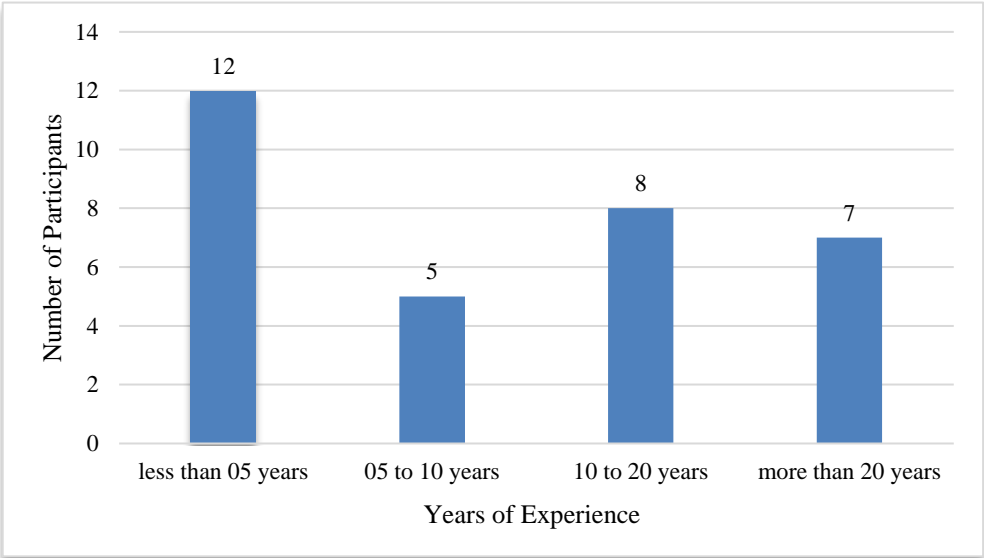
The samples in this study are probability samples; they were selected through the combination of purposive and random techniques via an online questionnaire. Purposive for it targeted EFL M'sila high school teachers who have experience in teaching reading and are familiar with authentic texts; this ensures that the participants are relevant to the research questions and can provide meaningful data. Moreover, the online format of the questionnaire introduces a quota sampling element, as it was accessible to any teacher within the target group who was willing to participate.

To provide a comprehensive overview of the sample, the participants' years of experience and gender were the first thing taken into consideration to make it easier to understand the background of the participants and how it may influence their attitudes towards

using authentic texts in teaching reading. Graph 01 indicates the number of each of the two genders answered the questionnaire. The years of experience were categorized into four groups: less than 5 years, 5 to 10 years, 10 to 20 years, and more than 20 years, and displayed in Graph 02.



Graph 01 : *Gender of Participants*



Graph 02: *Teachers' years of experience*

1.4. The Study Setting

The study was carried from May 5th,2024 to May 20th, 2024, in the last term of the academic year 2023/2024. The setting of this research is of twofold: the geographical region of M’sila and the online environment in which the data was collected. Due to the huge area

and numerous high schools in the Wilaya, an online questionnaire was sent to different EFL teachers and groups of high school teachers from various regions of the Wilaya. The diversity provides a rich context for exploring high school teachers' attitudes towards the use of authentic texts in teaching reading; and the online setting enabled the researchers to overcome geographical barriers, ensuring that teachers from various schools and backgrounds could easily participate in the study.

1.5. Data Collection Tools

To investigate teachers' attitudes towards the use of authentic texts in teaching reading, answer the research question, and test the hypothesis, the primary data collection tool used was a teachers' questionnaire. A questionnaire is a research instrument that consists of a series of questions designed to gather information from respondents. Singh (2006) stated that the questionnaire may be regarded as a form of interview on paper. He added: "A questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally, these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge" (p.191). Furthermore, Brown (2001) defines questionnaires as written tool that presents participants with a set of inquiries to respond to, either through written answers or by selecting from predefined options.

1.5.1. The Teachers' Questionnaire

The teachers' questionnaire consists of nineteen (19) questions grouped into three sections. The first section includes two questions that provide background information about the teachers, covering their gender, and their years of experience. The second section is composed of fifteen (15) questions designed to check the attitudes of teachers towards authentic texts, including their frequency of use, perceived benefits and challenges, and their methods of integrating these texts into their teaching practices. The last section is composed of two (02) open-ended questions that provide a collection of teachers' experiences with the use of

authentic texts in teaching reading and their recommendations regarding the use of these materials in the future.

The questionnaire was developed following a thorough review of the literature on authentic texts and educational research methodologies. It was piloted with a group of two (02) EFL high school teachers to ensure clarity, relevance, and ease of understanding the questions. On the other hand, the it was piloted with our supervisor as well, focusing on validating its content, ensuring its relatability, we also sought feedback on the questionnaire's structure, aligned with research objective, and suggestions for improvements to enhance its validity for the study. The adjustments were made based on their feedback. This process helps to enhance the reliability and validity of the questionnaire, ensuring that it effectively captures the data needed to address the research questions. Distribution was facilitated via Google Forms, disseminated online through email channels, and various Facebook and messenger groups, targeting a sample of thirty-two (32) teachers of English at secondary schools.

1.6. Data Analysis Tools

Data analysis is a crucial component of any research study. It enables for the interpretation of the collected data in order to draw meaningful conclusions. In this study, Microsoft Excel was the main tool for data analysis. It was selected duo to its robust capabilities in organizing, and calculating questionnaire responses. Additionally, it facilitates and supports the creation of charts and graphs, which are essential for visually presenting the results.

2. Data Analysis and Discussion of Findings

The present section seeks to answer the research questions by interpreting and discussing the research findings. It is structured to analyze the data collected from the teachers' questionnaire, using both quantitative and qualitative approaches. The quantitative data from the questionnaire responses are analyzed using Microsoft Excel to calculate percentages and frequencies, providing a clear picture of the teachers' attitudes and practices. The qualitative responses are examined through thematic analysis, identifying key themes and insights into the teachers' experiences and perceptions. Moreover, a discussion of the results is provided, followed by the limitations of the study, pedagogical implications and recommendations for further research.

2.1. Teachers' Questionnaire Analysis

This questionnaire is designed to give the opportunity for M'sila EFL high school teachers to give their opinions and perspectives about using authentic texts in teaching reading.

Question 01: Gender

Table 01 : *Gender of Participants*

Gender	Number of Participants
Female	24
Male	8

In this study, all of the teachers who responded to this questionnaire are high school teachers in M'sila. The responses to the first question, as shown in **Table 1**, reveal that twenty-four (24) teachers out of thirty-two (32) with a percentage of 75% are females, and only eight (08) male teachers participated in this questionnaire. This could influence the overall findings,

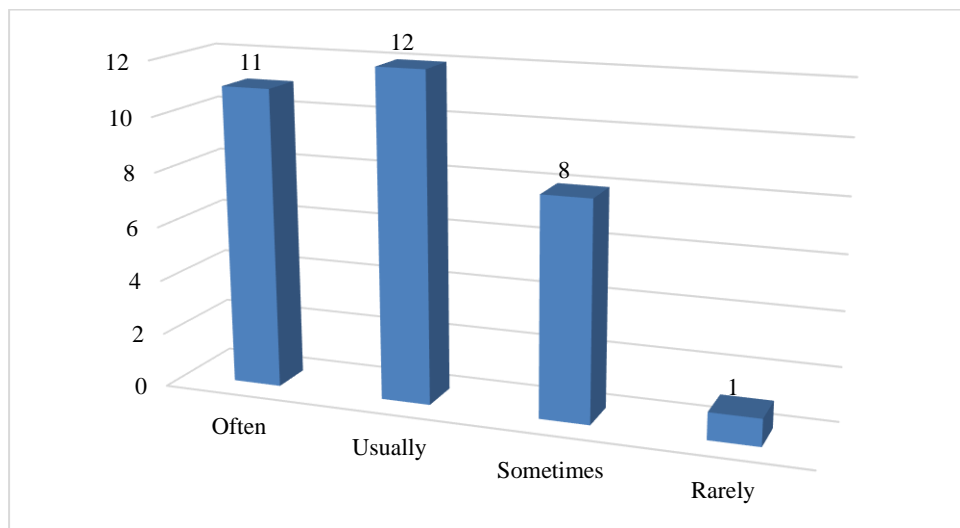
as gender may affect teaching styles and attitudes towards the use of authentic texts in teaching reading.

Question 02: How long have you been teaching English at secondary school?

As illustrated in **Graph 02** page 34, the teaching experience among respondents varies. Twelve (12) teachers representing of (37.5%) reported that they have been teaching English at secondary school for less than 5 years. Five (05) teachers answered that they have between 5 and 10 years of experience. Eight (08) of them stated that they have been in service between 10 and 20 years. Finally, seven (07) of the informants reported that they have been teaching for more than 20 years.

As noticed, the participants are a mixture between novice and experienced teachers, providing a broad perspective on teaching practices and attitudes towards authentic texts.

Question 03: How often do you use authentic texts in your reading lessons?



Graph 03: Frequency of Authentic Text Use in Reading Lessons

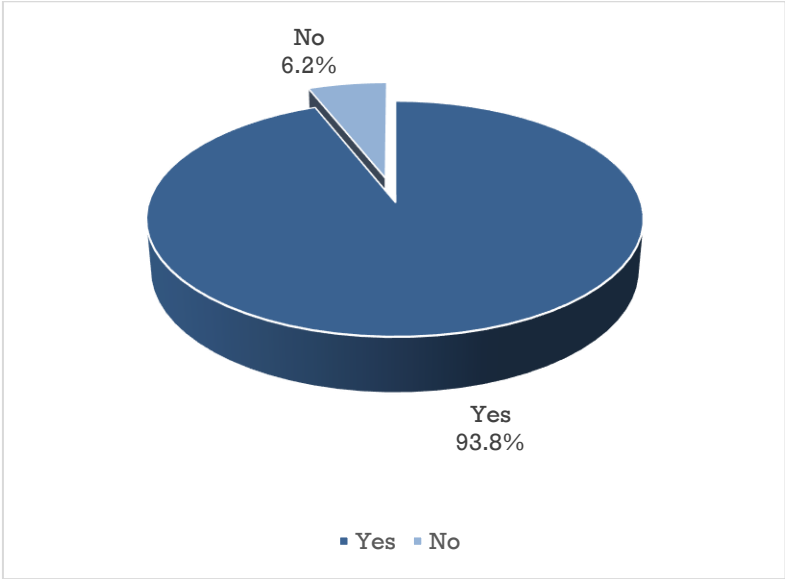
The results of this question reveal that 11 teachers (34.38%) reported that they “often” use authentic texts when teaching reading, while 12 teachers (37.5%) confirmed that they “usually” use authentic texts when teaching reading. No one of the participant teachers opted

for “Never”, and only one informant went with “Rarely”. Therefore, it can be deduced that the majority of teachers frequently incorporate authentic texts in teaching reading. This may indicate a positive attitude towards the use of these materials in teaching reading, suggesting that teachers recognize their value in enhancing reading instruction.

Question 04: Do you believe that authentic texts enhance students’ reading comprehension skills?

Table 02: *Teachers’ Belief Regarding Authentic Texts Enhancing Reading Comprehension Skills*

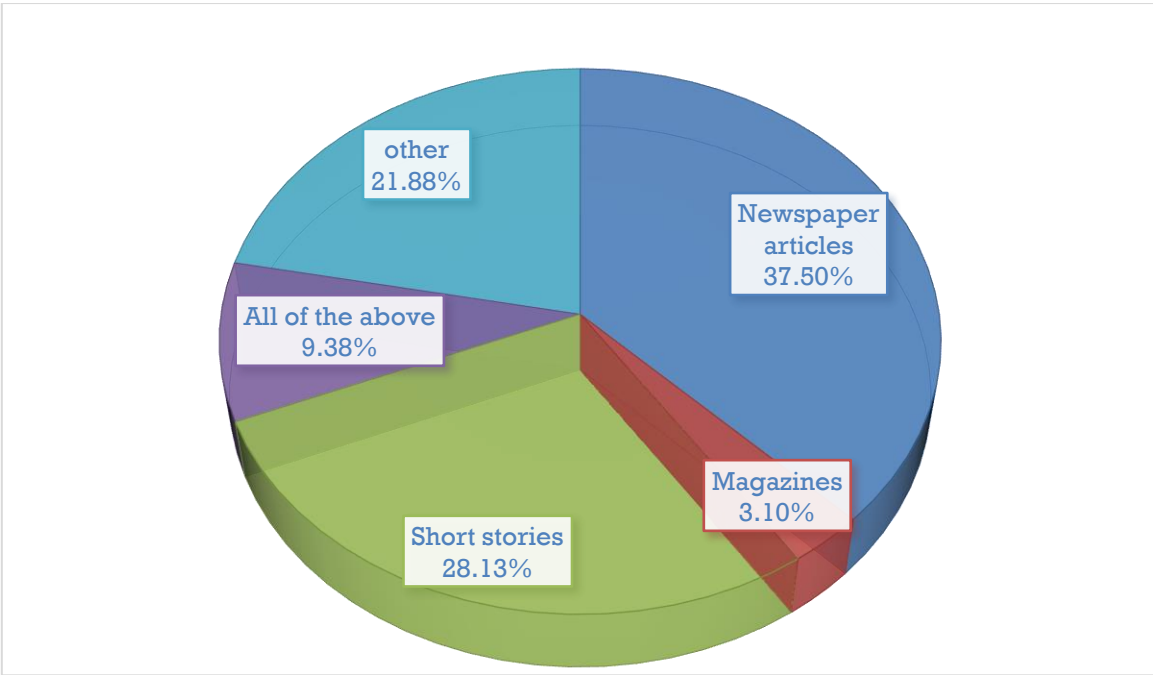
Option	Frequency	Percentage
Yes	30	93.8%
No	2	6.2%



Graph 04: *Teachers’ Belief Regarding Authentic Texts Enhancing Reading Comprehension Skills.*

The pie chart in Graph 04 illustrates an overwhelming majority of teachers (93.8%) believe that authentic texts enhance students’ reading comprehension skills. This may highlight their effectiveness in improving learners’ reading abilities, which may lead to reinforcing the importance of the use of these materials.

Question 05: What types of authentic texts do you find most effective for teaching reading?



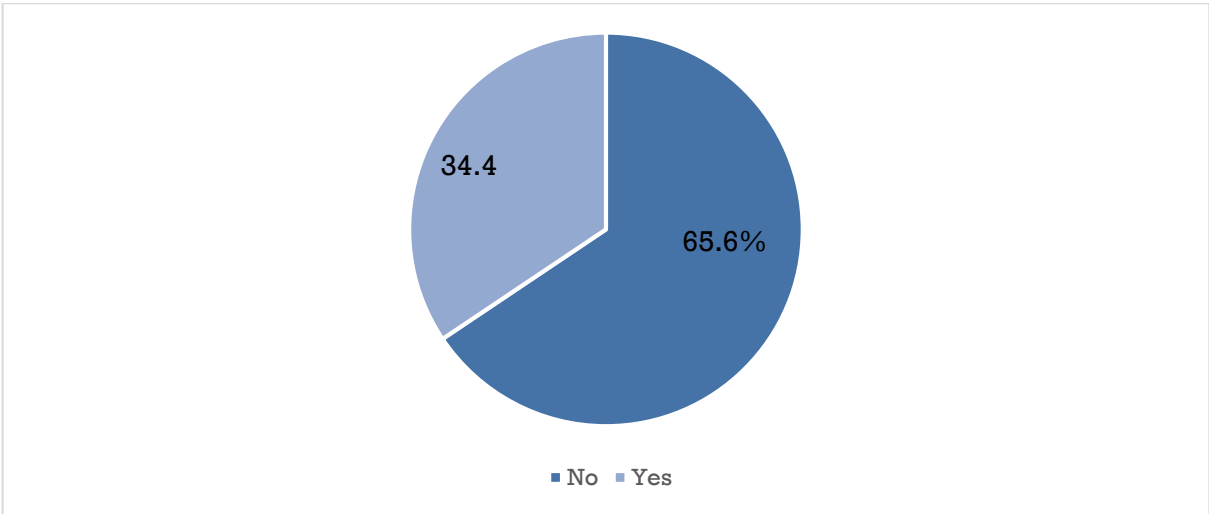
Graph 05: *Types of Authentic Texts for Teaching Reading*

The responses to this question show that teachers rely on different resources to adapt authentic texts in their reading instruction. As illustrated in Graph 05, newspaper articles (37.5%), and short stories (28.13%) are the most favored types of authentic text chosen by the total of 22 teachers; i.e. more than 50% of the participants. 03 of the participants opted for all the options, and seven teachers added other options like the use of AI. The variety of responses indicates that teachers value a range of authentic text types, each offering unique benefits for teaching reading.

Question 06: Have you received any training or professional development related to using authentic texts in teaching reading?

Table 03: *Training or Professional Development in Using Authentic Texts*

Option	Frequency	Percentage
Yes	11	34.4%
No	21	65.6%



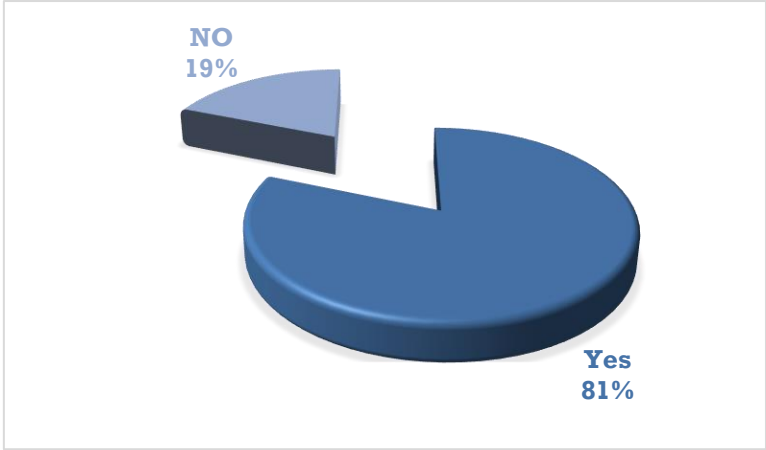
Graph 06: *Training or Professional Development in Using Authentic Texts*

As presented in **Table 3** and **Graph 6**, the collected data indicates that the majority of the teachers, 21 out of 32 (65.6%), have not received any training related to the use of authentic texts in teaching reading. This lack suggests that more professional development opportunities could help teachers use authentic texts more effectively.

Question 07: Do you think that the use of authentic texts helps pupils overcome many reading difficulties?

Table 04: *Teachers' Belief Regarding Authentic Texts Helping with Reading Difficulties*

Option	Frequency	Percentage
Yes	26	81%
No	06	19%



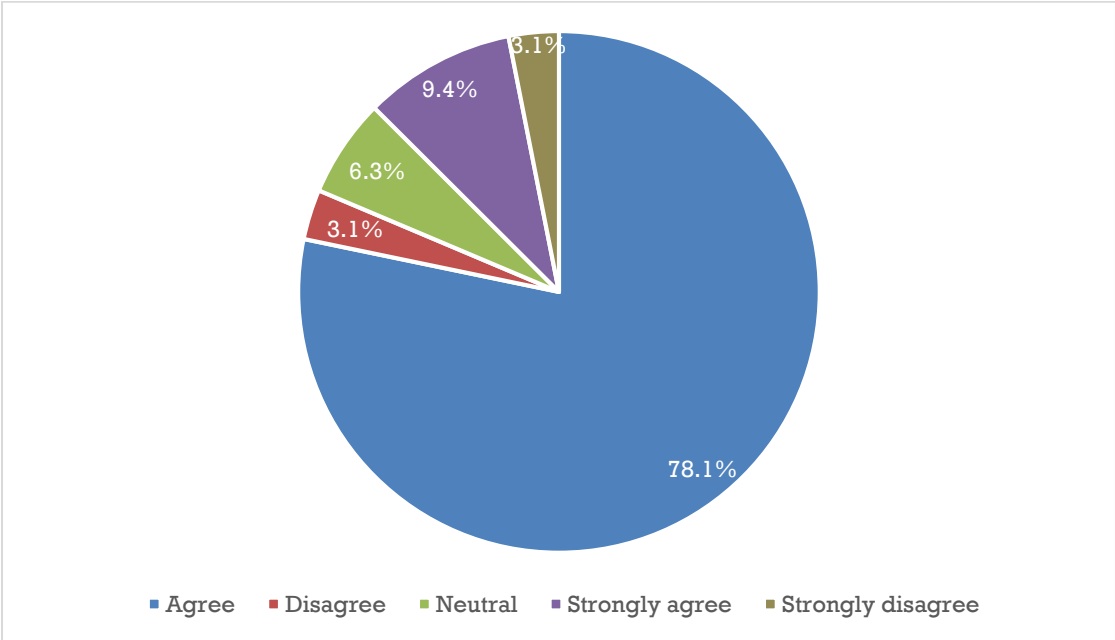
Graph 07: *Teachers' Belief Regarding Authentic Texts Helping with Reading Difficulties*

As shown in Table 04, and Graph 07, a significant majority of the participating teachers (81.3%) think that the use of authentic texts helps EFL learners to overcome reading difficulties, this strong agreement may indicate that authentic texts can address common reading challenges by providing engaging and relevant content that motivates students and enhances their understanding. While six (06) of the informants think the use of these materials may not be helpful in overcoming many reading challenges. This may be explained as the authentic texts may not be appropriate to all learners, as some of them may face difficulties in understanding new vocabulary and cultural differences. This highlights the need for careful selection to meet learners' needs.

Question 08: Do you agree that authentic texts enhance students’ reading comprehension skills?

Table 05 : *Agreement on Comprehension Enhancement*

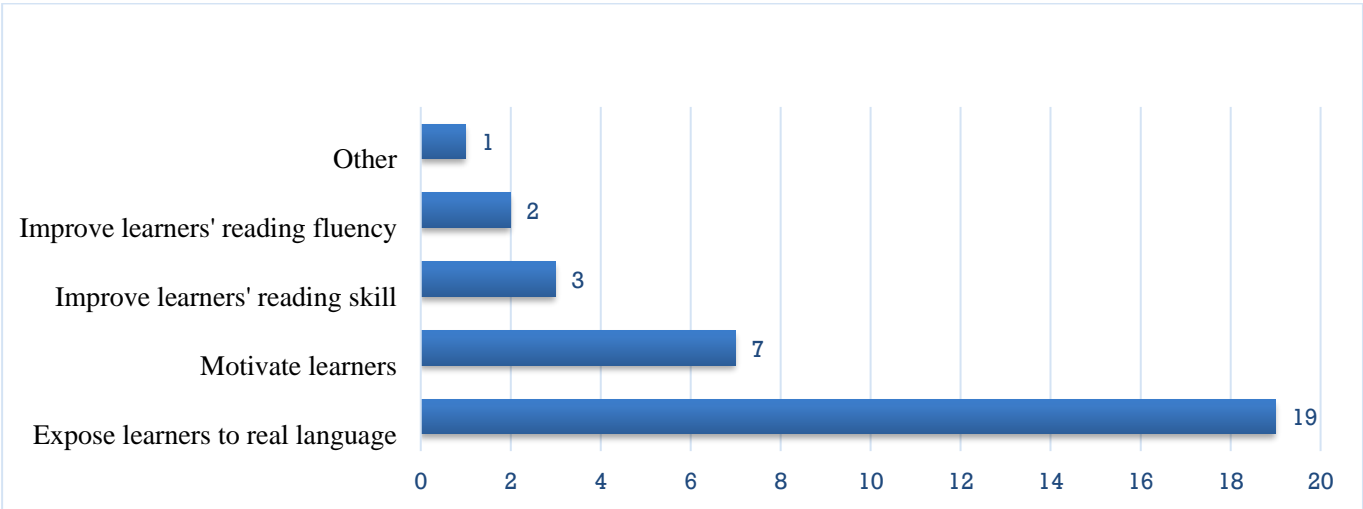
Option	Frequency	Percentage
Strongly Disagree	1	3.1%
Disagree	1	3.1%
Neutral	2	6.3%
Agree	25	78.1%
Strongly Agree	3	9.4%



Graph 08: *Agreement on Comprehension Enhancement*

As shown in **Table 5** and **Graph 8**, most of the teachers agree that authentic texts enhance students’ reading comprehension skills (78.1% agree and 9.4% strongly agree), two (02) teachers are neutral, two (02) disagree, and only one informant strongly disagrees. This strong agreement indicates strong support for the idea that authentic texts enhance reading comprehension.

Question 09: Why do you use authentic texts in teaching reading?



Graph 09: Reasons for Using Authentic Texts

The responses to this question, illustrated in Graph 09, reveal a variety of reasons behind the use of authentic texts in teaching reading. The frequently chosen reason by 19 teachers (59.35%) is to expose learners to real language. Another important reason highlighted by seven (07) teachers is that these materials motivate learners; this suggests that authentic texts are more engaging and interesting for learners. Three respondents state that these materials improve reading skills, indicating that they help develop essential skills like skimming and scanning. One response each mentions the ability of authentic texts to improve reading fluency, develop different skills, and prepare students for exams by teaching them how to handle texts and answer related questions. These answers highlight the many advantages of using authentic texts.

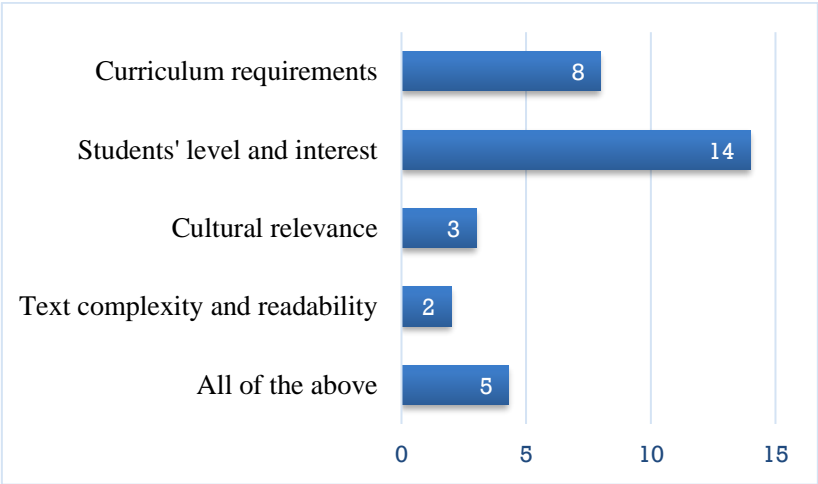
Question 10: To what extent do you believe authentic texts enhance pupils' reading comprehension compared to traditional reading materials?

Table 06: *Teachers' Belief Regarding the Extent of Enhancement by Authentic Texts Compared to Traditional Materials*

Option	Frequency
Significantly enhance	10
Enhance	20
Neutral	1
Do not enhance	1

As detailed in **Table 6**, the majority of respondents, 30 out of 32, believe that authentic texts enhance pupils' reading comprehension compared to traditional reading materials. Of these, ten (10) think that authentic texts significantly enhance comprehension, and twenty (20) say they enhance it. Only 1 respondent is neutral, and 1 believes they do not enhance comprehension. This indicates that most of the teachers find authentic texts effective in enhancing their learners' reading comprehension.

Question 11: What factors influence your decision to select particular authentic texts for your reading lessons?



Graph 10: *Factors for Selecting Authentic Texts*

The results of this question reveal that when selecting authentic texts, teachers consider several factors. The most important factor reported by fourteen (14) teachers is students' level and interest; thus, providing texts that suit learners' needs is important for effective learning. Another important factor chosen by eight (08) teachers is curriculum requirements, ensuring that texts are suitable for lessons' objectives. Three (03) teachers answered cultural relevance, as it helps in choosing relatable content to the students' cultural background. In addition, two (02) informants opted for text complexity and readability. Five informants consider all these factors, indicating a comprehensive approach to text selection that balances learning objectives, learner's engagement and cultural background.

Question 12: What challenges do you face when using authentic texts in teaching reading lesson?

Table 07: Challenges in Using Authentic Texts

Option	Frequency
Finding texts that help in achieving the lesson's objective	23
Cultural sensitivity	3
Vocabulary overload	4
Other	2

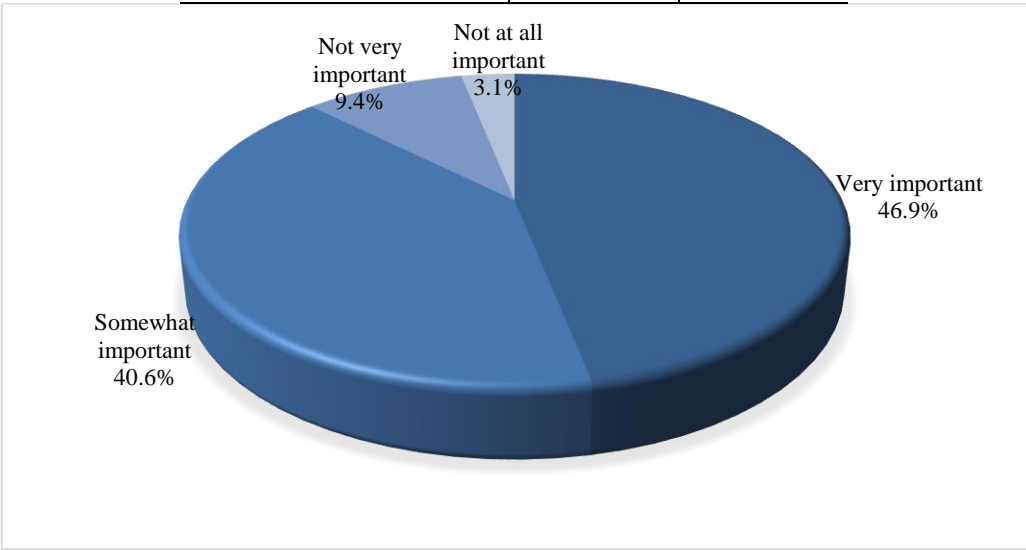
As tabulated in **Table 7**, the primary challenge identified by 23 respondents is finding texts that help in achieving the lesson's objective. Three (03) teachers consider cultural sensitivity a a serious challenge, and four of them go for vocabulary overload, which can make texts difficult to be understood. One respondent mentioned the low level of learners and their incapability of grasping meanings of the text; another teacher mentioned a combination of all these factors. These responses underscore the challenges of integrating authentic texts into

reading instruction. This suggests requiring careful selection and adaptation to ensure they are appropriate and accessible for all students.

Question 13: What role do you believe authentic texts play in preparing pupils for real-world reading tasks?

Table 08: *Teachers’ Belief Regarding the Role of Authentic Texts in Preparing Pupils for Real-World Reading*

Option	Frequency	Percentage
Very important	15	46.9%
Somewhat important	13	40.6
Not very important	3	9.4%
Not at all important	1	3.1%

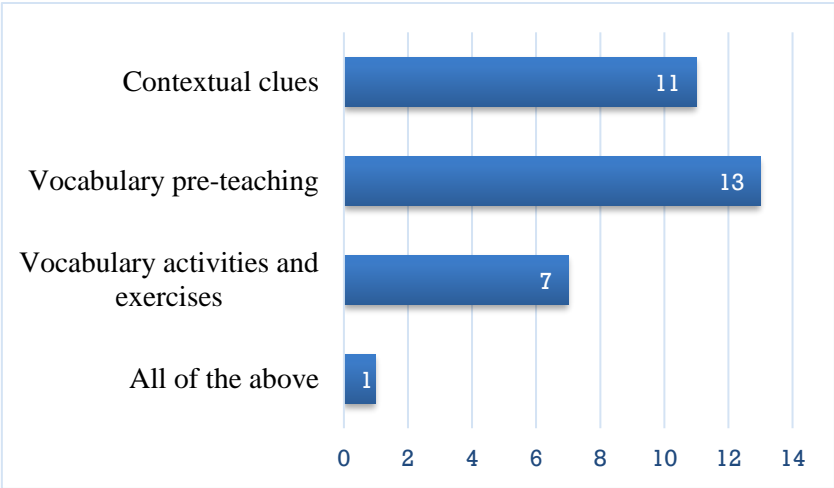


Graph 11: *Teachers’ Belief Regarding the Role of Authentic Texts in Preparing Pupils for Real-World Reading*

The data in **Table 8** and **Graph 11** show that most teachers consider that authentic texts are crucial in preparing students for real-world reading tasks, with 15 (46.9%) respondents considering them very important and 13 (40.6%) somewhat important. Only a few (03) think they are not very important, and 1 thinks they are not important at all. This suggests the

integration of authentic texts helps learners develop the necessary practical reading skills to encounter real-life situations.

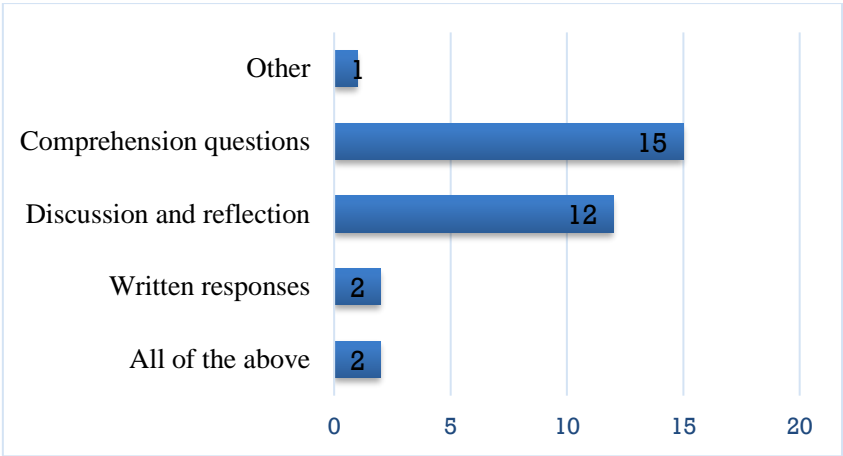
Question 14: How do you address vocabulary challenges that arise when using authentic texts?



Graph 12: Addressing Vocabulary Challenges

The data show that teachers employ various strategies to address vocabulary challenges faced by authentic texts. The most common strategy, mentioned by 13 respondents, is vocabulary pre-teaching, which is a proactive way to provide and equip students with the needed vocabulary before they interact with the text. Eleven (11) teachers apply contextual clues to help learners deduce meanings from the text; which may help in developing their critical thinking. Seven informants address the challenges through vocabulary activities and exercises. Only one respondent mentioned using all these strategies; this reflects a comprehensive approach to vocabulary instruction that addresses diverse learner needs and enhances their ability to engage effectively with authentic texts.

Question 15: How do you assess learners' understanding of authentic texts during reading lessons?



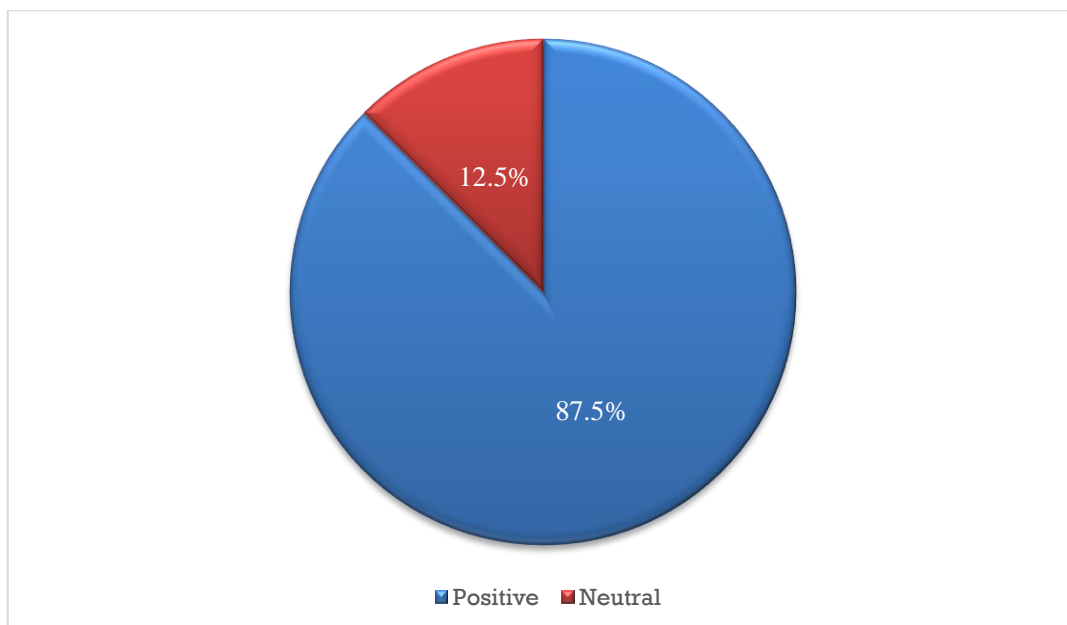
Graph 13: Assessing Understanding

Teachers use different strategies to assess learners' understanding of authentic texts during reading lessons. Fifteen (15) of the participants assess their learners' understanding through comprehension questions, and twelve (12) of them through discussion and reflection; these methods encourage learners to think critically about the text. Written responses are used by two (02) respondents, providing a more formal assessment method. Two (02) informants use all three strategies, indicating a multifaceted approach to assessment. And only one respondent employs varied tasks strategy to assess their learners.

Question 16: What is your overall attitude towards incorporating authentic texts into your reading lessons?

Table 10: Teachers' Overall Attitude Towards incorporating Authentic Texts

Option	Positive	Nutral	Negative
Frequency	28	04	00
Percentage	87.5%	12.5%	00%



Graph 14: *Teachers' Overall Attitude Towards incorporating Authentic Texts*

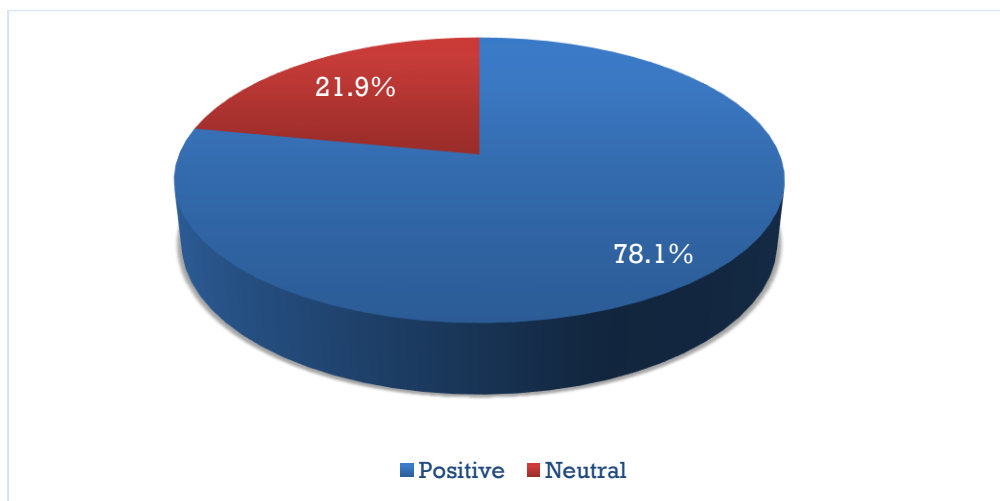
The responses to this question reveal that the majority of the teachers have a positive attitude towards using authentic texts into their reading lessons, with 28 expressing support, 4 being neutral, and no negative attitude being reported. This strong positive attitude reflects the benefits of incorporating these materials.

Question 17: What impact do you think the use of authentic texts has on pupils' attitudes towards reading?

Table 09: *Teachers' Belief Regarding the Impact of Authentic Texts on Pupils' Attitudes*

Towards Reading

Option	Positive	Nutral	Negative
Frequency	25	07	00
Percentage	78.1%	21.9%	00%



Graph 15: *Teachers' Belief Regarding the Impact of Authentic Texts on Pupils' Attitudes Towards Reading*

Most teachers believe that authentic texts have positive impact on pupils' attitudes towards reading; 25 (78.1%) teachers report positive impact, 7 report neutral impact, and no informant reports a negative impact. This suggests that authentic texts make students more interested and engaged in reading. The positive impact likely arises from the relevance and relatability of authentic texts, which can help learners find reading more meaningful and fun. The absence of negative responses emphasizes the effectiveness of authentic texts in fostering a more positive attitude towards reading learners.

Question 18: Can you describe a successful experience you have had with using authentic texts in teaching reading?

The responses to this question reveal diverse perspectives and insightful experiences regarding the use of authentic texts in teaching reading. Teachers provided qualitative feedback on the impact of authentic texts on student engagement, and specific examples of successful applications in their classrooms. For nearly all the teachers, the recurring theme is “learners’ motivation and engagement”. Several respondents noted that learners are motivated when authentic texts are selected appropriately to meet their needs and

interests; for instance, a teacher highlighted that students were “highly motivated” especially when the text was appropriate to their age and interest. Another respondent stated that pupils were more motivated and enthusiastic about the content, and they were eager to explore authentic English with genuine differences in ideas and context. Other teachers reported that throughout the year, he has changed most books’ texts with authentic and adapted one, and this improved the students' levels greatly, while another observed that the use of culturally relevant texts, such as Dr. Martin Luther King Jr.'s "I Have a Dream" speech elicited strong positive reactions and deepened students' interest in the subject matter. The experiences of teachers highlight the power of authentic texts in to grasp the attention of learners and connect them with real-world situations, thereby making learning more engaging.

Moreover, the theme “adaptation and relevance” is another key theme noted by most of the teachers, as they emphasized on the importance of adapting texts to suit the learners' levels and interests. For that, teachers used many strategies; such as the use of current events, a respondent mentioned using current events in Gaza to captivate students' interest, suggesting that texts related to real-world issues can significantly enhance relevance and impact, another one described successful adaptation alongside suitable questions and activities facilitated better engagement. This adaptability and contextual relevance are key factors in the successful use of authentic texts in the classroom.

Teachers also demonstrated “creativity and variety” in their use of authentic texts with different types of texts from short stories to newspaper articles. One teacher narrated a story when they once, read short stories for their students, and they liked them, the teacher was surprised afterward that learners brought some stories and wanted them to be read to the class. Another teacher used real invitations from the British Council to teach vocabulary related to cultural practices like housewarming, illustrating how authentic materials can introduce

students to culturally specific terms and practices. These diverse and creative approaches highlight the flexibility and richness that authentic texts can bring to language teaching.

Despite the many positive experiences, some challenges and limitations were noted and limited the effectiveness of authentic texts. One teacher reported having nothing to share due to the low level of their students, and another respondent stated that they have none to be mentioned. This suggests the need for further support and resources to maximize the benefits of authentic texts.

Question 19: What changes would you like to see in the future regarding the use of authentic texts in teaching reading?

The analysis of this question indicates that the responses from the teachers regarding changes they would like to see in the future regarding the use of authentic texts in teaching reading highlight several key themes. Many teachers expressed a desire for increased incorporation of authentic texts into reading lessons, emphasizing the importance of updating content to align with new syllabi and student requirements. Additionally, there is a call for the integration of audiovisual tools alongside authentic texts to enhance learner motivation and engagement. Some teachers suggested a greater variety of texts, including simpler ones, with more time allocated for reading lessons. Others emphasized the need for updated and relevant texts, accompanied by dictionaries or pictures, for better comprehension.

Several teachers also highlighted the importance of teacher support and professional development in utilizing authentic texts effectively. They proposed changes in textbooks to include more authentic materials and themes that address real-life contexts and promote service learning. While some teachers expressed contentment with the current approach, others advocated for a shift towards more authentic materials, stressing the benefits of building strong foundations for English as a Foreign Language (EFL) learners. Suggestions were made to adapt authentic texts to learners' levels and interests, particularly in high school textbooks.

The data reflect an agreement among teachers on the value of incorporating authentic texts into reading instruction and the need for ongoing support and resources to facilitate their effective use. There is a clear desire for updates and improvements in course materials to better meet the needs and preferences of both teachers and learners, ultimately aiming to enhance reading comprehension and foster a love for reading.

2.2. Discussion of the Findings

This study has aimed at investigating teachers' attitudes towards the use of authentic texts in teaching reading the case of M'sila secondary school teachers. To answer the research questions, a questionnaire was used as a tool in order to gather information about the research.

After the analysis, the obtained results reveal that most teachers share positive attitudes towards the use authentic texts in reading lessons. In fact, the majority of them think that authentic texts play a significant role in enhancing learners' reading comprehension skills, and in preparing them for real-world reading tasks. Additionally, many of teachers declare that they choose authentic texts according to learners' levels and curriculum objectives. The analysis demonstrates that nearly most teachers like to expose their learners to authentic texts to motivate them, and help them overcome many reading difficulties. Similar findings can be seen in other studies such as Belaid & Murray (2015). They found that the majority of EFL teachers hold strong attitudes towards using authentic materials such as authentic texts in language teaching, and some EFL teachers furthermore, emphasised on their regular use of the materials in their language classes, which they believe would positively improve learner's language proficiency

In a study by (Hadji & Ouadah, 2020), The results obtained from teachers' interview revealed that all EFL teachers, regardless of their educational background and teaching experience, have positive attitudes towards the use of authentic materials, including authentic texts, for developing learners' reading comprehension in their classes. This implies that these

texts are considered valuable by teachers at all levels of experience, proving their efficacy in improving students' reading abilities

Another study by (Boudjhaich & Bensaadi 2020) found that authentic materials are source of motivation and participation in the classroom activities for learners if they are selected according to their levels and needs, and that these materials, including authentic texts, used in the classroom are considered as the appropriate tools for both teachers and learners in learning and teaching reading skill. That is to say that authentic texts are effective method to engage learners in the learning process and develop their reading skills.

Despite these advantages, the challenges reported by teachers are noteworthy. The difficulty in selecting appropriate texts points to a need for professional development. Teachers require guidance on how to choose texts that are suitable for their students' levels, engaging, and relevant as well.

2.3. Limitation of the Study

Limitations are uncontrollable weaknesses in the study. Furthermore, we encountered limitations during the process of data collection which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to our research (lack of sources) from the faculty library since authentic texts in relation to reading is not widely studied in Algeria which leads the researchers to use the electronic ones.

The second limitation is that the study's focus on M'sila Secondary School teachers may limit the generalizability of the findings to other educational contexts or settings. Factors such as school culture, student demographics, and available resources at M'sila Secondary School may influence teachers' attitudes towards authentic text-based instruction in unique ways that may not be applicable to other schools or regions. In addition, the tools used to assess teachers'

attitudes towards authentic texts may have limitations in terms of validity and reliability. Surveys or questionnaires used to collect data on teachers' attitudes may not fully capture the complexity and differences of their perspectives.

The third limitation is the relatively small sample size of M'sila secondary school teachers included in the study. As a single-case study, the findings may not be fully representative of all teachers' attitudes towards the use of authentic texts in teaching reading. Thus, generalizing the results to a larger population of educators may be limited.

2.4. Pedagogical Implications

The findings of the study demonstrate substantial evidence on investigating teachers' attitudes towards the use of authentic texts in teaching reading: the case of M'sila secondary school teachers. The study offers significant implications for improving reading instruction practices within the school context. Firstly, it underscores the necessity for comprehensive teacher training programs to equip EFL teachers with the skills and knowledge needed to effectively integrate authentic texts into their teaching methodologies. Such programs should emphasize not only the selection and adaptation of authentic materials but also strategies for maximizing student engagement and comprehension.

Secondly, the findings suggest a need for curriculum developers to revise and update existing reading materials to incorporate a diverse range of authentic texts that resonate with students' interests and experiences. Collaborative efforts between educators and curriculum developers can ensure that the reading curriculum reflects the cultural and linguistic diversity of the students.

Furthermore, the study highlights the importance of providing adequate resources and support systems within schools to facilitate the implementation of authentic texts instruction. This includes access to a variety of authentic materials, as well as ongoing professional

development opportunities and a supportive school environment that encourages innovation and collaboration among teachers.

2.5. Recommendations for Further Research

To end this present study that turns around the role of using authentic texts in teaching reading, there are some recommendations that the researchers want to address. Some suggestions and recommendation that will be helpful and practical for EFL teachers in teaching reading:

-Teachers should keep up-to-date with the latest research and best practices regarding the use of authentic texts in teaching reading. Attend workshops, seminars, webinars, or conferences on the topic.

-Teachers should engage in professional development opportunities focused on strategies for integrating authentic texts into reading instruction effectively.

-Teachers should compile a collection of authentic texts suitable for various proficiency levels and topics. This can include newspaper articles, short stories, poems, blogs, etc.

-Teachers have to adapt authentic texts to meet the specific needs and language levels of their students. This might involve simplifying vocabulary, providing glossaries, or creating comprehension activities.

-Teachers have to help students understand the cultural and contextual aspects of authentic texts by providing background information or guiding discussions around relevant topics.

-Teachers should design activities that promote critical thinking and analysis of authentic texts, encouraging students to question, infer, and draw conclusions.

-Teachers have to develop assessment tools that accurately measure students' comprehension and language skills when working with authentic texts. This might include both formal assessments and informal observations.

-Teachers should help each other by sharing experiences and materials.

2.6. Conclusion

This chapter has provided a comprehensive analysis of the use of authentic texts in teaching reading in secondary school, drawing on the perspective of 32 EFL secondary school teachers in M'sila, Algeria. The first section has been devoted to describe the methodological design. Moreover, it provided a brief description of the research participants and the setting where the research took place. Furthermore, it explained the choice of the method, the data gathering tool, and the data analysis tool.

The second section presents the analysis and discussion of the data gathered from the teachers' questionnaire. The findings indicate that teachers share positive attitudes towards the integration and use of these materials in reading instruction to help enhance learners' engagement, motivation, and comprehension skills. At the end, this section provides some recommendations to teachers and pedagogues for future improvements concerning the use of authentic texts in teaching reading, laying the groundwork for further research to optimize the use of these texts in the classroom.

GENERAL CONCLUSION

In the EFL context, achieving better reading performance is a primarily goal for teachers and learners since reading is a main skill at secondary school level. Moreover, teachers always try to implement diverse materials, techniques and methods to help learners reach the desirable level in reading. Authentic texts are valuable materials used by the teachers in reading lessons to motivate learners.

The current study has attempted to investigate EFL teachers' attitudes towards the use of authentic texts in teaching reading at secondary schools in M'sila, Algeria. More specifically, the ongoing study sought to reach the main objective that was previously mentioned in the general introduction. The study aimed to explore teachers' attitudes towards using authentic texts in teaching reading.

Based on the results displayed in chapter two, and the discussion provided, we can confirm the hypothesis of our research, which is: "If teachers use authentic texts appropriately and sufficiently in teaching reading, language learning in general and reading skills in particular will be improved". And we can answer the research question as follows:

Teachers have positive attitudes towards using authentic texts in teaching reading in EFL classrooms.

Finally, it is important to mention that the obtained results of this study are not generalizable; it was only a step to further investigation in which other issues related to our study need to be deeply examined. Therefore, we suggest that maybe future studies ought to include other participants from other Wilayas and regions in order to collect as much as information about Algerian EFL secondary teachers towards the use of authentic texts in teaching reading.

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APPENDICES

Appendix 01:

Secondary School Teachers' Questionnaire

Dear teachers,

As part of a research study on integrating authentic texts into reading instruction, we are seeking your valuable insights and experiences. This questionnaire aims to explore EFL secondary school teachers' attitudes towards the use of authentic texts in teaching reading. Your participation in this questionnaire will contribute to a deeper understanding of teachers' attitudes towards the use of authentic texts in teaching reading. Your responses will remain confidential and used for research purposes only, and your identity will be kept anonymous. Please respond to each question based on your experiences and perspectives.

There are no right or wrong answers.

Thank you for your valuable participation.

1. Gender

- Male
- Female

2. How long have you been teaching English at secondary school?

- Less than 5 years
- Between 5 and 10 years
- Between 10 and 20 years
- More than 20 years

3. How often do you use authentic texts in your reading lessons?

- Often
- Usually

- Sometimes
 - Rarely
 - Never
4. Do you believe that authentic texts enhance students' reading comprehension skills?
- Yes
 - No
5. What types of authentic texts do you find most effective for teaching reading?
- Newspaper article
 - Magazine
 - Short stories
 - Other _____
6. Have you received any training or professional development related to using authentic texts in teaching reading?
- Yes
 - No
7. Do you think that the use of authentic texts helps pupils overcome many reading difficulties?
- No
 - Yes
8. Do you agree that authentic texts enhance students' reading comprehension skills?
- Strongly disagree
 - Disagree
 - Neutral
 - Agree

- Strongly agree

9. Why do you use authentic texts in teaching reading?

- Expose learners to real language
- Motivate learners
- Improve learners' reading skill
- Other _____

10. To what extent do you believe authentic texts enhance pupils' reading comprehension compared to traditional reading materials?

- Significantly enhance
- Enhance
- Neutral
- Do not enhance

11. What factors influence your decision to select particular authentic texts for your reading lessons?

- Curriculum requirements
- Students' level and interest
- Cultural relevance
- Text complexity and readability
- Other _____

12. What challenges do you face when using authentic texts in teaching reading lesson?

- Finding texts that help in achieving the lesson's objective
- Cultural sensitivity
- Vocabulary overload
- Other _____

13. What role do you believe authentic texts play in preparing pupils for real-

world

reading tasks?

- Very important
- Somewhat important
- Not very important
- Not at all important

14. How do you address vocabulary challenges that arise when using authentic texts?

- Contextual clues
- Vocabulary pre-teaching
- Vocabulary activities and exercises
- Other _____

15. How do you assess learners' understanding of authentic texts during reading lessons?

- Comprehension questions
- Discussion and reflection
- Written responses
- Other _____

16. What is your overall attitude towards incorporating authentic texts into your reading lessons?

- Positive
- Neutral
- Negative

17. What impact do you think the use of authentic texts has on pupils' attitudes towards reading?

- Positive impact

- Neutral
- Negative impact

18. Can you describe a successful experience you have had with using authentic texts in teaching reading?

19. What changes would you like to see in the future regarding the use of authentic texts in teaching reading?

ملخص

تسعى الدراسة الحالية إلى البحث في توجهات أساتذة اللغة الانجليزية نحو استخدام النصوص الأصلية في تعليم القراءة في ثانويات مختلفة في ولاية المسيلة. تهدف هذه الدراسة إلى تحديد توجهات الأساتذة نحو استخدام النصوص الأصلية كاستراتيجية تعلم ممتعة للغاية. ومن أجل تحقيق هدف الدراسة، تم تطبيق أسلوب مختلط في جمع البيانات الكمية والنوعية من الاستبيان الذي وُجّه إلى 32 أستاذًا لتعليم اللغة الإنجليزية في ثانويات مختلفة بالمسيلة. تكشف النتائج أن لدى معلمي اللغة الإنجليزية توجهات إيجابية نحو استخدام النصوص الأصلية في تعليم القراءة. كما تظهر أيضًا أن النصوص الأصلية تلعب دورًا هامًا في تعزيز القراءة وتسهيل عملية التعلم والتعليم.