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**Perceptions on the Use of Authentic Materials for the Development of EFL
Reading Comprehension: A case study of third year pupils and teachers of Dr.
Ahmed Oroua Secondary School –Magra-**

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DEDICATION

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DEDICATION

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Abstract

The idea of using authentic materials in language teaching is supported by many professionals in the field of language pedagogy, since they provide them with high motivation and interest during the learning process. Therefore, This study aims to find out EFL teachers and learners' perceptions on the use of authentic materials for developing reading comprehension at Ahmad Oroua secondary school .To collect the data and obtain valid results , a descriptive method was implemented through submitting a questionnaire to thirty (30) students of third year foreign languages, and an interview with seven English teachers at Ahmad Oroua secondary school .The results revealed that both EFL teachers and learners do have positive attitudes towards the use of authentic materials for developing reading comprehension, they view them as an interesting and meaningful means to foster reading skills. Hence, the pedagogical implication of this study intends to raise learners' awareness and motivation in using authentic materials to understand how a foreign language is actually used in the learning environment, particularly in EFL classes.

Keywords: authentic materials, reading comprehension, EFL teachers, secondary school pupils

List of abbreviations

FL: Foreign Language
SL: Second Language
EFL: English as a Foreign Language
ESL: English as a Second Language
TEFL: Teaching English as a Foreign Language
L1: First Language
L2: Second language
CLT: Communicative Language Teaching
NSs: Native Speakers
NNs: Non-native Speakers
AM: Authentic Materials
RC: Reading comprehension
TL: Target Language
Q: Question
%: Percentage

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General Introduction

English is a tool of communication which is very important and popular, nowadays English is chosen as an international language. In learning such a language, there are four skills, speaking, listening, writing and reading that a learner should master. Recently, it has been agreed that reading is one of the most important skills that should be mastered by the students who are going to develop and maintain their language skills. Moreover, it is one of the four skills that students should learn which cannot be separated from every learning process. It can not only happen in education field but also it can occur in every daily life activity (Namaziadost & Nasri, 2019). Chiang (2015) define reading as a combination of processes, which involve the activation of prior knowledge, the evaluation of the text and monitoring the reader's own comprehension.

Reading skill may be significant in our country where English is taught as a foreign language because students need this skill to continue in their academic education. This important skill can be improved by the use of authentic materials, Nunan (2001) defines authentic materials as “spoken or written language not specifically written for teaching but for genuine communication”. Moreover, Genhard (1996) claims that authentic materials are ways to contextualize language learning, that is, they provide rich source of context in language rather than language produced by the teacher. The use of authentic materials in classroom is important. This is because they give some advantages for both the learners and the teachers.

Furthermore, many experts have argued that the use of authentic materials in teaching English in the classroom result in many benefits, since they reflect the naturalness of the language, contain cultural content and improve the communicative competence.

1. Background of the study

In the field of language pedagogy, the concept of using authentic materials in language teaching is advocated among researchers and many professionals.

The use of authentic text is now seen to be a way to sustain or increase students' motivation to learn (Guariento and Morley, 2001). Authentic material brings many benefits for the learners and encourage them with high motivation and interest in learning language.

The studies have confirmed that the use of authentic materials have a major impact on the development of reading comprehension by introducing new vocabulary and expressions to students, Bacon and Finneman (1990 as cited in Omid and Azam, 2016). Based on previous studies

about the concept of the authentic materials as Berardo (2006) points out, one of the key ideas of using authentic materials in the classroom is to “*expose*” the learner to as much real language as possible. Even if the classroom is not a “*real-life*” situation, authentic materials do have a very important place within it.

Authentic materials are developed for a social purpose of communication in real life, to use the language taking into consideration the needs, interests and goals of students according to their English level, they are necessary in terms of enabling interaction between the teacher and the learners. Many instructors may bring some TV commercials, broadcasts, paintings or other tools and they are considered to be authentic materials. In other words, authentic materials are created to facilitate and inspire students in environments (inside or outside classroom) where communication takes place, and to stimulate and carry out learning about the real world (culture).

Belaid (2015) has stated that authentic materials can be used even with lower level learners. More attention should be paid to the suitability of materials to learners’ learning levels, as stated by Day (2004): “teachers should use materials that are appropriate for the linguistic abilities of their students.” However, the issue of authentic material is not just about which one is the best, but also about how it is best to apply them in the process of teaching and learning. In many school contexts, learners are not commonly involved in choosing which materials to use, but rather the teachers themselves are the ones who give and determine the type of material they need.

Moreover, several studies have shown that the four language skills are being developed by the use of authentic materials (Precisely and Pusparini, 2012; Masood and Farooq, 2013 and Berardo, 2006). Bacon and Finnemann (1990 as cited in Belaid, 2015) showed that authentic materials could enhance learners’ reading skills by presenting to the language learners new vocabulary and expressions. Additionally, the use of authentic materials bring with it developing non-linguistic advantages.

Kilickaya, (2004) concludes that learners feel comfortable with authentic materials that help them get interested in the 'real' language as long as teachers provide them with pedagogical support. In addition, the use of authentic materials will increase and improve the motivation of the learners, as these materials provide students with impression that they are learning the real language. Obviously, the use of authentic materials not only develops and enhances L2skill, but also non-linguistic factors considered important for successful language learning.

In addition, Berardo (2006) states that “safe” controlled language learning environment is one of the main reasons for using authentic materials for reading comprehension in the classroom, the learner will not encounter the artificial language of the classroom but the real world and how language is really used. Furthermore, Laureta (2009) provides an overview of the outstanding advantages that the use of various mass media in the classroom can bring simultaneously for students and teachers. Newspapers offer real-life situations for students and can be easily used as authentic materials. Newspaper-based activities involve students in interesting and enjoyable activities and they also encourage them to further reading.

Many studies have dealt with the teachers’ perspectives on using authentic materials in the classroom. Omid and Azam (2016) indicate that English teachers have a positive attitude toward presenting authentic materials in the classroom. Then, Belaid (2015) reveals that most of the EFL teachers hold positive attitudes to use authentic materials in language teaching. Some EFL teachers have emphasized their daily use of the materials in their language classes, which would positively reflect on learners’ language proficiency.

The teachers are not the only participants in teaching learning process in the classroom but also the students. Furthermore, Marzban and Davaji (2015) have explored the evidence on a strong relationship between authentic texts and reading comprehension of intermediate learners. Authentic reading can increase not only students’ comprehension but also promote other aspects of language learning such as motivation. The current study aims to contribute to this area by investigating learners and teachers’ perceptions about the use authentic materials in developing the aspects of reading comprehension.

2. Statement of the problem

Through our experience and observations, it was found that there are many students at high school level who have several problems of learning a foreign language. Among these problems is the fact that learners have got difficulties in reading texts, for this reason, they may become demotivated to read.

In order to solve this problem, teachers and students as well may use authentic materials which can overcome these difficulties by promoting learners ‘reading comprehension. Thus, this research would be conducted as an attempt to address English teachers and students’ perceptions on the use of authentic materials to develop learners ‘reading comprehension.

3. Research questions

This research addresses the following questions:

1. What are teachers' and learners' perceptions towards the use of authentic materials for developing EFL reading comprehension?
2. To what extent do authentic materials affect EFL learners' reading comprehension?
3. Do Ahmed Oroua secondary school teachers use authentic materials?

4. Research objectives

This study attempts mainly to:

1. investigate teachers' and learners' perceptions towards the use of authentic materials for developing EFL reading comprehension.
2. explore the extent to which authentic materials do influence EFL reading comprehension.
3. find out if Ahmed Oroua secondary school teachers use authentic materials.

5. Significance of the study

The present study is expected to provide an outcome that could be useful for EFL teachers by raising their awareness about the use of authentic materials inside the classroom for developing learners' reading comprehension.

6. Research methodology

The research method that would be used in the current study is the descriptive method due to its effectiveness and appropriateness. It provides the researchers with comprehensive information and valid results about teachers and learners' perceptions on using authentic materials for developing EFL reading comprehension. In addition to this, a combination of quantitative and qualitative approaches would be used.

The main research tools that were used for collecting data was a questionnaire, which was submitted to thirty pupils of third year, in addition to an interview that was conducted with seven English teachers from Ahmed Oroua secondary school.

7. Structure of the study

This work is mainly divided into two chapters. The first chapter is subdivided into two sections, the first section attempts to give a comprehensive definition of reading and reading comprehension through providing different definitions by various researchers and scholars.

This section also presents an overview of some methods and approaches of reading comprehension, reading purposes, difficulties (challenges) in comprehension, reading strategies, the importance of reading and some principles for teaching reading in EFL classroom.

The second section of the first chapter introduces the concept of authenticity and authentic materials and how they are related to the communicative language teaching approach. Then, it defines the non-authentic materials and clarifies how they are different from the authentic ones.

Moreover, it shows the various types and the effective sources of authentic materials in teaching and learning contexts, and points out the main factors and important strategies for selecting authentic materials. Finally, this section ends up with the effects of authentic materials implementation on EFL class, illustrating the advantages and disadvantages of these materials.

The second chapter of the research paper comprises two sections. The first section introduces the research methodology that is used in the current work. It provides a description of data and research design, the sample, the setting and the research tools. The second section deals with data analysis and discussion of the study findings.

Finally, this work is concluded by listing some recommendations and suggestions for further research, in addition to stating some limitations of this work.

Chapter One: Literature review

Section one: Reading skill

Reading is the process of understanding written symbols or texts that have been written by different writers. It enables the reader to catch the information from what the writer has written.

In this section, we will introduce both the terms of reading and reading comprehension through stating different definitions given by different researchers and scholars. This section also deals with some methods and approaches of reading comprehension, reading purposes and difficulties (challenges) in comprehension. Then, it moves to explain the main reading strategies because they are very important elements. Finally, this section is concluded by discussing the importance of reading and by stating some principles for teaching reading in EFL classroom.

1. Definitions of reading

Recently, it has been agreed that reading is an important skill for second and foreign language learners who are going to develop and maintain their language skills. Thus, most linguists had made definition of reading based on their point of view. There are a lot of definitions of reading, some of them were presented as follows:

Reading is a combination of processes, Chiang, M (.2015), which involve the activation of prior knowledge, the evaluation of the text and monitoring the reader's own comprehension. It begins with accurate, swift and automatic visual recognition of vocabulary, independent of the context in which it occurs. Adams (1990.1994).

Moreover, it is one of the four skills that students should master in which it cannot be separated from every learning process. It can not only happen in education field but also it can occur on every daily life activity. (Namaziadost &Nasri .2019).

Similarly reading is not only a source of knowledge but also a source for enjoyments, it can help students learn new vocabulary and grammar and make them enjoy. Thus, they can learn more and more while they are reading (Lao &Krashen .2000; Namaziandost. &Rahimi Esfahani, 2019; Wu,2012).

2. Reading comprehension

Reading comprehension is a process of interpreting the language symbols and its meaning by interacting trough the information in the text. With reading and comprehending the text, the reader can understand what the writer means.

According to Woolley (2011:15), reading comprehension is the process of making meaning from the text. It means that the readers while reading, they do not only know the symbol in written text, but also know the meaning of words. Thus the goal is to gain an overall understanding of what is described in the text.

Comprehension is important while reading process. As Smith (2004:13) defines that comprehension may be regarded as relating aspects of the world around us, including what we read related to the knowledge. It is clear that reading is a useless activity without understanding or comprehending the meaning of the text.

Richards and Renandya (2002: 277) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student's awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.

Comprehension is thinking on the highest level. It is a cognitive process. It requires inference, verifying, correcting, and confirming of expectancies about the text. Smit (cited by Barchers, 1997)

2.1 Reading Comprehension Theories

In language learning theories, the most prevalent models in reading comprehension are the bottom-up and top-down theories and the interactive theory.

2.1.1. The Bottom-up Theory:

The principle from the bottom-up is a linear reading phase .it happens when the readers construct meaning by carefully reading word for word, letter for letter.

The reader begins with letters then decodes words and sentences to grasp a passage's context. Through this modal Fluent reader recognize the textual elements automatically.

2.1.2. The Top-down Theory:

Goodman (1967) regarded the top-down reading model as "a psycholinguistic guessing game". The readers have certain expectations about the text derived from their back ground knowledge.

2.1.3. The Interactive approach:

It is a new reading model that arises because of the inadequacy of both bottom-up and top-down models. Eskey (1988) demonstrated that the interactive model indicates an interaction between bottom-up and top-down processes using a high level processor or top-down model.

Reading is seen as an interactive process (a dialogue between writer/reader, even if the author is not there) and both processes are important for the reader, top-down to predict the meaning and bottom-up to test it.

Therefore, these are complementary ways to interpret a text. Our understanding and experiences of the world around us also affect how a text is interpreted or processed, this called the *schema* theory (Bartlett 1932). It operates actively and constructively, with our awareness of the world being a continuous mechanism that interprets it on the basis of what is already understood upon obtaining new information.

Good readers have an understanding of what is common (linguistically and conceptually) and of how the world works, thus they use existing schemata while reading and then change them with any new information.

They also have expectations or make predictions before reading that are either improved, questioned or changed.

Schemata were also defined as “...*cognitive constructs which allow for the organization of information in the long term memory...*” (Widdowson 1983:34). Often a writer will presume that the target reader has the relevant schemata to read the text and will therefore leave certain facts out or unstated (presuppositions).

3. Purpose of reading

Readers have different reasons for reading, it depends on their interests and the requirements of the contexts where they perform and interact.

According to Wallace (1992:6-7), there are some purposes of reading that mainly depends very much on. Reading can have three main purposes, *for survival, for learning or for pleasure*.

3.1. Reading for Survival:

Some kinds of reading in response to our environment “reading survival”. Indeed, it depends on everyday needs, and always requires an immediate answer to the situations.

3.2. Reading for Learning:

Much day to day reading is for this purpose of learning. Moreover, it is the kind of reading that done on the classroom.

3.3. Reading for Pleasure:

Reading for pleasure is done for its own sake. We do not have to do it. This purpose may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examination.

4. Reading Comprehension Challenges

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It may be seen from the mistake or error that student made during the learning process. Indeed, reading is still difficult for many high school students.

There are several factors contributing to serious problems and difficulties which could be faced by students, this factors can be divided into external and internal. Internal factor including physical, mental, and psychological. While external factors may include family and school environments (Rahim, 2006).

In reading comprehension students can be influenced by some internal factors which are generally found by the reader during reading, namely; difficulty in understanding long sentences and texts, difficulty due to a limited background information, difficulty in using reading strategies and difficulty in concentrating (Fajar, 2009).

4.1. Difficulty in understanding long sentence

In a common problem the majority of students faced difficulties in understanding the complex structure of the long sentence.

This was supported by the Barfield (1999) report, which indicates that almost 12 percent of students had difficulty in understanding long sentences in grade story and 20 percent in the academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

4.2. Difficulty in Using Reading Strategies

The students who lack of reading strategies frequently fail to comprehend the text. The students who are unfamiliar with reading techniques may feel over helmed and irritated due to the lack of resource required to be effective reader and to succeed in reading comprehension test (Duarte, 2005).

There are some characteristics of the students who are deficient in use of reading techniques.

First, the students read word by word inside the text, relying too heavily on their visual information, which hinders their speed of reading and hinders their reading comprehension.

Second, the students pay much attention to detail with the result that they sometimes skipped the text 'main concept.

Third, they concentrated too much on the cost sense. In addition, it can be difficult for students who do not have successful reading strategies to cope with reading comprehension test (Meiyu, 1998 as cited by Fajar, 2009).

4.3. Difficulty in Concentration

Concentration problem during reading can be occurred due to a psychological factor. Bad concentration will lead the students to fail to understand the text. It could be harder for students to do reading exam.

Concentration difficulties is another cause for students' poor reading since concentration is an essential factor for a successful and efficient reading. Shaw (1959) notes that reading with concentration results comprehension of a text. But students, in most cases, cannot or do not focus enough during reading in most situations.

According to Peter (2001), the reading environments are external factors that affect students in reading comprehension.

The influence of the environment can also effect the students in mastering and in learning English. Home and school are the two types of learners' environment that can effect learners 'achievement in learning reading.

4.3.1. House environment:

It cannot be neglected that parents play significant role in the family. Freeman and Long (1990) claimed that each student needs their parents' attention to meet their learning achievement.

Since learning English is not the same as learning Indonesia, parents need to learn English for their children or their family attention.

Learning to read without the help of family can make learners feel difficult to learn. They will feel down to learning English text if no one supports them. Thus, Students must learn to read without family intervention.

4.3.2. School environment:

The educational setting can also be a cause of learning difficulties in reading comprehension for learners, such as school with lack of learning media.

The lack of learning media like English books, magazines or newspapers that make ineffective reading learning process and can hinder students from understanding the content.

5. Strategies for reading comprehension

5.1. Predicting

In order to be an effective reader, learners need to set an objective for this reading and therefore, an appropriate readers have a reading objective. One strategy for enhancing comprehension is to predict what helps the reader set their reading goal.

Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel,2005). This strategy makes for more contact between the students, which increases student engagement and enhances their comprehension of the text (Oczkus, 2003).

It is necessary to compare the outcome in the actual text with the prediction process because it will lead the learner to enhance his comprehension.

Most of the teaching prediction method is instructor modeling, forecasting in the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Use description, content table, photos, and key words in one prediction strategy.

Another main prediction approach is to have students predict through the text at different points, review the prediction, and if necessary revise predictions (Teele, 2004).

5.2. Visualizing

Another strategy used by strong readers when they understand a text that is visualization (Adler, 2001). Visualization allows the reader to build an image of what is read. This image is preserved in the mind of the reader as a reflection of the understanding of the text by the reader (National Reading Panel, 2000).

Teachers should inspire students to consider situations, characters and actions in a story and ask them to make sketches or write about the picture that comes to mind after the text is visualized.

5.3. Making Connections

Connecting is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and link the ideas in the text to their own experiences.

Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs and the things happening in the outer world “text to text, text to self, text to world”, it is a strategy that help students make connections, students can make text to self-connections through drawing, making a chart, or writing.

Teachers may ask students if they have ever encountered anything like the events in the text. By drawing, creating a map, writing, and graphic organizers. These text-to-text connections may be focused on how the characters in the story related to each other (Teele, 2004).

Giving students a reason to read by asking them to find connections will help them better understand the ideas in the text.

5.4. Summarizing

The summarization strategies demand that the reader decide what is relevant when reading and condense the details in the reader's own words (Adler, 2001).

During the summarizing process, the students should be able to distinguish between the key ideas from the supporting ideas.

Distinguishing similar information from the unrelated information is another stage in the summary phase that can help the students develop their ability to understand text. Thus, Summarizing is a strategy that helps students organize ideas even in the long reading passages which are typically viewed as a challenge to the students.

5.5. Questioning

The questioning can be used by readers before, during, and after reading. The process of questioning allows the readers to ask themselves questions in order to create meaning, develop comprehension, find answers, solve problems, and discover new information (Harvey & Goudvis, 2000).

In this strategy, the students return to the text to find answers to teacher's questions before, during and after reading. Students use this strategy to distinguish between questions that are true, implied or based on the previous knowledge of the reader.

Moreover, using the questioning strategy which developed by the students, text segments are incorporated and thus reading comprehension improved (NRP, 2000).

5.6. Inferring

Inferring refers to interline interpretation. Students need to use their own knowledge and text information to draw their own conclusions (Serafini, 2004).

Through inferring students would be able to draw conclusions, foresee, recognizes underlying patterns, use information to construct meanings form the text. (Harvey & Goudvis, 2000). Students may use diagrams, graphs, images, dates, vocabulary related and text titles to make inferences.

6. The importance of reading skill

In our country where English is taught as a foreign language. Reading skill may be significant because students need this ability to continue their academic education, reading may also help students develop their comprehension, gain information about the English resources that they read. Students may also answer the question when it comes to reading text. Considering it as contact channel, in addition, reading creates imagination.

The knowledge people gain from reading retains in the brain is the foundation of their creative action (Grellet, 1996).

Reading is beneficial for learners because it represents a definite purpose and it encourage students to think about and reflect on the knowledge they have learned from their reading.

7. The Principles of Teaching Reading

According to Harmer (2001:70-71), there are five principles behind the teaching reading, those are:

7.1. Reading is not passive skill

Reading is an extremely active skill. To do it effectively, we need to understand what the words say, see the pictures that the words create, understand the facts, and work out if we agree with them. This means reading is not just reading the text word for word but reading is also active when the reader has the intention to understand they are reading. If the students do not do this, we actually scratch the text's surface and forget it quickly.

7.2. Student need to be engaged in what they are reading.

Students who are interested in reading text and interested what they are doing would find reading texts useful. They are going to be fired up by the subject or the task. They get much more from what is in front of them. Teacher needs to motivate the student to read the text, by telling them about the subject, and the purpose of reading so that student would be interested in the text, and eager to read the text.

7.3. Student should be encouraged to respond to the content of the reading text, not just the language.

Students should not just use the language to learn how to read the text, but should be allowed to express their feeling about the subject. One of the purposes of reading is to understand the text and respond the text after reading by giving our opinion, telling the text material or answering questions based the text subject.

7.4. Predicting is a major factor in reading

As the students read the text they already have a clear idea of content, the book covers give us a hint of what article is about, and our brain starts up to anticipate what we are going to read and the article cycle is ready to start. The teacher provide student with hint so that they can foresee what is coming too.

It will make them better and more engaged reader. In class, it is necessary to introduce the students to the context before they read. The context can be elicited or prompted from earlier work, the course book, pictures, and discussions and so on. The tasks can be difficult, without setting the scene.

7.5. Match the task to the topic

We should give students what kind of reading text they should read. We need to choose successful reading tasks. The appropriate types of question, useful and entertaining puzzle, and so on. We can think of the most interesting text by asking boring and relevant questions.

The most common position will make creative and difficult tasks very exciting. After that the learners are familiar with the context as well as the text, they can be given more specific questions can be answered. These questions allow the students to define specific pieces of information and may involve various types of information. For example:

- Understanding
- True or False
- Multiple choice

7.6. Good teachers exploit reading text to the full

Every reading of text is full of sentences, concepts, thoughts, description, explanations and so on. Good teachers incorporate the reading text in interesting sequences, use of the subject or debate and other tasks by using language for study and subsequent activities.

Section two: Authentic Materials

Nowadays, preparing students for real life situations is of utmost concern for English language teachers, especially in EFL classes where English is a foreign language. Therefore, teachers need to adopt effective teaching materials in order to help them to communicate with the outside world. In this regard, Kilickaya (2004) argues that “nowadays there are a lot of voices suggesting that English language which is presented to learners in the classroom should be authentic in order to enhance learner’s learning process”.

The following section aims to introduce the concept of authenticity and authentic materials and how they are related to the communicative language teaching approach. Then, it defines the non-authentic materials and illustrates the main difference between them and the authentic ones. Moreover, it shows the various types and the effective sources of authentic materials in teaching and learning contexts, and discusses the main factors and the important strategies for selecting authentic materials. Finally, this section ends up with the effects of the implementation of authentic materials on EFL class, illustrating the advantages and disadvantages of these materials.

1. The concept of Authenticity

The concept of authenticity is associated with the communicative language teaching approach in the 1970’s. Therefore, it considered to be the interaction between the reader and the text. It has been put under discussion by different researchers according to their perspectives.

Moreover, according to Tatsuk (2006) authenticity as taken as a synonym with truthfulness, genuineness, validity and reliability of Materials. Ketabi (2007) argues that it represents the materialization within an original context and the interaction of its participants. Additionally, language authenticity and authentic materials should be understood within the foreign/second language learning context as any kind of spoken or written act which does not contain any traces or signs of language teaching, intervention and emerges from the producer’s own first language, culture and needs for communication.

1.1 Authentic Materials and CLT approach

In language learning context, CLT came to replace the traditional way which is actually based on memorization and repetition of the grammar rules and the sentences. Therefore, CLT became the dynamic power since the previous approach has no implication in real life context. It has a big interest by different scholars.

Richards and Rogers (2014) the two linguists who considered CLT as functional and communicative one , both set that the language in the classroom should be authentic and meaningful communication . In addition to the accuracy and fluency which considered as another dynamic dimension of the communicative competence in language learning, since learner will learn English properly with regarding to the native language which make them straggling to gain the desired level of proficiency in English language.

Moreover, CLT claim the application of authentic materials and the use of authentic context for language teaching purposes. It has been said that CLT typically asks learner to imagine real world interaction in the classroom (Lantolf & Poehner, 2008) since the real world English usage and real life experience are among the features of EFL learners' need.

Furthermore, communicative language teaching focused on meaningful and authentic exchanges (Andrews, 2005). With this regard, the use of authentic materials is an excellent motivator for communicating directly with the native speaker. Hence, authentic materials are the source of motivation for the learners since they reflect real life phenomena and make them eager to learn a language.

To conclude, implementing the CLT approach requires focusing on using authentic materials as such materials reflect the real language which used in societies. Xerri (2012) stated that “the communicative approach is usually connected with the focus on using authentic texts in the classroom settings “P (43). Similarly, Day (2004) noted that “authentic materials are among the major characteristics and the preferences of the CLT approach“, since they may build a connection between the outside world and the English classroom.

2. Definition of Authentic Materials

Authentic materials have been defined in different and multiple ways by various scholars and practitioners. Therefore, “Henry Sweet “regarded as one of the first linguist who made regular use of authentic texts. Authentic materials were defined by Martinez (2000) as “the materials which are prepared for native speakers and not to be designed to be used for teaching purposes “. Similarly, “Authentic materials are texts produced by native speakers for non-pedagogical purposes “Bacon & Finnemann (1990).

Furthermore, Nunan (2001) defines authentic materials as “Spoken or written language not specifically written for teaching but for genuine communication. In the same manner of thought, Genhard (1996) claims that authentic materials are ways to contextualize language learning. That

is, they provide rich source of context in language rather the language produced by the teacher. It has been said that “A learning materials are designed to imitate the real world situations. Herod (2002)

Moreover, Grellet (1981) argues that “It is important to use authentic texts whenever possible. That is to say, when looking at real language inside the classroom might be the best way to prepare learner to cope eventually with real language outside the classroom settings. Additionally, they can provide learners with direct access to the cultural information which may help them to use target language authentically. Rogers& Medley (1988). In the same line, a study by Herron, Cole, Corrie and Dubreil (1999) showed that “Learners’ cultural knowledge significantly improved after integrating the target culture.

Hence, the use of authentic materials in language classroom must be strongly encouraged as they have a positive impact on the learner’s linguistic and affective domains. Thus, they have a valuable role in the class. According to Ugalde (2008), “It is essential to develop materials which are appropriate to learners might be the best to enhance the quality of education “.

3. The definition of non-authentic materials

The non-authentic materials are the materials which produced specifically for learners as the exercises found in the course book (Peacock,1997 p.144). Therefore, they are designed by the teacher with regard to learners’ level. They considered as giving lack of exposure to the real English language which used in the daily life. That is, they may seem unnatural and do not present how the language used in the real life.

However, teachers and scholars argue that the non-authentic materials are also effective for teaching English since those materials such as the textbooks are designed for teaching purposes, that is, they planned and produced based on the curriculum and the policy in each country.

Moreover, it regarded that the non-authentic materials are more simple and appropriate to learners ‘level than the authentic one. That is why it can be seen that there is a debate on which kind of materials should be implemented in the classroom settings because authentic materials have also a valuable role in teaching and learning contexts and effective tool of communication either inside or outside the classroom settings.

Hence, the use of both materials has their own role in English language classroom since they support the teaching and learning process. Therefore, the teacher should aware of the selected materials to develop a high level of learners’ proficiency.

3.1. The Difference between authentic and non-authentic materials

It could be assumed that authentic materials made the learner more relax and gave them more enjoyment than non-authentic materials when learning a language. Therefore, authentic materials had successfully attracted learners' attention because the level of difficulty was lower and the topic was more familiar than the non-authentic one. Different researchers have demonstrated the difference between these kinds of materials.

Moreover, Miller (2003) stated that "the non-authentic materials are those materials that are especially designed for learning purposes and the language used in them is artificial with well-formed sentences like the textbook. That is, non-authentic materials exhibit features which have a high probability of occurring in actual acts of communication such as the naturalness of forms and the appropriateness of context. Geddes & White (1978); Rogers & Medley (1988). Additionally, Morrison (1989) claimed that "the non-authentic texts are rarely available and difficult to integrate them to syllabus "P.(14); That is to say, language in text book tend to be artificial since the focus is on grammar form not on how language naturally used in the real life. Stryker & Leaver (1997); Berardo (2006).

Furthermore, Authentic materials is the oral or written language which was originally written or spoken for a non-pedagogical purposes and which is created by native speakers as a genuine act of communication. Bacon (1992); Geddes & white (1978); Rogers & Medley (1988). Hence, the use of authentic materials is considered to be more culturally rich, more interesting and more ecologically valid. With this regard, Bedi (1995) and Young (1997) found that the use of authentic materials increases learners' comprehension and the proficiency level. Thus, The English taught in the class should be authentic for real communication.

4. Types of Authentic Materials

Authentic materials are among the most important tools in teaching and learning a foreign language. Therefore, they can be used as a bridge to connect the classroom with the real world situations. That is, learner intended to have a direct experience of how the language works in the natural situation.

Genhard (1996) classified authentic materials into three categories:

- * listening materials such as songs, radio.....
- * visual materials such as magazines, postcards.....
- * printed materials such as reports, newspapers.

4.1. Visual aids

4.1.1. Pictures:

They are considered a part of language task i.e. grammatical and lexical and effective tool in teaching and learning contexts. Therefore, they are suitable to realize what may be called “the collective eye of the class” which allowed learner to focus on one thing also they can be used to teach the meaning of the new words. Thus, it is used as an aid to explain the content of certain reading materials.

4.1.2. Wall charts and Posters:

They can be as a part of learning tasks and as means to encourage learners to develop their speaking skill.

4.2. Audio and visual materials

Technology affected the development in technical resources applied to EFL classes. Audio visuals mass media are available as a source of language for EFL and ESL contexts therefore it regarded that the use of news cartoons and films had a pedagogical value since they improve language learning through increasing motivation and creating low effective filter atmosphere

Moreover, various audio visuals programs can be incorporated as authentic sources for second or foreign language acquisition. Numan (1999) argues that authentic language input can be extracted from various sources including TV and radio or newspaper. That is through listening to authentic songs and stories in the target language, language learners will be able to hear dialectal differences of various countries which speak the target language. Martinez (2002).

4.2.1. Overhead projector (OHP):

It is considered a powerful and helpful device. It allows preparing visuals or demonstration of materials

Audiovisuals materials should often be given priority. Therefore, the visual elements can provide learner with enormous amount of additional pragmatic information on the context. Brown&Yule (1983); state that among its advantages they are very helpful for beginners also it is an inexpensive and easy to operate.

According to Genhard, (1996) as cite in Abbasian G.R, Mahmoudi, H.M, & Shahbazi, A. (2016) authentic materials can be of three categories:

Categories of authentic materials		
Listening authentic materials (To listen)	Authentic materials for learners to display	Printed authentic materials(In print)
Radio	Movies	Sports reports
News	Postcards	Newspapers
Songs	Magazines	Restaurant menus

Since the 1970, the pedagogical world has witnessed significant changes in language learning methodologies and materials. Therefore; there are other sources which can be used as authentic materials. According to Miller (2003) television can be used for getting both visual and auditory materials for language learning p (3). In addition to video clips can be used as visual and listening materials.

Moreover, there are several sources which can be very easy to incorporate with the classroom activity. Thus, the teacher should select the materials which can be interesting to learners and matching the learners 'need. Hence, the use of authentic materials has significantly impacted the classroom teaching.

5. The important factors in choosing authentic reading materials

Nuttall (2000) gives three main criteria when choosing authentic materials to be used in the classroom settings:

5.1. Suitability of the content	It is the most important of the three means which indicated that reading materials should be interested as well as relevant to learners 'needs.
5.2. Exploitability	Refers to how the text can be used to develop the students' competence as readers and if it is exploited for the teaching purposes.
5.3. Readability	It is used to describe the lexical difficulty of the text and the new vocabulary which presented in the text.

As shown above, using authentic materials in the classroom settings is important with regard to those effective criteria because they bridge the gap between the classroom setting and the real world. They should be used carefully and should be done with a purpose. Senior (2005).

6. Strategies for implementing authentic materials in EFL classes

Learning strategies are understood as a set of conscious operations that help EFL teachers and learners to facilitate the task of learning purposely. Therefore, one possible way to learn English more safely is through the use of learning strategies to solve the activities and tasks in easier way (Williams and Burden, 1997). Thus, learners required to use learning strategies in order to cope with a successful level of proficiency and a careful self-monitoring process.

Oxford (1989) defines learning strategies as “specific actions that learner may use to make a successful and more enjoyable learning process”. P (235)

Oxford (1990, 2001) contributed significantly for the classification of language learning strategies into six types:

Cognitive strategies	Refers to the strategies which related to mental processes of the brain which allow learners to manipulate language materials through reasoning, analyzing and synthesizing.
Metacognitive strategies	Means the strategies which implemented to manage or organize the learning process such as planning a task development.
Memory related strategies	Are the strategies that help to connect one concept with another. Oxford (2001) hence a learner can employ action to remember verbs.
Compensatory strategies	It is about the strategies that learner use to make up for the missing knowledge such as when he does not know the exact word thus he can guess its meaning from the context.
Affective strategies	Deals with controlling the level of anxiety in order to fulfill a task under safe conditions. For example, rewarding someone for a good performance.
Social strategies	Are the strategies which help learner to interact with the others such as: asking questions for clarification.

7. Sources of Authentic Materials

Authentic materials are the materials which the students faced in their classroom. They are printed texts, visual texts and audio materials. Therefore, there can be different kinds to be used in the classroom. The most common sources are newspaper, television, movies, and cartoon. They might be considered as excellent learning tools for acquiring knowledge and improving learners' motivation to facilitate language learning process (Lee, 1995).

7.1. The internet

A number of researchers have turned their attention to the means of communication which offered by the internet (Chism, 2000; Lee 1997). It offers a source of authentic materials. Nowadays, the authenticity and the scope of material are available via the web. Therefore, the internet resources and particularly those of the web have a place in the instruction and the acquisition of foreign or second language since they bring culturally authentic materials into the classroom.

Moreover, the internet is seen as both a source of authentic language, reading materials and more importantly as a tool for language instruction. Therefore, several studies have reported positive findings about the use of the internet technologies. Lee (1997) found that the use of internet for the communication increased learners' motivation and interest for learning the target language.

The internet is assumed as the most used source, since it is always updated interactive and provides visual stimulation (Berardo, 2006). Additionally, the teacher can get articles, videos and audio clips from the internet. Thus promoting a more active application reach to reading rather than a passive one.

7.2. Newspapers

One of the best and the rich sources of authentic materials which are more useful in the ELT classroom is the newspapers. Therefore, it present news on a variety of topics and it publish news related to real life events. Thus, they arouse curiosity among the learners of English, provide knowledge to them and offer a practical way of indulging the learners of ELT in learning the English language in a natural way.

Moreover, newspapers are used to develop English language learners' reading comprehension since the language used on it is easily understood and comprehensible which allows them to improve their vocabulary and grasp a variety of presentation of the news items. Therefore, teachers

of English can make use of materials from the daily newspapers such as articles to teach in the ELT classroom to attain a wonderful practice of the language and to promote learners' imagination.

Hence, English teachers should make use of the available and the useful materials to promote learners' language skills efficaciously since English learners can get an opportunity to familiarize themselves with the latest news and the recent reports.

7.3. Cartoons

The pedagogical value of cartoons as language materials has been the focus of several studies (Clark, 2000; Doring, 2002; Rule & Ague, 2005). Therefore, Clark (2000) highlighted that "the use of cartoons encourages thinking processes in relaxed atmosphere." Another study was carried out by Doring (2000) which focused on the effect of that source in language learning which concluded that "cartoons are very interesting in the various discussions held in the classes". In the same line, Rule & Ague (2005) argues that "using cartoons in language learning can reduce the affective filter which increases learners' motivation and improve the memory."

7.4. Films

Films have been investigated by different researchers. Chapple and Curtis (2000) who carried out a research on the utilization of the various films as appropriate and effective authentic materials to learners which concluded that "the use of films may enhance language learning and increase learners' motivation. In the same manner of thought, a study conducted by Ryan (1998); Heffernan (2005); and Gebhardt (2004) which focused on "improving learners' motivation and language learning while the use of films in the classroom setting."

8. Advantages of Authentic Materials

Authentic materials have a positive value in teaching and learning a foreign language. Therefore, they have many benefits in both contexts. They may range from highlighting comprehension and presenting the real language. That is, learner will encounter the language use in the real world.

Moreover, authentic materials can provide learners with opportunities to introduce cultural issues. Walkin (1976) as cited in Guariento and Morley (2001) stated that this exposure will help them to bridge the gap between classroom knowledge and their participation in the real world situations which make them had a meaningful experience with a real language.

Similarly, it has been said that the use of authentic materials in the classroom give learner information about the target culture, they also support a more creative approach to teaching (Richards, 2001, p. 253).

Furthermore, authentic materials contain wide variety of text types which can be used in the classroom. Therefore, they are ideal to practice the micro skills such as skimming and scanning. Thus, they have positive effects on learners' motivation. Brosnan et al (1984) in Nunan (2004) declared that "the use of authentic materials provides the learner with an opportunity to see the relevance between what they do in the classroom and to what they need to do in the real world application" (51). Hence, they will detect the direct connection between language classroom and the outside world.

9. Disadvantages of Authentic Materials

Besides the many benefits of authentic materials, it has been pointed that English learners usually have difficulties in reading some authentic materials (Morrison, 2005). Therefore, scholars believe that they have also result in several disadvantages. Morrison (2005) argues that "authentic materials can be difficult to learners' level since sometimes does not provide appropriate language model to learners". In the same manner of thought,

Gilmore (2007) stated that "authentic materials contained difficult words and the language which learner unable to understand it". That is, learner will found unfamiliar words which might be hard and lead to confusion to learner (Guariento and Morley, 2001).

Moreover, authentic materials are not proposed for teaching language that is they may cause problem and reading became time consuming and inefficient time management since learner have to review the material several time in order to understand the events and get the idea also, the overlapping of the learning objectives and wrong selection of materials whilst using them in class. Furthermore, authentic materials contained difficult expressions which learner will not found in the textbook.

Additionally, Martinez (2002) as cited in ALAzri and ALRashdi (2014) declared that despite that learner are not aware of others' culture which may lead to confusion and misunderstanding.

10. The Effects of the implementation of authentic materials in EFL classes

The issue of authenticity has been one of the most debatable aspects in the ground. However, the need and the usefulness of authentic materials has been increasingly recognized especially in non-native countries.

Previously, it has been pointed out that researchers still argue about the effectiveness of implementing authentic materials in teaching and learning contexts. It regarded that the use of authentic materials have a positive value Since, the main reason of applying these materials is to

experience a close contact with the real life of the target language Therefore, authentic materials can facilitate the acquisition of second or foreign language because they present how language employed in a natural communication.

Moreover, several studies have demonstrated the positive effects of using authentic materials. According to Berardo (2006) “Authentic materials make students highly motivated and encounter the language used in the real life world. That is to say, learner will apply what he gets in the classroom setting into the outside world. Additionally, authentic materials offer real language that is contextually rich and culturally pertinent. That is, it gives authentic culturally information and expose learners to real language.

Furthermore, authentic materials do not only benefit the students. That is, they also affected teachers’ curriculum design through improving it (Wong. Et al, 1995). Hence, teachers’ awareness of using authentic materials is considered one of the effective elements that can enhance the teaching process. Lee (2010) Bacon & Fineman (1990); Berardo (2006) have confirmed that” the use of authentic materials has a big effect on improving learners’ reading comprehension”. Similarly, Bantmeir (2008) stated that real life reading comprehension should be used as an important element of the language syllabus design

Therefore, authentic materials are resourceful sources to learn the authentic target language and the cultural lessons. That is, it is considered as a beneficial medium to teach English in the classroom since they reflect the naturalness of language and positively affect the communicative competence. Thus, authentic materials enhance learners’ critical thinking. That is, they develop their creativity to achieve a high level.

Additionally, the success of the use of authentic materials is on how the language teachers select the relevant authentic materials to improve learners’ learning skills. Hence, teachers of ELT have to carefully select the materials according to the levels and learners ’needs.

Chapter Two: Research Methodology, Data Analysis and Discussion of Results

The previous chapter addressed the theoretical background and related literature. Thus, the second chapter is devoted to the field of study. Chapter two comprises two sections. The first section deals with the research design, research instruments, techniques and procedures that the work has investigated through. The second section provides data analysis and discussion of the results. According to the used research methodology and the obtained research findings, it is attempted to demonstrate the limitations of this research work and provide some implications and pedagogical recommendations for future researches.

Section one: Research Methodology

This section contains a detailed information about the methodology. It provides a description of data and research design, the sample, the setting and the research tools. Finally, this is followed by the data analysis and procedures.

1. Research design

The present study seeks to identify EFL teachers and learners' perceptions on the use of authentic materials for developing reading comprehension. Therefore, we have incorporated in this study the descriptive research design. In this adopted method, it is sought to obtain an understanding of whether EFL teachers and learners at Ahmad Oroua secondary school are aware of using authentic materials for developing reading comprehension in their classes. Significantly, the choice of this method can be justified by the fact that it helps to understand the situation. Therefore, it would provide valid, reliable and well-founded results.

2. Setting and participants

The researcher carried out this study during the academic year 2019/ 2020 in Ahmed Oroua High School. The school is located in Magra (Msila).

2.1. Teachers

Teachers of English language at Ahmed Oroua secondary school was selected to contribute in the present study; they are 02males and 05females aged between 28 and 40 years old. The majority of them are License holders. Those teachers have different teaching experiences, especially in teaching reading course which is the concerned focus in this study.

2.2. Students

In addition to Ahmed Oroua secondary school teachers, third year foreign language students studying at the same secondary school were also involved in this research work. A mixed group of thirty (30) students, consisting of twenty-five (25) females and only five (05) males, aged between 18 and 20 were selected to represent the whole population. They have learnt English for six (06) years before, and their English proficiency level in reading is, in general, good (this assessment was based on the information provided in their questionnaire).

3. Research instruments

Research instrument is used to collect the data. In this research, we used two kinds of instrument, as follows:

First, in order to know students' perceptions on the use of authentic materials to improve reading comprehension skill, a questionnaire was used as the first instrument.

Second instrument is the interview that have been used in order to know teachers' perceptions about the same subject.

3.1. Questionnaire

A questionnaire is described as a document that contains questions and other types of items designed to gather an adequate information for analysis (Babbie, 1990:377). Questionnaire is equally used in quantitative studies, experiments and other modes of observational method. In fact, people in their daily life ask various questions to satisfy their queries. Journalists, market researchers, observers and interested persons in different events ask a set of questions to others. According to the answers, they receive and form an opinion or a conclusion. The use of the questionnaire or a set of questions is a similar process in the research. The research questions are built firmly to obtain answers that are relevant to the variables selected for analysis.

In this study we chose to use the questionnaire to collect data, as this would allow the researcher to produce a much larger sample than just face to face interviews. Furthermore, questionnaires are anonymous and therefore more reliable, since they promote greater honesty. In addition, the questionnaires provide data which can be used easily for statistics.

The questionnaire used in this research consisted of 04 sections and were close-ended and open-ended questions. It includes dichotomous questions (yes/no) and questions with some answers choice. Questionnaire was designed as a research tool to collect data from 30 students who are studying at Ahmed Oroua Secondary school during the year 2019-2020.

3.1.1. Description of the Questionnaire

The questionnaire consists of four sections: the students' background information, reading skill and reading comprehension, perception on authentic materials and perceptions on the use of authentic materials to develop reading comprehension.

	Rubric 1	Rubric 2	Rubric 3	Rubric 4
Title of the rubric	Background information	Reading comprehension	Authentic materials	Perceptions on the use of authentic materials to develop reading comprehension
Number of questions	2	3	4	9
Type of questions	Close- ended	Close- ended	Open -ended Close- ended	Close- ended Open –ended

3.1.1.1. Section one: General background information

It contains personal questions about age and gender.

3.1.1.2. Section two: Authentic Materials

In this section, it is attempted to elicit learners' perceptions on the use of authentic materials. In particular, Q3 and Q4 deals with whether their teachers use authentic materials inside language learning classroom and in which course they use them. Whereas Q5 attempt to know the kind of authentic materials which their teacher selected in the class.

3.1.1.3. Section Three: Reading Comprehension

This section contained four main questions concerning the reading comprehension. In Q1 and Q2 and Q3 learners are asked about reading, namely its importance and if they benefit from the reading course. Moreover, the main aim of question eight is to inspect whether their teachers motivate them to read. In Q4 learners were asked about the appropriate strategies to master the reading comprehension skill.

3.1.1.4. Section Four: Perceptions on the use of authentic materials for developing the reading comprehension

This section involves nine questions with regard to the use of authentic materials for developing the reading comprehension. Therefore, the first two questions Q1 and Q2 are concerned with

whether learners like reading from authentic materials. In Q3, Q4 and Q5 learners are asked whether they found difficulties and how were their abilities in reading some authentic materials. Whereas, Q6 deals with learner's perceptions on the best way to develop their reading. Moreover, the main aim of Q7 attempts to inspect whether English teachers encourage them to use authentic materials in the real life for developing their reading comprehension. In Q8, learners are asked about teachers' number of using authentic materials for enhancing that skill whereas the last question, Q9 learners are asked which kind of materials they prefer in the teaching of reading comprehension.

3.1.2. The administration of the questionnaire

In this study, the questionnaire was specifically summited to thirty (30) students at third grade, five (05) males and twenty-five (25) females. The administration phase took place during the second semester of the educational year 2019-2020, mainly, on February 2020.

Therefore, it was administered to the participants in their classroom, students are taken a session before distributing the questionnaire for the purpose of demonstrating the concept of authentic materials for them.

Additionally, in order to complete the questionnaire easily and give reliable answers. Students were taken 40 minutes to answer the questions, then, it was collected. The questionnaire helps to gain learners' perceptions on the use of authentic materials for developing their reading comprehension.

3.2. Interview

It is an effective tool used for data collection, about this, De Marrias (as cited in Merriam., 2009, p.87) defines interview as “a process in which a researcher and participant engage in a conversation focused on research questions related questions”.

On the other hand, three types of interviews are presented by Merriam (2009): Highly structured or Standardized, Semi structured and Unstructured or Informal standardized. Questions and the order in which they are answered are determined in highly structured or standardized interviews; semi structured interview are less structured, open ended and the questions are more flexibly worded.

There are no predetermined questions in unstructured interview and it is basically exploratory. Thus, in our research we applied the semi structured interview because according to its

characteristics our participants could express their opinions and perceptions about the subject of the research.

3.2.1. Description of the interview

The interview questions were developed to collect further information for further interpretation of results. This semi-constructed interview questions were made of one main sections for teachers with different questions and purposes.

This interview consists of ten (10) open-ended questions, which are designed for getting more information about the seven teachers' views who have experiences in teaching reading course. Thus, this interview targets to know teachers' perceptions about the use of authentic materials in improving EFL reading comprehension.

3.2.2. Administration of the interview

The interview is delivered to the teachers as qualitative method; it was applied to seven (07) English teachers at Ahmed Oroua Secondary School in order to know their personal points of views on the use of authentic materials in developing students' reading comprehension in EFL classes as in the appendix (B). Participant are taken time to answer the questions in order to have reliable information.

3.3. Piloting the questionnaire and the interview

A pilot questionnaire and interview was first given to six (06) English teachers from Msila University' English language Department who have experience in teaching secondary school students, in order to test the appropriateness and the relevance of the questions and to show whether there are any areas of ambiguity or confusion. Some elements were added and others items were totally removed during the piloting phase. After that, the final version of the questionnaire and the interview was submitted.

4. Data procedures

In collecting the data, the researcher used the following procedure, they are as follows:

- Determining the research problem

The first step of this research was determining the research problem. The researcher determined the kind of problems that appear in class.

-Determining the population and selecting the sample:

The population of this research was at first third year student of Msila university and then dropped due to the fact that they did not even study a reading module, after that it was changed to third

year students at Ahmed Oroua secondary school. The researcher took one class based on their proficiency level.

-Administering Questionnaire:

The researcher gave a questionnaire to the students to see the students' perceptions toward authentic materials. The questionnaire consisted of 04sections. Then, the students were given 40 minutes to answer the questionnaire. The results of the questionnaire was used to know the students' perceptions on the use of authentic materials to develop reading comprehension.

-Administering the interview.

-Analyzing the Data:

The researcher analyzed the data using quantitative and qualitative methods of analysis.

5. Data analysis methods

For achieving a deep understanding of the research case, some collective data tools are provided in this research paper, therefore the researcher needs to use multiple or several types of data sources (Woodside., 2010, p. 6) to make sure that the case was not viewed from one side, but from various sides which enable the researcher to reveal and understand multiple facets of the phenomenon.

Thus, data collected during this research study was arranged and analyzed using statistical charts to interpret the results qualitatively and quantitatively. The graphs we choose were relevant for the purposes of our study, they provide a comparison between participants' answers, and views using percentages as well as frequencies. We used Micro Soft Office Excel program in this study in order to calculate data by presenting them in graphs and sectors to achieve valid and reliable results.

The questionnaire was conducted using quantitative method and the interviews were carried out using qualitative method. The results of the questionnaire were analyzed statistically and displayed in forms of tables and graphs preceded by description and explanations. Whereas, the information gathered through the interview have been analyzed in textual form through the thematic analysis.

Section Two: Data Analysis and Discussion of Results

In this section, data were collected from various research tools used during this investigative study (using a mixed approach); namely, questionnaire submitted to the students and the interview to their teachers. The analysis and the evaluation of this kind of data is carried out using both qualitative and quantitative data analysis methods. This means that in this chapter a collection of textual knowledge or narrative techniques have been used, in addition to the statistical one which is based on nu

numbers, frequencies and percentages use.

The data obtained from the interview were qualitatively analyzed; whereas the one of the questionnaire was analyzed in both quantitative and qualitative method. Thus, the present section aims to address the research questions by analyzing and interpreting the main research results.

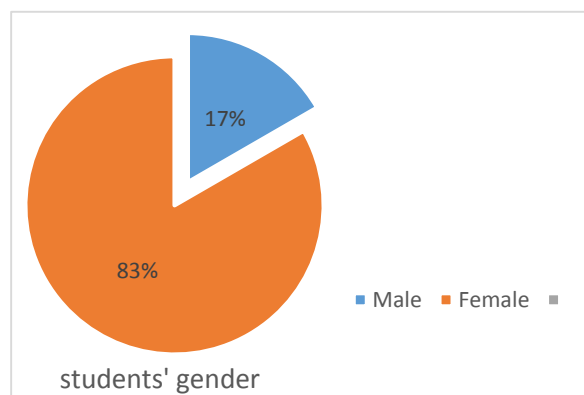
1. Students' Questionnaire Analysis

1.1 Section One: General Information

The general information section deals with students' background information (gender and age) 5 males and 25 females have answered the questionnaire, their age was ranging between 18 and 20 years.

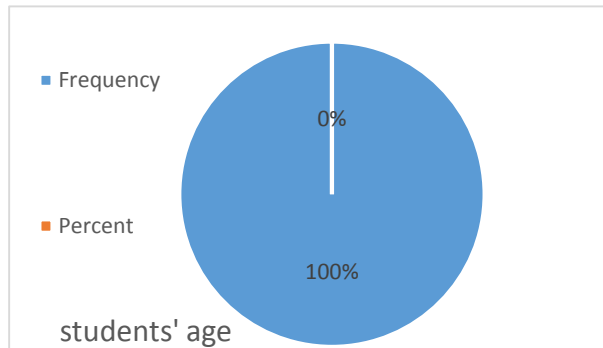
Q 1: Students' gender

	Frequency	Percent
Male	5	16.7
Female	25	83.3
Total	30	100.0



Q 2: Students' age

	Frequency	Percent
18-20 years	30	100.0

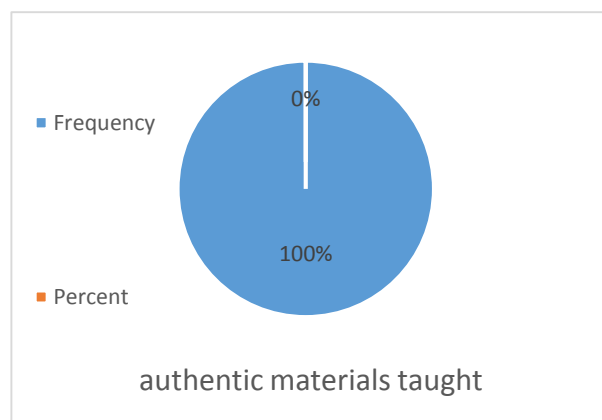


1.2 Section Two: Attitudes towards the Use of Authentic Materials

The second section deals with students' opinions and attitudes towards authentic materials. It contains 03 questions.

Q 1: Do you know what authentic materials are?

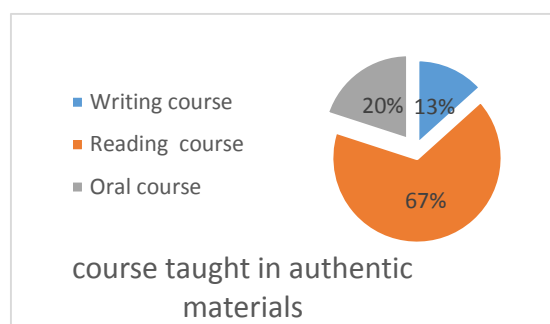
	Frequency	Percent
Yes	30	100.0
No	00	00



All students answer by yes, that is to say, all students have an idea about what really authentic materials are.

Q2: In which course do your teachers use authentic materials?

	Frequency	Percent
Writing course	4	13.3
Reading course	20	66.7
Oral course	6	20.0
Total	30	100.0

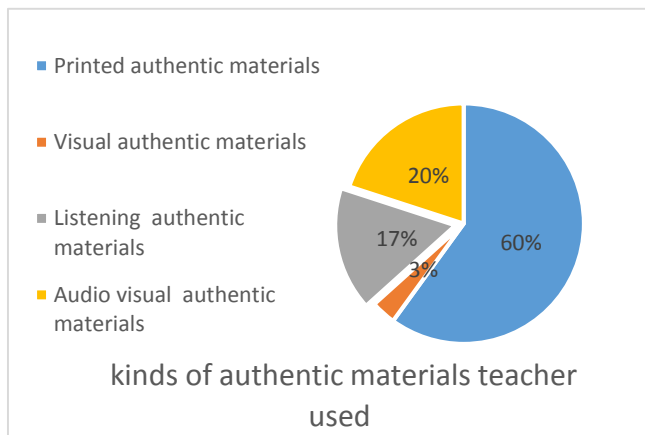


Results obtained from this question indicates that 20 students representing (66.7%) answered that their teachers used authentic materials in the reading course. Whereas, 06 students (20%) answered that teachers use it in the writing course. Moreover, 06 students representing (23.3%) indicate that authentic materials were used by teachers in the oral course. Thus, the majority of the respondents of the students showed that authentic materials were used in the reading course, therefore, the use of authentic materials in the reading course may be due to the positive effects of these authentic texts on improving students' reading skill, or may be students prefer to see things as they are in the reality to learn better.

Q3: What kind of authentic materials do your teacher often use in classroom?

This question targeted to know the main kind of authentic materials used by teachers inside the language learning classroom.

	Frequency	Percent
Printed authentic materials	18	60.0
Visual authentic materials	1	3.3
Listening authentic materials	5	16.7
Audio visual authentic materials	6	20.0
Total	30	100



The obtained results show that 18 students (60%) indicate that printed authentic materials are the main type used by teachers. While, 06 students (20%) answered that teachers used audio visual authentic materials, 05 students representing (16.7%) said that listening authentic materials are highly used. Other participant students (3.3%) chose visual authentic materials.

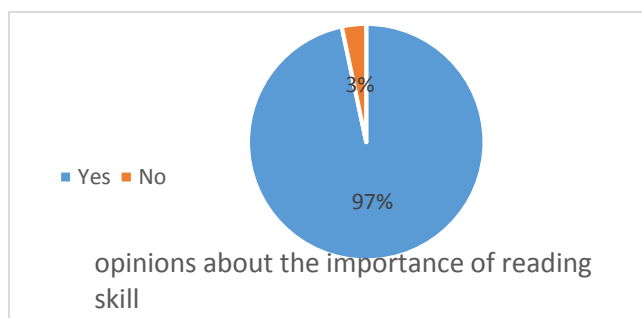
Considering students' responses, we can conclude that printed authentic materials are the most used kind of authentic materials in language learning classroom, and teachers do not use more visual authentic materials since few responses indicated it above, this may happen due to the lack of its appropriate tools and instruments in the institution.

1.3. Section Three: Reading Comprehension

This section aims at collecting data about the reading skill, and its importance. Thus, it contains 04 questions.

Q1: Do you think reading is an important skill to learn a language?

	Frequency	Percent
Yes	29	96.7
No	1	3.3
Total	30	100.0

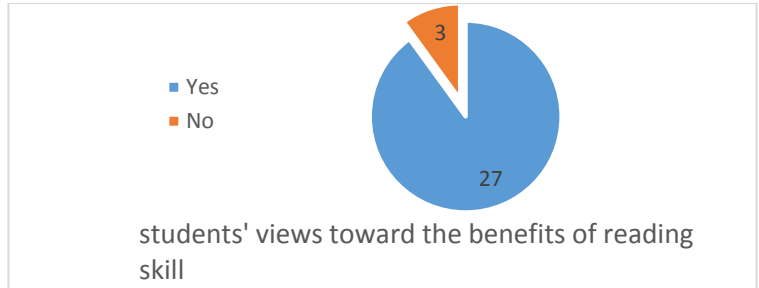


Data constructed from this question indicates that 29 students (96.7%) answered that they find the reading skill interesting; whereas, just one student representing (3.3%) said that he does not find reading skill an interesting one. Based on the students' answers, we can conclude that many students are aware of the importance of reading skill in their educational and professional success.

Q2: If yes, do you benefit from the reading course?

This question aimed at checking student' views towards the benefits of reading course.

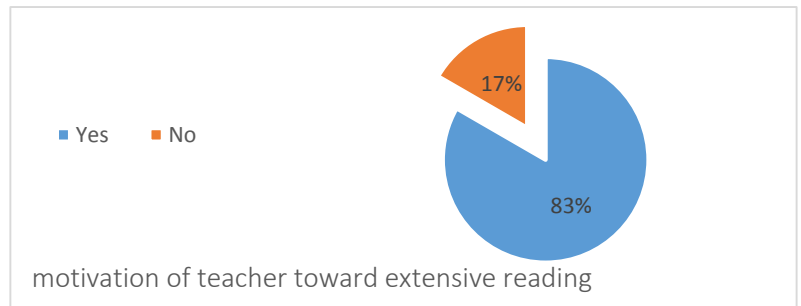
	Frequency	Percent
Yes	27	90.0
No	3	10.0
Total	30	100.0



The obtained results indicate that 27 students (90%) said that reading skill is a beneficial skill. Whereas, 3 students (10%) reported that they did not benefit from reading course. Thus, reading skill may be beneficial to the majority of students.

Q3: Does your teacher motivate you to read extensively?

	Frequency	Percent
Yes	25	83.3
No	5	16.7
Total	30	100.0



The responses of this question show that 25 students (83.3%) said that teacher help learners and motivate them to read extensively. Whereas, 05 students (16.7%) answered that teacher does not motivate learners to read extensively. According to students' responses, we can deduce that teachers play a great role in motivating and encouraging their students to read extensively. Therefore, most of students believe in the positive role of teachers.

Q4: What strategies and materials do you think most appropriate to master the reading skill?

This question attempted to highlight students' views concerning the strategies used in order to master reading skill, these strategies listed as follows:

- reading books, newspaper and magazine.
- reading novel and short stories.
- reading everything every day.
- try to comprehend difficult word.
- listening to music because it helps in pronunciations.
- make reading skill as a habitual action.

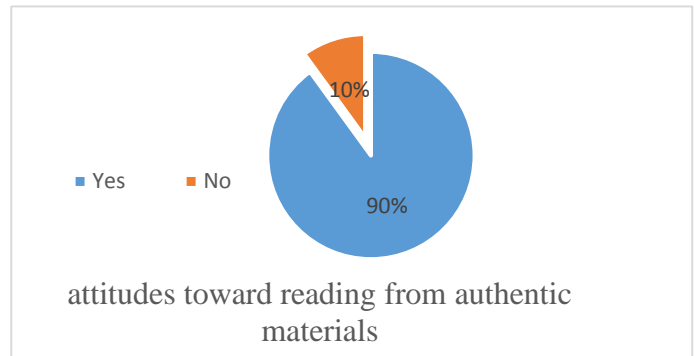
All the suggested strategies are types of authentic materials. Thus, it indicates that this latter can be used to master reading skill.

1.4. Section Four: Perceptions on the use of Authentic Materials for Developing Reading Comprehension

This section contains 09 questions and it aims at collecting information about how authentic materials can develop students' reading skill.

Q1: Do you like reading from authentic materials?

	Frequency	Percent
Yes	27	90.0
No	3	10.0
Total	30	100.0



Results obtained from this question indicate that 27 students representing (90%) said they prefer read from authentic materials. Whereas, 03 students (10%) answered that they do not prefer using authentic materials while reading tasks. Thus, the majority of the answers show positive attitude towards the use of authentic materials in reading, this may be due to the positive effects of these authentic materials on improving their reading skill, or may be students prefer to see things as they are in the reality to learn better.

Q2: If yes, why?

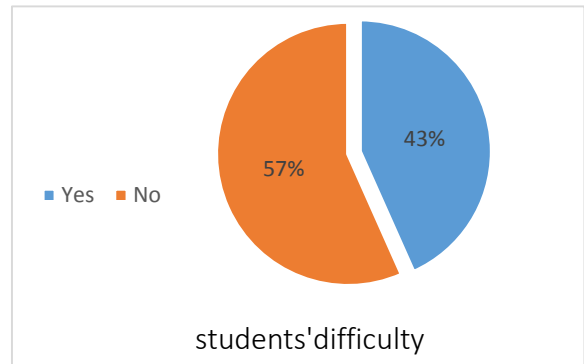
This question was raised to those who prefer to read from authentic materials to specify their reasons which are listed as follows:

- because it is so simple.

- because authentic materials facilitate and promote understanding.
- they give more information and give what native speaker write and speak.
- they contained new words.
- they contain a natural language.

Q3: Do you find difficulties and problems in reading some authentic materials?

	Frequency	Percent
Yes	13	43.3
No	17	56.7
Total	30	100.0



The responses of this question showed that most of students (56.7%) claimed that reading from authentic materials may cause a difficulty. While, the rest of the students (43.3%) said that they did not find problems or difficulties when they read from authentic materials. Based on students' opinion, most of them believe that authentic may sometimes be difficult to be read, because this latter could contain some complex structures.

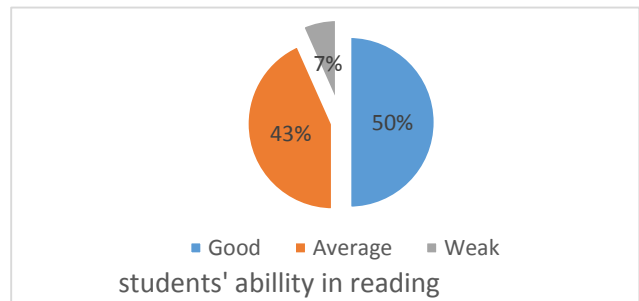
Q4. If yes, what are they?

In this question learners are asked to specify some problem and difficulties faced them while reading from authentic materials thus the majority of them replied that authentic materials contain a lot of complex words that hinder understanding and comprehension. However, some indicate that they suffer when reading from authentic materials because they contain unfamiliar structure.

Q5: How do you evaluate your reading ability from authentic materials? Why?

This question aimed at getting students' evaluation of their reading skill

	Frequency	Percent
Good	15	50.0
Average	13	43.3
Weak	2	6.7
Total	30	100.0

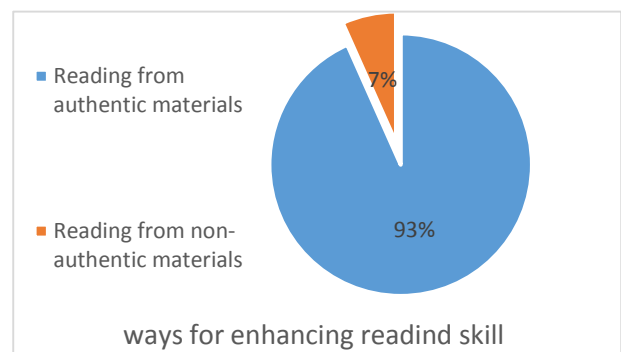


The results obtained from this question reported that 15 students (50%) evaluated their ability as good in reading comprehension, whereas 13 students (43.3%) indicated that they are average. However, two students reported that they are weak in reading comprehension. They evaluate their ability due to the fact that reading task is not to that complex process especially when it comes to reading from authentic materials. Thus, we can conclude that most students are able to read and their ability is good, this may be due to the use of authentic materials or to the students' awareness about the importance of such a skill.

Q6: In your opinion, what is the best way to enhance the reading comprehension skill?

This question asked to know students' opinion about the best ways that help them to enhance their reading comprehension skill.

	Frequency	Percent
Reading from authentic materials	28	93.3
Reading from non-authentic materials	2	6.7
Total	30	100.0

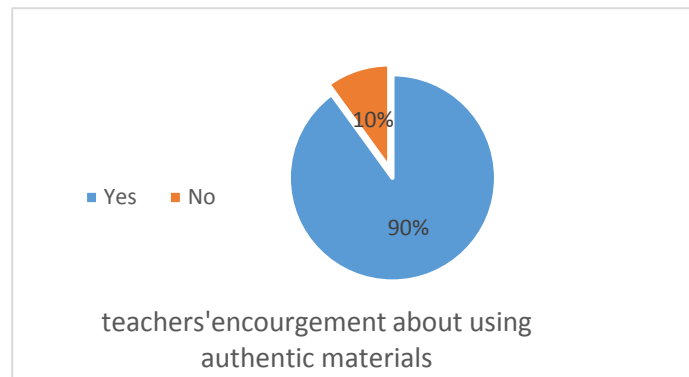


The majority of students 28 (93.3%) see that reading from authentic materials is the best way to enhance their reading comprehension skill, unlike two students (6.7%) who do not prefer to read from authentic materials (non-authentic materials), thus most students considered that authentic materials is the best way to enhance their reading comprehension skill, because they help them in understanding and could promote their learning in general.

Q7: Does your teacher encourage you to use more authentic materials outside the classroom environment to develop your reading comprehension?

This question was asked in order to know teachers' motivation of students' use of authentic materials to improve reading skill.

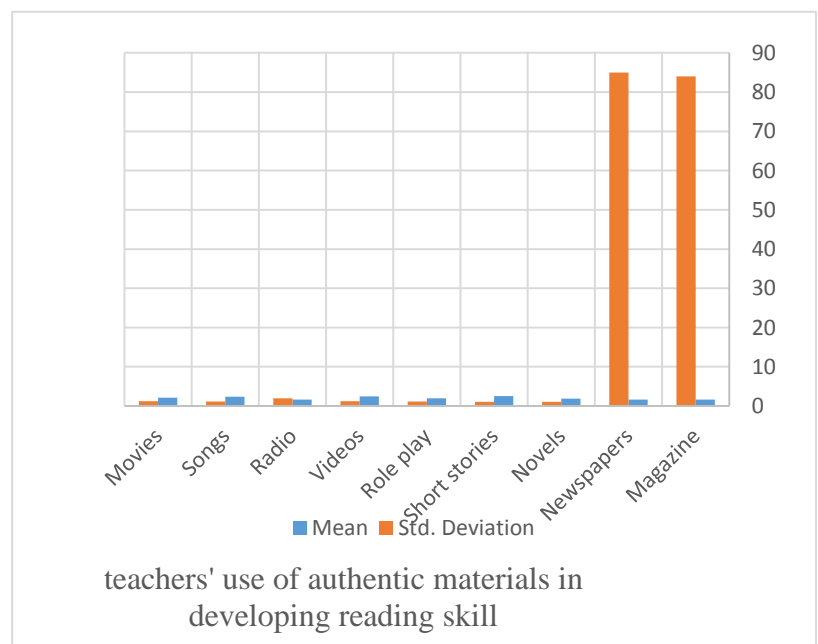
	Frequency	Percent
Yes	27	90.0
No	3	10.0



As it can be observed above, 27 students (90%) showed that teachers help them to improve reading skill by encouraging them to read from authentic materials. Whereas, three students (10%) indicate that teachers do not motivate students to read from authentic materials, all these results may indicate that teachers are aware of the important role authentic materials play in order to improve reading skill, therefore they motivate students to read from them.

Q8: How often do your teachers use the authentic materials for developing your reading comprehension?

	Mean	Std. Deviation
Magazine	1.66	.84
Newspapers	1.63	.85
Novels	1.86	1.04
Short stories	2.50	1.07
Role Play	1.93	1.17
Videos	2.46	1.19
Radio	1.63	.99
Songs	2.36	1.15
Movies	2.10	1.24



In this table, we calculated the means and standard deviation of the used authentic materials, and compared between them in order to know how often teachers vary the authentic materials for tasks and activities in each session. The data obtained from this graph (bar chart) showed that the mean (1,66) of using magazine is low with a standard deviation of (84), which means that the teachers do not often use this kind of authentic materials in classroom. Moreover, the means of using newspaper (1.63) and radio (1.63) are also low with a standard deviation of (85), (99) this indicates that teachers do not use much newspapers and radio as a kind of authentic materials. In addition, the mean of using novel (1.86) and role play (1.93) are also low with a standard deviation of (1.04) and (1.17), which show that these materials are as well rarely used by teachers inside the classroom.

However, the means of the using materials of short stories (2.5), movies (2.10), songs (2.36), and videos (2.46) are considered high with standard deviations of (1.07), (1.24), (1.15), (1.19). This indicates that these types of authentic material are highly used by teachers in the classroom.

Q9. What kind of materials do you suggest for your teachers to use in teaching reading comprehension?

Regarding the last open question, which is concerned with the suggested kind of authentic materials to be used by teachers in reading course, the majority of answers given by the participants is that teachers should use all types of authentic materials especially books, magazines, newspaper, novels and videos.

2. Analysis of Teachers' Interview

To find information and obtain more data about the use of authentic materials for developing reading comprehension by the seven interviewed EFL teachers, the researcher conducted an in depth interview as an instrument to find out teachers' views about the research issue. These teachers have various teaching experiences. Two (02) out of seven (07) participants have four (04) years teaching reading courses, one participant (01) has eight (08) years of teaching reading courses. Another participant has nine (09) years of reading teaching experience. One participant has eleven (11) years. For the last two participants, one has twelve (12) years and the other one has been teaching reading for twenty-one (21) years.

Concerning their answers about learners' reading ability, three (03) out of seven (07) participants believed that learners have good ability in reading. Whereas, the other four (04) teachers stated that learners' reading ability is average and it depends on each student and his capability to learn since

it differs from year to another. In the same line, they showed that some students have an average ability because of the lack of vocabulary and motivation, but generally most of them are believed to be good.

As for the enhancement of the reading comprehension skill, two (02) teachers believed that students can improve their reading comprehension by practicing as much as possible the reading skill and enhancing their listening and speaking abilities. Other two (02) participants confirmed that learners should read as much as they can and do not hesitate to ask questions for their teachers. In addition, three (03) of them said that students can enhance their level through reading short stories, newspapers (online ones if possible), articles and tales, and by focusing on the words which help them to understand the main ideas.

Regarding difficulties which learners encounter in reading comprehension, all participants confirmed that students are unable to understand the text as a whole especially when they face new vocabulary and terminology that look too difficult, this may be due to their lack of background knowledge. In this respect, they added that the poor short memory makes them struggle in decoding long words, thus they will be unable to get the general idea.

Moreover, participants were asked about whether they use authentic materials in their classes and from which sources they obtain these materials, all of them affirmed that they use authentic materials in their classes since they make learning a FL easy for both teachers and students, they make them interact and integrate with learning process to avoid boredom. Concerning the sources of these materials that teachers use, all participants agreed that the internet is the main source because it provides all kinds of sources such as books, magazines and websites to support reading comprehension.

Furthermore, teachers were asked if the secondary school possess the appropriate authentic equipment to teach reading comprehension, all of them stated that their school has some materials, but they are insufficient. There is still a need for new materials because teaching and learning need collective cooperation between all members of the school.

Then, teachers were asked about their views concerning teaching reading comprehension in the EFL classes with the use of AM. In that, all participants affirmed that the use of authentic materials is beneficial because they help foster learning abilities. With this respect, they are so important in drawing students' attention in the learning process. Most of the participants agreed that approximately about 80% from these materials can help EFL students to develop their reading

comprehension, they are considered as an effective tool to help students improve their fluency while reading, and allow them to care more about the language they use.

As for the last question, participants were asked for suggesting strategies or ways to deal with learners' RC difficulties, four (04) of them mentioned that practice and motivation are two key factors for students to have better understanding of reading comprehension. The three (03) other teachers support reading from different sources i.e. books, novels and newspapers, because through reading students can expand their vocabulary and improve their spelling and writing. Additionally, they pointed out that students' attention to text features are likely to be particularly useful when reading expository or information text. Hence, the effective diagnosis of reading difficulties is important in identifying possible solutions.

3. Interpretation of the Main Findings

The study was conducted for the purpose of identifying EFL teachers and learners' perceptions on the use of authentic materials for developing reading comprehension at Ahmad Oroua secondary school. To answer the research questions, a questionnaire to third year foreign languages students and an interview to English teachers at Ahmad Oroua secondary school was accomplished for this work. After analyzing the gathered data, the main discussion of the questionnaire and interview findings is as follows.

3.1. Students' Questionnaire

Concerning the results obtained from the analysis of the students' questionnaire, it can be resulted that all students are familiar with authentic materials. Thus, the majority of them show positive attitudes towards the use of authentic materials in language learning classroom. They showed that authentic materials are used by teachers in the reading course, may be due to its positive effects in improving students' reading skill, or may be students prefer to see things as they are in the reality to learn better.

It has been revealed that printed authentic materials are the most used kind of authentic materials in language learning classroom, and teachers do not often use visual authentic materials, this may happen due to the lack of appropriate tools and instruments in the institution. Moreover, many students showed that they are aware of the importance of improving reading skill because such a skill is so essential for their educational and professional success.

Furthermore, it can deduced from the study findings that teachers play a great role in motivating and encouraging their students to read extensively. Therefore, most students believe in the positive

role of teachers. Most students considered that authentic materials is the best way to enhance their reading comprehension skill, because they help them in understanding better and can promote their learning in general.

Finally, it can be indicated that authentic materials such as texts obtained from the internet, printed story book, videos, and pictures are used by the majority of students at Ahmed Oroua High School in order to develop their reading comprehension.

3.2. Teachers' Interview

The results obtained from teachers' interview revealed that all EFL teachers, regardless of their teaching experience and academic degree, have positive attitudes towards the use of authentic materials for developing learners' reading comprehension in their classes. Therefore, they showed more interest in how language is used in real life situations since authentic materials such as the internet and newspapers can enhance students' skills and expose them to the real English language. Moreover, teachers indicated that they have often used authentic materials during the reading courses, and the internet was the main used source for obtaining authentic materials.

General Conclusion

Authentic materials play a significant role in the teaching and learning contexts. They provide opportunities to be accustomed to the real language, help more in understanding native speakers' speech, encourage students to enhance various skills, create independent students who are aware of their learning process and allow them to find satisfaction in the successful accomplishment of a learning task. The current study aims to identify EFL teachers and learners' perceptions on the use of authentic materials for developing reading comprehension, three research questions were raised for this sake:

1. What are teachers and learners' perceptions towards the use of authentic materials for developing EFL reading comprehension?
2. To what extent do authentic materials affect EFL learners' reading comprehension?
3. Do Ahmed Oroua secondary school teachers use authentic materials?

For developing the present study, a review of the literature about authentic materials and the reading comprehension was tackled. The literature review chapter has been divided into two sections that dealt with some issues for implementing authentic materials to improve learners' reading comprehension. In addition, a practical chapter was devoted for presenting the different data gathering tools which had been used in this study. In this chapter, the analysis and the interpretation of the obtained results have been discussed. This study was concluded by offering some suggestions and recommendations for future research.

The main research findings revealed that EFL teachers and foreign language pupils at Ahmed Oroua secondary school have positive attitudes towards the use of authentic materials for developing reading comprehension. Thus, they used different authentic materials including audio and videos ones, in addition to the use of internet as the main source to obtain authentic materials. The study findings showed also that the implementation of such materials have positive effects on learners' reading comprehension. Hence, the use of reading authentic materials is highly recommended in the teaching and learning contexts. It is also recommended to raise students' awareness about the use of such materials in order to increase their level and help them understand better the language.

1. Pedagogical Implications

The main purpose of this research was to investigate teachers and learners' perceptions on use of authentic materials for developing reading comprehension skill. The research questions inquired whether authentic materials have any significant effects in improving reading comprehension of

EFL learners at Ahmed Oroua Secondary School. The data analysis and the results of this research revealed that authentic materials noticeably are effective in the improvement of reading comprehension of learners. Therefore, these research findings present the following implications for EFL learners, teachers, curriculum developers and material designers in case of dealing with language learning, teaching, and developing EFL materials.

1. 1 Recommendations for EFL learners and teachers:

Language studies in the field of using authentic materials are well advised to take implications presented in this study into account. Based on to the findings of this study, it is suggested that EFL learners who use authentic reading materials could improve their L2reading learning. It can be stated that some of the main goals of language teaching and learning is to improve language learners' abilities in communicative skills. Consequently, the use of authentic materials may help learners to achieve this purpose.

Additionally, learners are recommended to familiarize themselves with authentic materials and benefit from their advantages in order to improve skills such as speaking, writing and listening. Finally, learners are also recommended to gain some knowledge about concepts such as authentic and non-authentic materials.

1.2 Recommendations for curriculum developers and material designers:

To prepare and create additional training curriculum, content creators should collaborate with both teachers and students. They need to cooperate with teachers and decide what teaching materials they could develop. The results of this study may be beneficial for material developers in designing and preparing syllabi that are more adaptable with those authentic materials to help language learners use language communicatively. Material developers should produce materials that teachers will use throughout their classes, that is, the materials should be in line with students' needs (authentic materials) and they should be appealing to students' interests.

2. Limitations of the study

The present study about EFL teachers and learners' perceptions on the use of authentic materials has several limitations that can be noticed for future researches. Firstly, the small size of the sample is one of the limitations, we opted only 30 students as participants for this study and this constrain the generalization of the findings and the validity of the results. Secondly, the most important limitation is the unwilling circumstances that our country went through, which lie on the spread of corona virus that resulted in difficulty to communicate personally with each other. In addition,

some resources like books and articles were very difficult to obtain. Hence, the study findings do not represent other Algerian secondary schools or other contexts.

3. Suggestions for further researchers

The study has been conducted about the use of authentic materials with a small sample. Further studies may apply more participants in different contexts so that the conclusion might be more general. Moreover, it is suggested to conduct another study about the importance of authentic materials for reducing EFL learners' anxiety level. In addition, researchers can deal with the use of authentic materials for the improvement of EFL students' proficiency level, because using authentic materials in teaching English to EFL learners has a vital role for an effective, practical and enjoyable learning process.

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APPENDICES

APPENDIX (A): Students' Questionnaire

Dear students:

You are kindly invited to answer the following questionnaire that aims to identify Teachers and Learners' Perceptions about The use of Authentic Materials for The Development of Reading Comprehension in EFL Classroom.

Your contribution is very important for the present research.

Please tick your appropriate answer:

Section one: Background Information

1. Gender: Male Female
2. Age: 18-20 20-25 more than 25

Section two: Authentic Materials

1. Do you know what authentic materials are?

Yes No

2. If yes, in which course do your teachers use them?

Written course Reading course Oral course

3. Which kind of authentic materials do your teachers often use in classroom:

- a. printed authentic materials
- b. visual authentic materials
- c. listening authentic materials
- d. audio-visual authentic materials

Section three: Reading Comprehension

1. Do you think reading is an important skill to learn a language?

Yes No

2. If yes, do you benefit from the reading course?

Yes No

3. Does your teacher motivate you to read extensively?

Yes

No

4. What strategies and materials do you think most appropriate to master the reading skill?

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.....
.....

Section Four: Perceptions on The use of Authentic Materials for Developing the Reading Comprehension

1. Do you like reading from authentic materials?

Yes

No

2. If yes, why?

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.....
.....
.....

3. Do you find difficulties and Problems in reading some authentic materials?

Yes

No

4. If yes, what are they?.....

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.....
.....

5. How do you evaluate your reading ability from authentic materials?

Good

Average

Weak

why?.....
.....
.....
.....

6. In your opinion, what is the best way to enhance the reading comprehension skill

Reading from authentic materials

Reading from non-authentic materials

7.Does your teacher encourage you to use more authentic materials outside the classroom environment to develop your reading comprehension?

Yes

No

8.How often do your teachers use the authentic materials for developing your reading comprehension?

Types of authentic materials	Never	Rarely	Sometimes	Always
Magazines				
News Papers				
Novels				
Short stories				
Role play				
Videos				
Radio				
Songs				
Movies				

9.What kind of materials do you suggest for your teachers to use in teaching reading comprehension?.....

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.....
.....

Thank you.

APPENDIX (B): The interview

Dear teachers:

I will be very grateful if you help me to answer these questions that aims to collect some data about “EFL teachers and learners’ perceptions on the use of authentic materials for developing reading comprehension». Thus your precious help is mostly appreciated.

Q1. How long have you been teaching reading courses?

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.....

Q2. How do you consider your learners reading ability?

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Q3. In your opinion, how can students improve their reading comprehension?

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Q4. From your experience in TEFL, what are the main difficulties your students encounter in reading comprehension?

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Q5. Do you use authentic materials in your classes? why?

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Q6. What are the most used sources to obtain these materials?

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Q7. According to you, does the secondary school possess the appropriate authentic equipment to teach reading comprehension?

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Q8. What do you think of teaching reading comprehension in the EFL classroom with the use of authentic materials?

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Q9. How much do you think authentic materials help EFL students to develop their reading comprehension?

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Q10. In your opinion, what strategies could you suggest to deal with your students reading comprehension difficulties?

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Thank you.

الملخص

ان فكرة استخدام الوسائل الاصلية في تعليم اللغات مدعومة من طرف متخصصين في مجال علم أصول التدريس حيث انهم يوفرون دافعا واهتماما كبيرا اثناء عملية التعلم. لذلك يهدف هذا العمل الى التعرف على مواقف كل من مدرسي ودارسي اللغة الإنجليزية في استخدام الوسائل الاصلية لتطوير مهارة الفهم القرائي على مستوى ثانوية الدكتور احمد عروة بمقرة. لإجراء الدراسة وتحقيق نتائج فعالة تم الاعتماد على المنهج الوصفي من خلال توزيع استبيان على ثلاثين طالب في اللغات الأجنبية للسنة الثالثة ثانوي في ثانوية احمد عروة، وكما تم اجراء مقابلة مع سبعة من مدرسي اللغة الإنجليزية في نفس الثانوية. اثبتت النتائج ان لكل من مدرسي ودارسي اللغة مواقف إيجابية نحو استخدام الوسائل الاصلية في تطوير فهم القراءة وهذا لمنحهم اهتمام كبير لتطبيق عالم حقيقي ومن هذا المنطلق، قد وضعت اقتراحات لرفع وعي الطلاب وتحفيزهم لاستخدام الوسائل الاصلية لفهم حقيقة استعمال اللغة في بيئة التدريس وخاصة في اقسام دارسي ومدرسي اللغة الإنجليزية.

الكلمات المفتاحية: مواد اصيلة، فهم القراءة، مدرسو اللغة الإنجليزية كلغة اجنبية، تلاميذ المدارس الثانوية.