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University of Tiaret



Faculty of Letters and Languages
Department of Foreign Languages
Section of English

The Use of Authentic Materials in Teaching Reading

Case Study: Third Year Middle School Pupils

A Dissertation submitted to the Department of English as a partial fulfillment of the
requirement for the Master Degree in Didactics

Presented by:

Boudjhaiche ASMA

Bensaadi SOUHILA

Supervised by:

Mrs Lakhdar Toumi ASMA

Board of Examiners:

Ms. SAHLI Naima, MAA

Mrs. LAKHDAR TOUMI Asma, MAA

Mrs. CHIKHI Latifa, MAA

Chairwoman University of Tiaret

Supervisor University of Tiaret

Examiner University of Tiaret

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Dedication

This work is dedicated to our dear parents for their love and support.

To our sisters for their encouragement and motivation.

To our colleagues for being helpful.

Acknowledgment

Thanks to Allah almighty who enabled us to complete this work.

We would like to express our deepest gratitude to our supervisor Mrs. Lakhdar Toumi Asma for her support, guidance and advice.

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Abstract

Within the development of technology that plays an essential role in all domains, especially in education, teachers have a wide range of methods to teach a foreign language and develop language skill. Reading is a very significant skill in learning English as a second foreign language; it can be developed through different ways. The use of authentic materials in classroom is one of the helpful ways to teach reading. It provides teachers with a chance to experience the real language with its various features, and it represents a great tool to improve pupils' reading skills. The main objective of this study is to reveal the importance of using authentic materials in teaching reading and to examine its impact on the learners' acquisition.

Keywords: Authentic materials, Reading, Teaching/learning, English language

Table of Contents

Dedication	II
Acknowledgements.....	III
Abstract	IV
Table of Contents	V
List of Tables.....	VII
List of Figures	VIII
List of Graphs	IX
Introduction	1
Chapter One: Reading and Authentic Materials.	
1. Definition of Reading	5
2. Reading Process	7
2.1. Pre-Reading	8
2.2. While-Reading	9
2.3. Post-Reading	10
3. Authentic Materials	11
3.1. Definition of Authentic Materials	13
4. The Sources of Authentic Materials	13
4.1 Paper Based Materials	14
4.2. Audio-Video Materials.....	14
4.3. Internet and Media	15
Chapter Two: The Use of Authentic Materials in Teaching Reading.	
1. Teaching Reading.....	16
1.1 Reading Materials	16
1.2. Created Materials	17

2.Important Factors in Choosing Authentic Reading Materials.....	18
2.1. Suitability	18
2.2. Exploitability.....	18
2.3. Readability	18
3.The Use of Authentic Reading Materials in the Classroom.....	19
4. At Which Level Can Authentic Materials Be Used	20
5. The Role of Authentic Materials in Teaching	21
5.1. Arguments in the Favour of the Use of Authentic Materials	22
5.2. Arguments Against the Use of Authentic Materials	23
6.The Gap between Textbooks and Authentic Materials	24
7. The Effectiveness of Authentic Materials on Learners' Motivation	26
Chapter Three: Fieldwork	
1. Methodology, Tools and Sampling	28
2. Learners' Questionnaire Results	28
2.1. Data Analysis and Discussion of the Results	29
3. Teachers' Questionnaire Results.....	38
3.1 Data Analysis and Discussion of the Results	38
Conclusion.....	46
Recommendations and Suggestions.....	47
Appendices	49
1. Appendix A: Learners' Questionnaire.....	49
2. Appendix B: Teachers' Questionnaire	51
References	54
Summary	57
Résumé	58
ملخص	59

List of Tables

Table 2.1 Comparison of Advantages and Disadvantages of Authentic Materials.....	24
Table 3.1 Pupils Awareness about Authentic Materials	29
Table 3.2 The Use of Authentic Materials by the Teacher	30
Table 3.3 Sort of Authentic Materials Used in the Classroom	31
Table 3.4 Pupils' Reading Abilities.....	32
Table 3.5 Learning Reading	33
Table 3.6 Kind of Authentic Materials that Pupils Prefer	34
Table 3.7 Pupils Participate in the Classroom with Authentic Materials	35
Table 3.8 The Effects of Authentic Materials in the Pupils' Reading Skill.....	36
Table 3.9 The Use of Authentic Materials in Classroom.....	38
Table 3.10 The Aim of Using Authentic Materials	39
Table 3.11 The Sources of Authentic Materials	40
Table 3.12 Pupils' Level in Reading Skill.....	41
Table 3.13 Teaching Materials Design	42
Table 3.14 Pupils' Needs by Authentic Materials	43
Table 3.15 Development of Pupils Reading Abilities	44

List of Figures

Figure 1 The Component of Reading Skill.....	7
Figure 2 The Reading Process	10
Figure 3 Important Factors in Choosing Authentic Reading Materials.....	19

List of Graphs

Graph 3.1 Pupils Awareness about Authentic Materials.....	29
Graph 3.2 The Use of Authentic Materials by the Teacher.....	30
Graph 3.3 Sort of Authentic Materials Used in the Classroom.....	31
Graph 3.4 Pupils' Reading Abilities	32
Graph 3.5 Learning Reading	33
Graph 3.6 Kind of Authentic Materials that Pupils Prefer	34
Graph 3.7 Pupils Participate in the Classroom with Authentic Materials.....	35
Graph 3.8 The Effects of Authentic Materials in the Pupils' Reading Skill	36
Graph 3.9 The Use of Authentic Materials in Classroom	38
Graph 3.10 The Aim of Using Authentic Materials.....	39
Graph 3.11 The Sources of Authentic Materials	40
Graph 3.12 Pupils' Level in Reading Skill	41
Graph 3.13 Teaching Materials Design	42
Graph 3.14 Pupils' Needs by Authentic Materials.....	43
Graph 3.15 Development of Pupils Reading Abilities	44

Introduction

English has gradually achieved its significant identity as the world language during the globalization process. It plays an important role for learners to communicate in their daily life and to develop their knowledge. It has also an importance in all sides of life, mainly education. Teaching English as a second language to non-native learners has come across some complications and challenges regarding the selection of the most efficient authentic materials that link the gap between the content of the courses, teachers' aim and learners' needs. So, teachers are required to use various teaching methods and materials in their classroom to raise learners' motivation in classroom activities during the learning process. They have the chance to use and choose the material that suits their lesson. They are not limited just by the traditional method in which they simply use textbooks.

In this regard, we have seen authentic materials that are not designed for learning or teaching purposes can be used in the classroom to link learners with the real world and expose the natural language used by the target community and to faster their acquisition of the target skill. Learners prefer to touch, listen, see and feel what they are learning in the classroom that would reinforce their understanding and build up their competencies.

English teaching and learning are aimed at mastering the four language skills. One of these skills is reading, as Harmer (1998:70) says that reading is an incredibly active occupation. It means that reading enables learners to understand and know about the world. It enhances the language learners' competency; it requires two important tasks to be accomplished, which are comprehension texts and decoding words. That is why the teacher needs to use different techniques to ensure that his/her learners understood the text. Reading is considered as a powerful tool in helping learners to get new language. It can help them to improve their level and understand what the words mean in the text. In this statement, Allah says in surah

Al Alaq: *"read! Your Lord is the most generous, who taught by the pen, taught man that which he knew not."*(Surah Al Alaq: 3-5).

From the above lines, it can be understood that reading is very important; its role is to teach man. Reading has presented to teach man who does not know anything and make him know everything.

In order to facilitate the process of language acquisition, many teachers and scholars support the use of authentic materials in classroom. They believe that authentic materials provide more exposure to real life, language and culture. Additionally, they confirmed that the combination of authentic materials develops learners' skills in general, and reading in particular.

The use of authentic materials in teaching the second language in classroom has follow by several challenges. One of them is the selection of the most appropriate materials according to the aims of curriculum, the courses and even tasks. Authentic materials raise the sense of curiosity of learners and bring the real life into learning situation; the material is to keep the clear idea to use them in teaching to improve the language skills for learners.

The lack of using authentic materials in our schools motivates us to demonstrate its importance. The main objectives of the current research work; firstly, is to reveal the positive impact of using authentic materials in teaching reading. These methods can fill the gap between real world and the school. Secondly, is to highlight the effectiveness of using them in reading session and to support teachers to use them in classroom in order to explore their impacts on learners reading skills. Then, to get an insight over the current development of selecting the appropriate material in order to push teachers to choose the best materials for different lectures, and to satisfy their learners' needs, also to have motivated setting and to help them to get better results.

The following research questions will put the study in a clearer perspective:

- ✓ What is the role of authentic materials in improving the teaching/learning process of English language?

To provide in-depth answers to the main question, we ask the following targeting sub-questions:

- a) At what extent is it beneficial to use authentic materials for both learners and teachers?
- b) What are the appropriate authentic materials needed in teaching reading skills?
- c) Can authentic materials improve pupils' motivation and participation in the classroom?
- d) Do teachers prefer to use authentic materials in the classroom? Why?

In order to answer the questions listed before, the following hypotheses are suggested:

- ❖ Authentic materials are helpful tools in EFL classes; they play a major role in enhancing pupils' English level in four skills; especially reading.
- ❖ The use of authentic materials in classrooms will enhance the interaction between teachers and pupils as well their communicative competencies'.

Our research work is divided into three chapters. The first chapter reviews the theoretical background of the study in which it introduces the definition of reading and its process, then definition of authentic materials from different points of view and its sources. The second chapter is mainly concerned with the use of authentic materials in teaching reading and the created materials. It gives an insight about the role of authentic materials in teaching and the effectiveness of authentic materials on learners' motivation. The final chapter discusses the main findings of the study followed by a set of recommendations that may improve learners reading skill in classroom.

To undertake this research, the selected population includes third year middle school pupils since they were newly introduced to the technique of reading sessions. As for the research methodology, quantitative data will be collected through different research

instruments. A questionnaire is conducted with pupils to get their opinion concerning the use of authentic materials in the reading session in classroom. On the other hand, another questionnaire is conducted with teachers to check whether the use of authentic materials in classroom is helpful for their pupils and how.

Chapter One

Reading and Authentic Materials

Reading is one of the four fundamental language skills. In teaching reading, generally teachers use textbooks, but by using textbooks continuously, learners can be less motivated in studying the language. Therefore, to deal with this problem, teachers can provide authentic materials to support the textbooks. The purpose of using authentic materials is to prepare students for their social lives. Nowadays, most of children and pupils acquire the English language through watching movies and videos on television or computer and smart phones; it has been proved that this method is very beneficial for learners. There are plenty of strategies and authentic materials, which teachers can use to teach English as second language.

1. Definition of Reading

Reading is defined as a mental process that involves perceiving written text in order to understand its content and decoding symbols to arrive at meaning, according to M.C. Keown & Beck (2009) define reading as *"a complex mental process with various interacting sub processes"*(p.8). This means that demand different mental capacities when interacting with texts, reading also helps readers in recognizing words and lead them to develop their knowledge and comprehension towards a specific subject. Ring Pavan & Anton Marchi (2000) state that *"reading is not solely the ability to de code written texts hurt rather the ability to interact with knowledge received and make use of it"*. This means; when reading, reader uses his own strategies to understand what he is reading, he organizes ideas and uses textual clues to find the meaning of words.

Alderson states reading as *"...an enjoyable, intense, private activity, from which much pleasure can be divided, and in which one can become totally absorbed"*(2000; 28). For some people, reading is recognizing written word, but for others, it is an opportunity to teach pronunciation and practice speaking. In addition, reading is an important part of our daily lives.

Reading is a very important skill that pupils need to master because it helps them acquire knowledge and experiences. As Gagne and Yekovich (1993: 269) cited that "*skilled reading is a highly complex capability involving many component processes and extensive knowledge*".

Reading is the process of understanding the written symbols or printed text in document.

Tadros (2014: 2) cites it as a process of constructing meaning from written text. It is the most important skills that pupils should have to obtain information and knowledge about the native English communities.

Reading can be silent or loud, it is a receptive skill, and the reader receives information, so that the process requires the speaking skill as Brunan. W. K (1989) states reading as "*a two-way interaction in which information is exchange between the reader and the author*". Grabe (2009: 15) also shares the same attitude "reading is also an interaction between the reader and the writer". That means the process of reading is an exchange of previous knowledge and cultures from the author to the reader. Besides that, Alderson and Lyle (2005:13) stated, "*reading involves perceiving the written form of language visually or kinaesthetically*". From this interpretation, reading means understanding the written language of the text using different ways. Therefor reading is a visual process, which indicates that the reader reads letters, words, sentences that are presented in the text visually then translate these elements to meaning in order to get the general meaning of the text. Nuttall (1982) suggests four main purposes for reading:

- A-** To read in different ways for different purpose.
- B-** To read for authentic purpose.
- C-** To read for information purpose.
- D-** To read for communicative purpose.

Overall, comprehension is the core of the reading task in which the effective reader employs strategies as keys to look behind the structure and see the hidden meaning of the text.

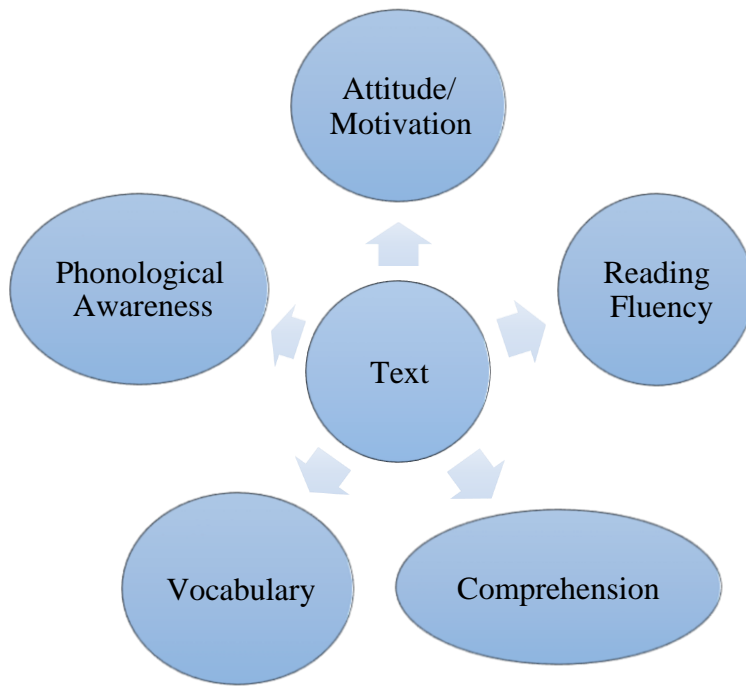


Figure 1: The component of reading skills

2. The Reading Process:

According to Paran (2003): *"teachers need intensive reading to increase the three phases of learning called pre, during and post reading for better language readiness, retention, and activation strategies"*. From Paran's interpretation, reading process is steps that learners go through when they read. Therefore, the easiest way to define reading process is the three phases or processes that help pupils to develop their reading skills and to help them to become experts and strategic readers. In the reading process, there are three stages as Koda (2004) cited:

Pre-reading strategies mainly assist in the activation of prior knowledge relevant to the text to be read; during reading strategies mainly and main idea detection through inferences and cross-referencing; and post reading strategies comprise activities for reviewing and pondering text context. (p207)

In brief, pre, during and post reading are important phases in the reading process where the teacher in the beginning helps pupils to produce ideas with asking some questions to make pupils aware of the next topic. Next, he/she asks them to read and think about the main idea

and the message of the author. Finally, he/she asks them to summarize the important point from the text.

2.1. Pre-Reading:

Pre-reading is the process of previewing or skimming a text to find the pupils the key ideas before reading a text. Teachers can use a concept map called a KWL chart where pupils mention what they know (K), what they want to know (W), what they learned after they have read (L). Harmer (1991)

We will not get student to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened. Especially where the subject matter of the texts may not be immediately appealing to them, we have the responsibility to make students interested and to encourage them to tackle the text with positive anticipation. (p188)

In this stage, the pupils prepare themselves to read, they may predict about what is written in the text, and the teacher can use various techniques to make the reading activity easier:

A-Ask questions that have a relation with the topic.

B-Using images and pictures that can give the pupils an idea about the topic.

C-Prepare the pupils for the topic and think about vocabulary items that may be founded in the text.

Brassel, Danny and Timothy Rasinski. (Comprehension that works. Shell Education), 2008 mentioned that:

Pre-reading strategies allow students to think about what they already know about a given topic and predict what they will read or hear. Before students read any text, teachers can direct their attention to how a text is organized, teach unfamiliar vocabulary or other concepts, search for the main idea, and provide students with a

purpose for reading or listening. Most importantly, teachers can use pre-reading strategies to increase students' interest in a text.

In this case, teacher engages pupils to guess the content of the text after he/she introduces the topic, and makes the task clear for them in order to predict what comes while reading. Ferry (2009) cited "*activating and building prior knowledge helps ESL (English as a Second Language) students learn content, and suggest strategies such as brainstorming or discussion, using both visual and graphic organizers*".

These steps may motivate the pupils for reading and make them curious to know the content, the pre-reading stages seeks to:

A-Lead the pupils to make guessing for the topic.

B-Relate their previous knowledge with the topic shown.

C-Prepare the pupils for reading.

2.2. While Reading:

In this stage, the pupils start reading the text. They use many strategies including skimming, scanning, guessing from the text. These strategies are helpful to give general impression about the text. The pupils are allowed to read the text silently and they confirm or revise the predictions, and the teacher takes the role of a monitor. Richards sees the while reading stage as: "*an integration of top down processes that utilize back around knowledge and schema, as well as bottom up processes that are primarily text or data driver*"(1990, p. 87).

This stage aims at developing pupils' aptitude to approach a text by introducing them to linguistic items and trying to bring back what they know about the topic. "*While reading, students should be encouraged to find the answers to the comprehension questions given earlier*"(Bradford & Day, 1998; Abu-Ghararah, 1998). The while reading stage attempt to develop the pupils' linguistic knowledge, enable them to recognize the meaning of new words, teach them two skills, how to skim and how to scan.

2.3. Post Reading:

After reading the text, the pupils discuss questions and exercises with their teacher, they explore their accuracy when reading, they can also summarize the major ideas. In the post reading stage, the teacher is the evaluator, he/she evaluates the pupils ‘comprehension of what the text says, he/she sees if the reading task reaches his objective; among of these, there are text comprehension, word recognition and grammar knowledge. Besides, Haller (2000) designs many activities concerning this stage, there are matching exercises, cloze exercises, cut-up sentences, and comprehension question. In addition, teacher sometimes asks pupils to summarize including his previous knowledge, he/she may also give the pupils activities to assess whether the objectives of the reading task where achieved.

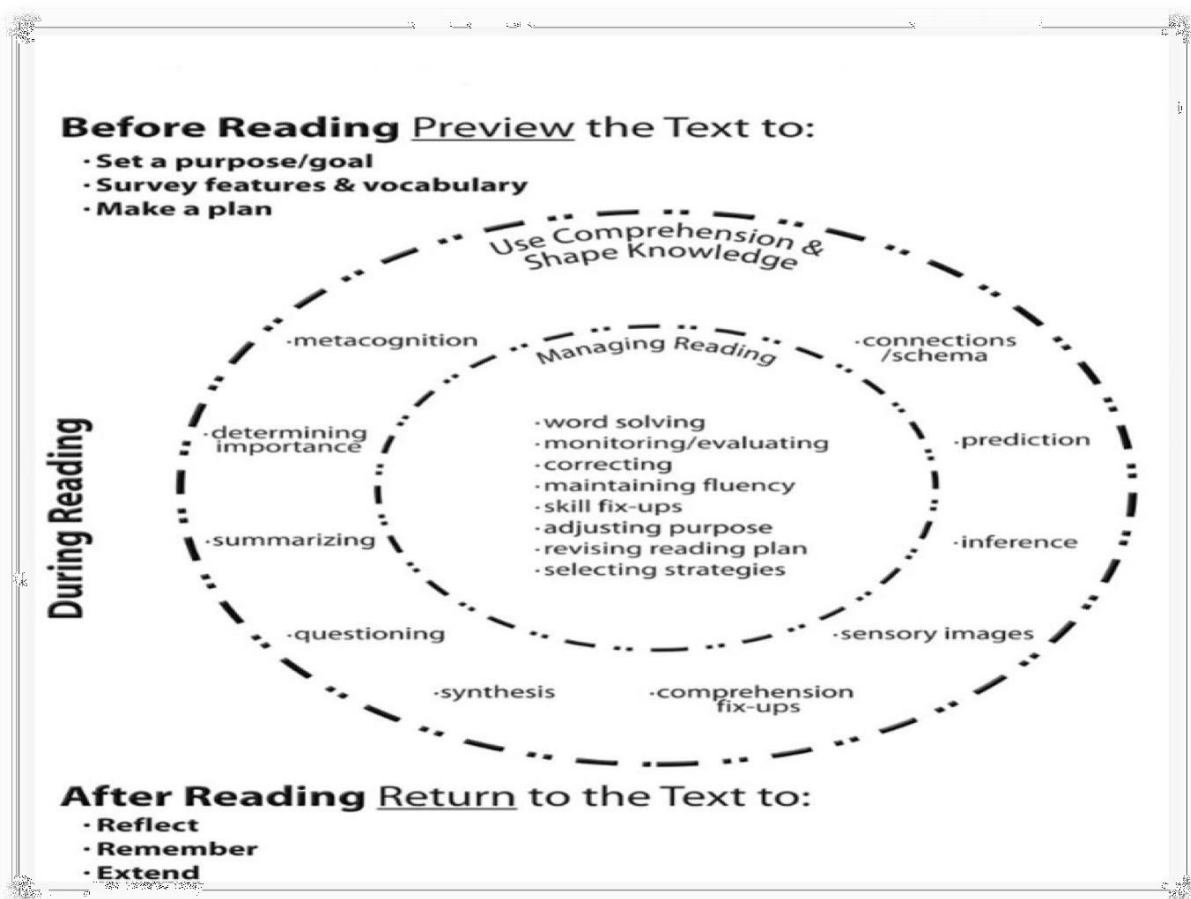


Figure 2: The reading process

3. Authentic Materials

The use of Authentic Materials in English Language Teaching has not begun today, it has been for a long time revisited and revised by scholars and researchers of English Language Teaching (ELT).

3.1 Definition of Authentic Materials

Authentic Materials are significant since it increases student's motivation for learning, makes the learner exposed to the real language as discussed by Guariento and Moley (2001, p.347). Authentic Materials can be defined as materials that are not particularly designed for language teaching. Therefore, Authentic Materials are real texts produced not only for language learners, but also for real life use. These materials are conventionalizing and have communicative goals.

Jacobson, Degner, and Purcell (2003, cited in Monaco, 2010) Observed authentic materials and activities are used in the classroom in ways that they are would be used in the lives of learners outside of their adult education classes (Geoffrey, 2010:5).

Breen (1985, p, 68) Concluded that there are four broads' types of authenticity within language classroom:

- 1- Authenticity of text that we may use as input data for our students
- 2- Authenticity of the learner's own interpretations of such texts
- 3- Authenticity of tasks conductive to language learning
- 4- Authenticity of the actual social situation of the classroomlanguage.

In other words:

A-Texts Authenticity: refers to a correspondence between pedagogic language, texts or materials and real-world language and texts. It is used as input data for own learners.

B- Competence authenticity: the desired outcome of language teaching is the demonstration by learners of some form of competence in the language, which is being taught (Bernstein, 2000).

C- Learners Authenticity: the concept of learner authenticity emerged as a riposte to the way in which the concept for text authenticity was gaining currency within language teaching (Lee, 1995).

D- Classroom authenticity: is the authenticity of the actual social situation of the language classroom. Murray (1996) asserts that authenticity is one of the basic principles of language teaching. In addition, Brown and Menasche (1993) proposed a model for it, which contains three types: input tasks and output authenticity and unauthenticity.

Native speakers produce authentic materials, they are not created to be used in the classroom, but teachers use them in order to help his learners. According to harmer (1991) defined Authentic materials as appropriate and quality in terms of goals, objectives, learner's needs and interests and natural in terms of real life and meaningful communication. On another hand, Neman (1999) defines authentic materials as spoken or written language data that has been produced in the course of communication. They are not specifically written for purposes of language teaching.

The teacher uses authentic materials in order to expose his pupils to the real life, Morrow states *"An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort"* (p.13). Moreover, Tomlinson asserts that authentic materials are *"Anything which is used to help to teach language learners, anything which presents or informs about the language being learned"* (P.11). In addition, Hutchinson and waters (1987) stated, *"A text can only be truly authentic ...in the context for which it was originally written"* (p.15).

Sanderson complement the definition of authentic materials by stating that they are *"Materials that we can use with students in the classroom and that have been changed in any way for ESL students a classic example would be a newspaper article that's written for native English –speaking audience"* (p.3).

The teachers should be aware of the materials that they use in the classroom. They should be selective, select only the materials that suit their pupils' needs, interests and wants.

4. Sources of Authentic Materials:

Authentic Materials are defined as Printed-paper. Videos, and audio materials produced by native speakers to be used in the classroom. The use of different authentic materials can be motivated for students and helpful for teachers, if they are used at the proper level and in an appropriate way, nowadays in a world reigned by technology.

According to Martinez (2002) and Hugh (2005) said that authentic materials (either written or spoken) are ones that are designed for English native speakers and where not designed for language students

They can be divided into three main categories: Paper-based materials, audio-video materials, internet and media.

4.1. Paper- Based Materials:

Paper based materials are the most available because they are useful in the daily life of native speakers such as; newspaper article, magazines, restaurant menus, TV guides, food labels, medical prospects, books, postcards, images. For example, when the teacher is dealing with a text, he can bring images that have relation with the topic. This method will give a clear idea for the pupils about the text. Mislon (2005, p.145) cited that "*Newspaper in classroom can be happen surrounding target language*" it means that newspaper or paper-based materials are very important as sources in reaching because they motivate pupils".

4.2. Audio- Video Materials:

These kinds of materials are very motivating and entertaining for the pupils. Teacher can use short movies, songs, short documentaries, phone messages, e book, video or DVD, television programs, series...etc. In order to change the way of transmitting the information to pupils, Alham states (1985.p.48) "*it represents realistic slices of life, get students into talking,*

provide visual supports and offers variety and entertainment". Radio also can be a good source for pupils to learn and to stock information. Milson (2005, p.137.138) claims, "Using radio is one of more easily accessible forms of authentic materials it is used to make them familiar with language, culture, also television is enriching pupil's English vocabulary, lexical power and enhancing their speaking skill".

4.3. Internet and Media

Dede Teeler and Peta Gray (2000) in their book entitled "how to use the internet" Explain how the internet can be helpful. In addition, it is a great source of authentic materials for both teachers and learners. They believe that through internet, teachers can have contact with their peers where they can share teaching experiences.

The internet is the biggest library in the world. Internet enables teachers to create appropriate activities that meet the needs of their pupils, and it makes the teaching materials easy to find. Internet includes materials produced by native speakers like songs, poetry, newspapers, and also social media such as Facebook, Messenger, WhatsApp, and Instagram.

Nowadays Internet and media are the most used tools, the teacher can benefit from them by their wide websites, and learners can make groups on Facebook and help each other on learning.

In conclusion, it should be stated that reading is very important skill for pupils in English learning, in so far, this theoretical chapter expose various scholars' views. Many researchers prefer the use of authentic materials within different points of view; authentic materials should be used in the appropriate way and level for pupils, so authentic materials can be successfully to develop pupils' level in English reading skills.

Chapter Two

The Use of Authentic Materials in Teaching Reading

Authentic materials are more stimulating in comparison to textbooks and make pupils more enjoyable. The use of authentic materials increases the acquisition of communicative competence, understanding information and cultural value. Also, make pupils deal with real life language and situation.

1. Teaching Reading:

Teaching reading plays an essential role in the teaching process. When teaching reading, the teacher provides pupils with the necessary answers to their inquiries. In addition, he focuses on comprehension because the purpose of reading is to obtain new knowledge.

1.2. Reading Materials:

The selection and adaptation of materials is a very important measure, it is used in making the process of teaching and learning effective. When reading, if texts are interesting for pupils, they will feel more secure and confident. They improve their language level and confidence.

Reading materials are textbooks and other texts that designed especially for learning purposes. It based on syllabus and provided a systematic coverage of teaching items. The language of the reading materials is adjusted according to the objective of learning and level of pupils and their abilities. The use of texts in teaching improves reading skill because it focuses more on the language itself rather than the form.

According to Kennedy and Bolitho, reading materials play the role of activities; pupils are supposed to read and try to understand as they can use dictionaries to acquire new vocabulary and structures. These materials help pupils to develop their four skills, level of comprehension and help them in practicing language recourses. Each reading material is given for pupils in order to help them develop their weaknesses that are helpful for their studies.

1.3 Created Materials:

Created materials refer to those taken from real life sources, and they are not designed for teaching and learning purposes. They can be superior to authentic materials because they built around specific syllabus. Teacher selects materials, which should be the kind of materials, which pupils will need and want to be able to read when learning a specific topic. A reading course can be made more interesting if a variety of materials is used. The created materials will motivate and appeal pupils into reading.

The teacher must give a great importance to the content of the created materials, these materials must be harmonious with the course objective, and the materials designed should lead pupils from comprehension to production, Bacon and Furneman (1990) confirmed that by saying "*a text should be culturally relevant to the pupil's experience*". In addition, the use of created materials is a burden for teachers.

Pupils can enjoy learning about watching their favourite film or cartoon in English, seeing the photographs of famous places in Algeria, following lyrics of their favourite song in English, or play quiz game without replacing to the country where the language practices. According to McGrath (2002), there are eight criteria to be considered when selecting authentic materials.

- Relevance to course book and pupils' needs,
- Topic interest,
- Cultural fitness,
- Logistical considerations,
- Cognitive demands, •Quality of the materials,
- Exploitability of texts.

2. Important Factors in Choosing Authentic Reading Materials:

There are three main criteria when choosing authentic reading materials to be used in the classroom; suitability, exploitability, and readability.

2.1. Suitability:

Suitability of the content considered as the most important of the three. It refers to whether the text interests the pupils or not, or whether the text is appropriate for the aims in learning reading. It indicates if the materials are appropriate for their needs and abilities. Lee (1995) stated that *"a careful and wise selection of materials focused on learners is a must if we want a positive response from them"*(p.325).

2.2. Exploitability:

Exploitability refers to how the text can exploit for teaching purposes. Moreover, how the text can develop the competence of pupils as readers.

2.3. Readability:

Readability refers to the language of the text whether it is too easy or too hard for pupils. It used to describe the combination of structural and lexical difficulties of the text. It also refers to new vocabulary and any new grammatical forms. The reading text should suit the pupils' level of English.

Finally, presentation, materials is the key element to attract pupils' attention and interest, and it presents the type of materials that the pupils will use outside the classroom.

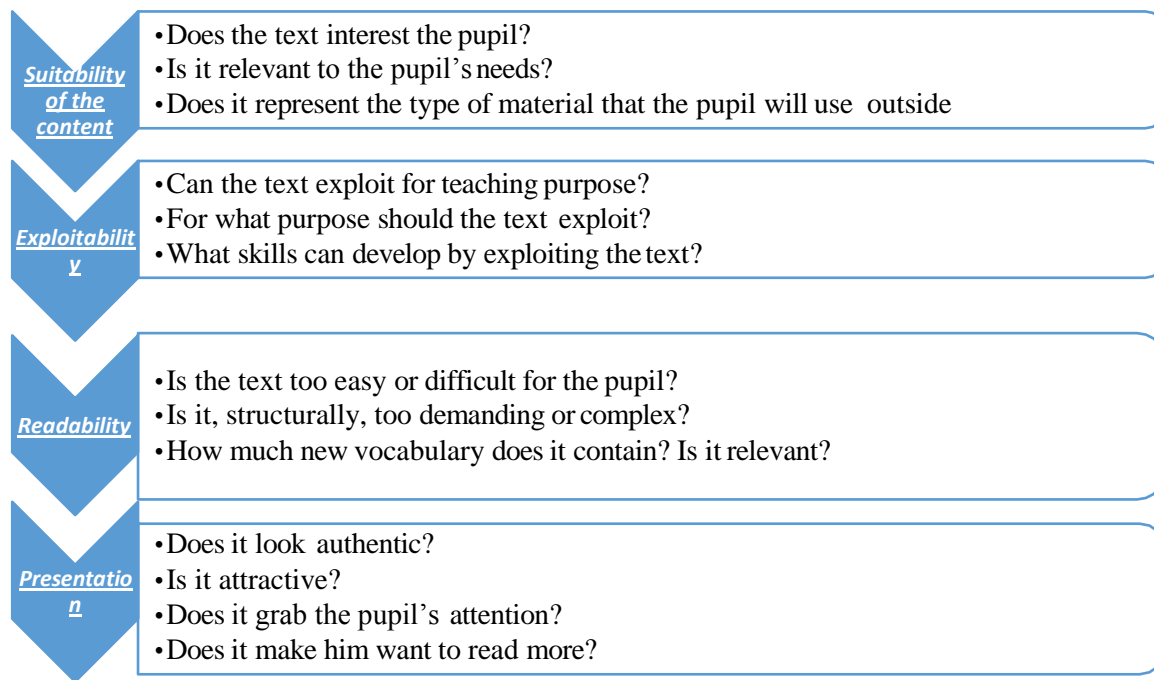


Figure 3: Important Factors in Choosing Authentic Reading Materials.

3. The Use of Authentic Reading Materials in the Classroom:

Authentic materials produce a sense of achievement and present real information from a real text in a new and different language, which can be extremely motivating for pupils; they also reflect something that does not occur in textbooks. One of the main objectives of using authentic materials in the classroom is to make pupils feel that they are in real life situation even if the classroom is not. In addition, authentic materials facilitate the work for both teachers and pupils.

The use of authentic reading materials in the classroom will interest the pupils and encourage further reading or reading for pleasure. They support a creative approach to teaching, and the purpose of using them is to help pupils react in the same way mother tongue speakers react in their first language. They give the chance for pupils to choose what they want to read rather than the teacher brings photocopies of any article. When using authentic reading materials, the pupils are highly motivating and they are giving a sense of achievement when understood what they are reading.

Using authentic reading materials in the classroom allow pupils to have "*immediate and direct contact with input data which reflect genuine communication in the target language*"(Breen, 1985, p.63). When use the appropriate materials, they may have many gains for both teachers and pupils. As Widdowson states, "*It has been traditionally supposed that language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic*"(1990:67). When teaching with authentic materials, the teacher is not limited by the textbook. S/he has the opportunity to create a tool that will help him in presenting her/his lesson; especially if it was a text with difficult words or new words, the teacher need to have a clear aim in mind, s/he needs to know what precisely her/his pupils will get from these materials. The materials used in the class may relate to the pupils' own experiences, and using them is more effective. They will give good results because the textbook is not sufficient for them to understand their needs.

There is a problem with using authentic materials is that if the teacher chooses the wrong type of texts, the vocabulary may not be relevant to the pupils' needs and many structures can create difficulties, this problem makes the text less authentic and gives an opposite effect rather than motivate the pupils. Therefore, to solve this issue is to simplify materials according to the level and the needs of pupils.

4. At Which Level Can Authentic Materials Be Used?

The authentic materials should not be chosen randomly, there should be an objective in using them to be effective. The teacher should take in consideration whether the use of authentic materials is appropriate for all pupils at all levels or not. Therefore, when using authentic materials, the teacher must bear in mind the level of her/his pupils. This factor helps teacher to obtain the results he wants from using these materials in classroom. Kilickaya (2004) and Kim (2000) believe that teachers can only use authentic materials in intermediate and

advanced level pupils. Adults are more active and show better results when they learn or work with authentic materials. According to Guariento and Moley (2001), a text should not use with lower level pupils because it would lead to frustration, confusion and de-motivation since they lack many vocabulary items and structures used in authentic materials.

However, other scholars believe that pupils should use authentic materials in an early level. McNeil (1994) and Miller (2005) claim that exposure to such texts in the earliest stages will lead to developing useful strategies for dealing with complex tasks later on. Shepherd claims that in lower levels, authentic materials such as; menus, timetables, short broadcasts, or short cartoons can be used and the tasks should be simple. In addition, it is very important to teach the essential vocabulary to avoid frustration and panic.

Overall, authentic materials give the chance to pupils to receive their knowledge from their mother tongue to the second language being learned when dealing with authentic materials in the appropriate level. So, the materials become more interesting, meaningful and easier to be understood.

5. The Role of Authentic Materials:

Authentic materials are very essential tools that can be helpful for any teacher in his teaching process; he/she can transmit the lesson to all pupils and make the lesson smooth. Although the use of authentic materials in the classroom has become common, the need and the usefulness of them in the field of teaching and their usefulness is acknowledging by many scholars and researchers, they have demonstrated the negative and the positive side of authentic materials.

5.1. Arguments in the Favour of Authentic Materials

Several studies have found out that teaching with authentic materials have a high value because of their relation with the real life and inform pupils about what is happening in the world. Jane Cranford (1995) talks about the importance of effective materials used in teaching

the role of materials in the language classroom; she says that authentic materials are a great source of revealing to the contextualised world for teachers.

Authentic materials increase the motivation of pupils especially when they see a short movie or images, they have the chance to see and listen and touch, they increase the development of reading by presenting a new item, vocabulary and expressions. In addition, using authentic materials improve the communicative skills among pupils. It is a quick and updated method; that develop pupils' interaction with their teacher. Authentic materials simplify the comprehension for the pupils who have difficulties with the traditional method "textbooks"; they lead to develop the oral language and also the writing and reading skills, because they are exposed to natural speech.

Authentic materials enable the teacher to prepare his/her pupils for real situations, and motivate them to read things that they already know but, in another language, since they feel that they are learning real language. Sherman (2003) argues, "*One reason why authentic material is so important for language learning is that it is a window into culture*" (p.12). It means that they enable pupils to enrich their cultural understanding and improves their previous knows.

Some main advantages of the use of the appropriate Authentic Materials in classroom presented by (Philips and Shettlsworth, 1978, Clarck 1989, Peacock 1997, cited in Richard 2001) as follow:

- They have a positive effect on learners' motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

5.2. Arguments against the Use of Authentic Materials:

Although many scholars state that authentic materials are positively effective in teaching, others argue that they have a negative effect.

Clarck (1983) believes that; authentic materials do not affect learning at all. The preparation of these materials can be time consuming for teachers. To make pedagogic purposes, they require a long time to choose the appropriate materials that suit the lesson and the needs of pupils. This issue makes the teachers confused how to incorporate such materials into the curriculum.

Moreley (2001) mentioned, *"At lower levels the use of authentic texts may not only prevent the learners from responding in meaningful way, but can also lead them to feel frustrated, confused and more importantly demotivated"* (p37).

The mix of known and unknown vocabulary structures may panic lower level pupils because they will face difficulty in decoding texts, another problem is that they can learn or discover something that have no relation with their culture, because authentic materials are not designed for teaching or learning. According to Nostrand (1989), *"authentic texts from one culture may give a false impression to a student from another unless they are presented in an authentic context which makes it clear precisely what they exemplify"* (p49). Therefore, the teacher may lose his role because the material provided does the important work.

In addition, teachers may face challenges as stated by McNeil (1994) and Miller (2005) access to authentic materials is not easy, the expense of having them and the conditions required to provide the most suitable pedagogical tasks, some state that authentic materials focused just on the form and neglect the content which is the essential part.

According to some researchers' point of view, authentic materials clearly lack grammatical accuracy, acquisition order or durability of learning, and they are too hard to understand outside language community. Carelessly chosen materials can be frustrating for pupils, since they will find it very complex and difficult to understand, the authentic materials texts are

usually too high level (Richards, 2001, case, 2012). Some scholars' points of view about authentic materials:

- They clearly lack grammatical accuracy, acquisition order or durability of teaching (Mishan, 2005).
- They are too culturally biased. (Richards; 2001)
- It is difficult to find interesting and accessible Materials for beginners' level; a copyright issue can be concern (polio, 2016).

Advantages of authentic materials	Disadvantages of authentic materials
Real language exposure with language change.	Difficult to understand outside the language community.
The same materials can be used for different tasks.	Preparation is very necessary.
Contain a wide variety of text types.	Can become outdated easily.
Encourage reading for pleasure.	Too many structures are mixed so lower level pupils will face problems.

Table1: Comparison of advantages and disadvantages of authentic materials.

6. The Gap between Textbooks and Authentic Materials:

There are numerous teaching materials enable teachers to present and organize their lessons. Authentic materials which include newspapers, articles, magazines..., they are not designed for teaching purposes, such materials are produced for native speakers and they present natural language.

In contrast there are artificial materials such as textbooks, handouts, worksheets and they are designed for pedagogic purposes, as it is known the language designed in textbooks presents a

poor information and poor presentation of real life, for pupils to develop communicative competence in reading, must resemble real life reading tasks that involve meaningful communication.

Nowadays, with the revolution in technology and teaching materials, teachers can gain access to internet and pick whatever they need to incorporate them in their lessons. Unlike books, they have the same characteristics teaching grammar and vocabulary in isolated sentences, also providing reading texts. Textbooks focus more on accuracy rather than fluency; they seemed to be the main resource to provide pupils with the essential communication skills. According to Hutchinson and Torres (1994:315) *"no teaching-learning situation, it seems complete until it has its relevant textbook"*.

Textbooks are considered as the best resource for information. Ahmad and Shah (2014:13) stated, *"Textbooks are the heart of the language learning and teaching process, they are the gateway not only to linguistics elements of a specific language but also to its cultural nouns"*. In the same way, Mohamed and Kumari (2007) points out that course books play a vital role in the education process.

On the other hand, some scholars as Guilmore (2007) and Guo (2012) argued that textbooks do not fulfil learners' needs for communication skills; they see that using authentic materials in teaching is more effective than using textbooks. Authentic materials present real language and they reflect real life and natural language but textbooks do not. Guo (2012) points out that using textbook in the classroom create a gap between what learners learn in the classroom and real situations. Because they do not provide learners with real language and they are designed for teaching process. Guilmore (2007) defines authentic materials as; using real language that is produced by native speakers for native speakers. In addition, Ianiro (2007:7) said that; authentic materials are not created only specifically to be used in the classroom, but they are excellent learning tools precisely because they are authentic. Other scholars mentioned that;

authentic materials help learners to learn English and use the language in comprehensible way; they match between the classroom and real life. Authentic materials improve pupils' communicative competence among them, and relate interaction between pupils and their teacher.

As a result, authentic materials and textbooks have a wide difference but each of them has its own importance in the field of teaching and learning.

7. The Effectiveness of Authentic Materials on Learners' Motivation:

The results of research show that authentic materials have a positive attitude toward pupils' motivation. They consider authentic materials as an essential input for improving pupils' skills and brings them into contact with language. They are new and creative methods that break the usual class routine and it would be an incredible motivator for them. When using the appropriate material, pupils will get the opportunity to deal with the target language when discussing with native speakers. Berardo noticed, "*Authentic materials contributed in increasing his learners' motivation*".

More importantly, authentic materials improve pupils' courage to be eager to learn target culture. "*In general, the success of learning is the key element of motivation authentic materials have a positive effect on motivation*" (Gilmore; Sherman 97-118).

Pupils will work productively with the materials because they are enjoyable thing to discover new things. They will be prepared to read, write or talk about the topic, after being exposed to the materials. Such as role-plays or short documentaries, they engage pupils' minds and imagination. Floris (2008) focused on the necessity for incorporating authentic material in the course because they are motivating, engaging, and relevant to pupils' real lives.

Overall, authentic materials have a positive effect on pupils' motivation in learning a topic on a second language; this motivation will increase the learners' want to learn new things. The teacher can observe pupils' reaction toward the material used through their interaction with

him. Some attribute the motivating nature of authentic materials to the fact that they can be selected to meet pupils' specific needs, unlike textbooks, which cater to international audience (Morrison 1989, Mc Garry 1995, Mishan 2005).

Finally, a variety of aspects which proved positive when using authentic materials where that they are highly encouraging and giving a sense of achievement. They reflect a change in the use of the language and it is a creative approach, authentic materials effect positively on learners' production and motivation and help the teacher in transmitting the information to his pupils without any complications or difficulties.

Chapter Three

Field Work

To have a clear picture for this study, we are going to present the main findings, analyse and demonstrate the data collected from the orderly questionnaires. The study aims at investigating the use of authentic materials in teaching reading at middle school in Tiaret.

1. Methodology, Tools, and Sampling

The present study is collected through quantitative methods. This method includes questionnaires. They are divided into two parts; one designed for teachers and other for pupils. Both of them contain open-ended questions and close-ended questions. The questionnaires were administered to a sample of 100third year middle school pupils and 06 teachers.

2. Learners' Questionnaire:

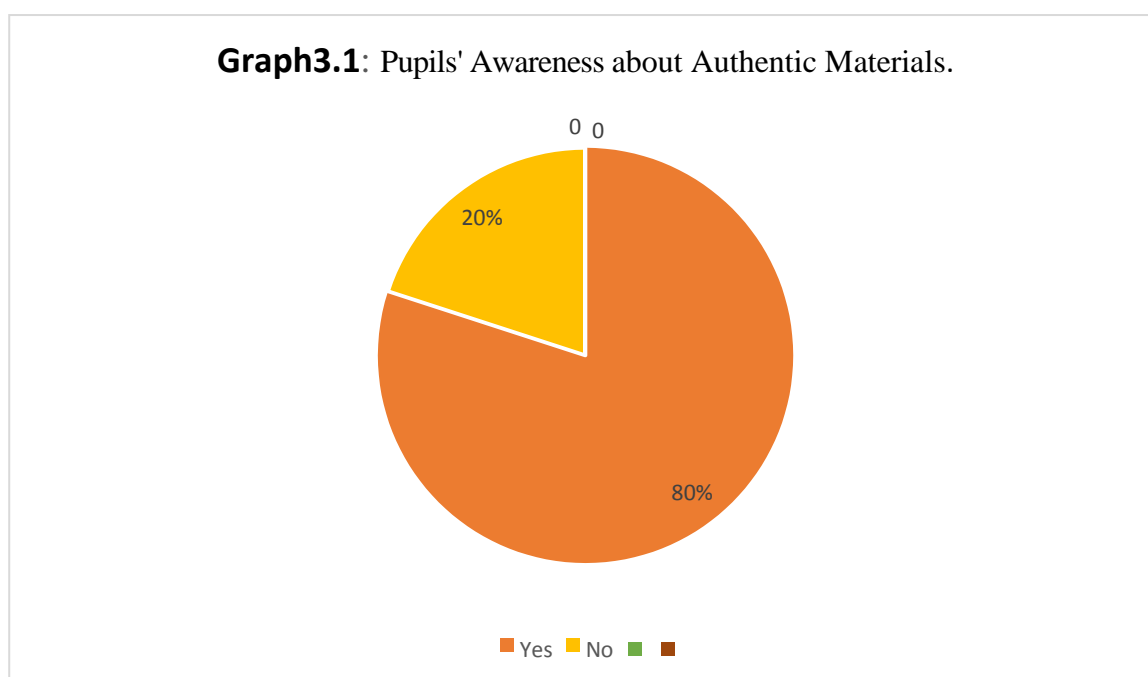
Learners' questionnaire is designed to explore the importance of using authentic materials in teaching reading in classroom. This questionnaire was done online because of the Covid-19; it is used to collect the pupils' knowledge and attitude toward the use of authentic materials in classroom. It consists of both open-ended in which the participants express their opinions toward the use of authentic materials in teaching, and close-ended questions; which involves yes/no and selected items concerning the use of authentic materials in classroom.

2.1. Data Analysis and Discussion of the Results

Question 1: Do you know what do we mean by authentic materials?

Pupils awareness	Number	percentage
Yes	80	80%
No	20	20%

Table 3.1: Pupils Awareness about Authentic Materials.

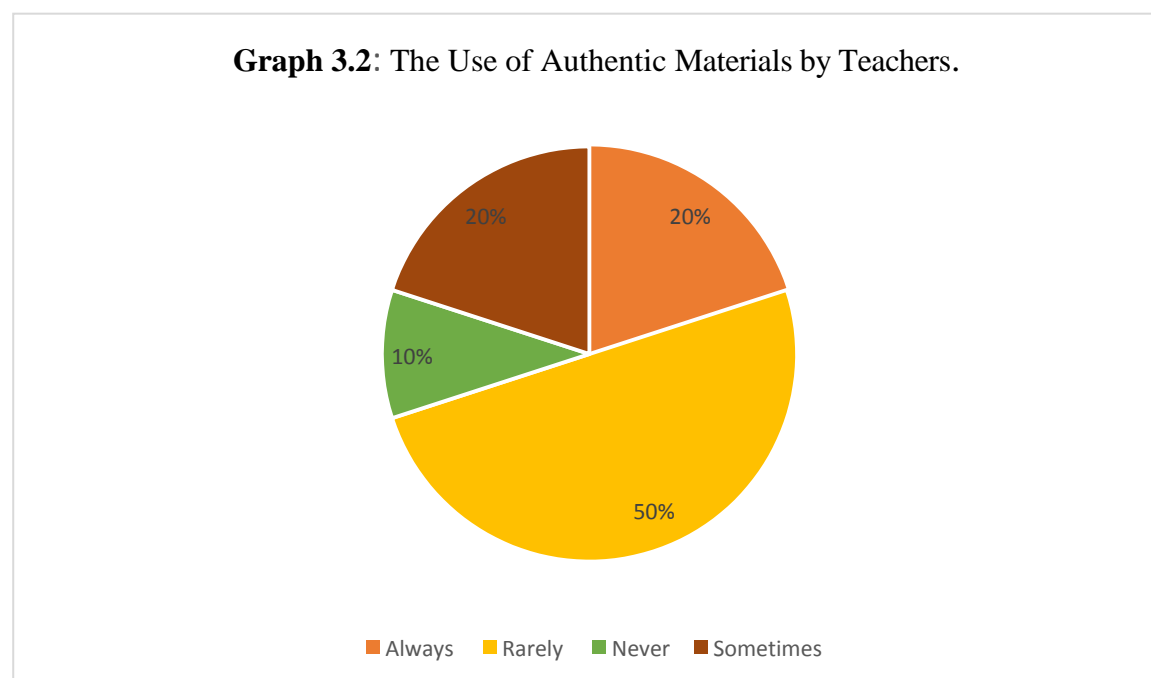


This question aimed to find out if our participants knew what we mean by authentic materials. By the results, we found that 80% of pupils mentioned that they already know the meaning of authentic materials. While 20% said that, they had no idea about what do we mean by authentic materials. The results revealed that pupils are aware about the importance of using authentic materials in classroom.

Question 02: How often does your teacher use authentic materials in the reading session?

The use of authentic materials by teacher	Number	Percentage
Always	20	20%
Rarely	50	50%
Never	10	10%
Sometimes	20	20%

Table3.2: The Use of Authentic Materials by Teachers.

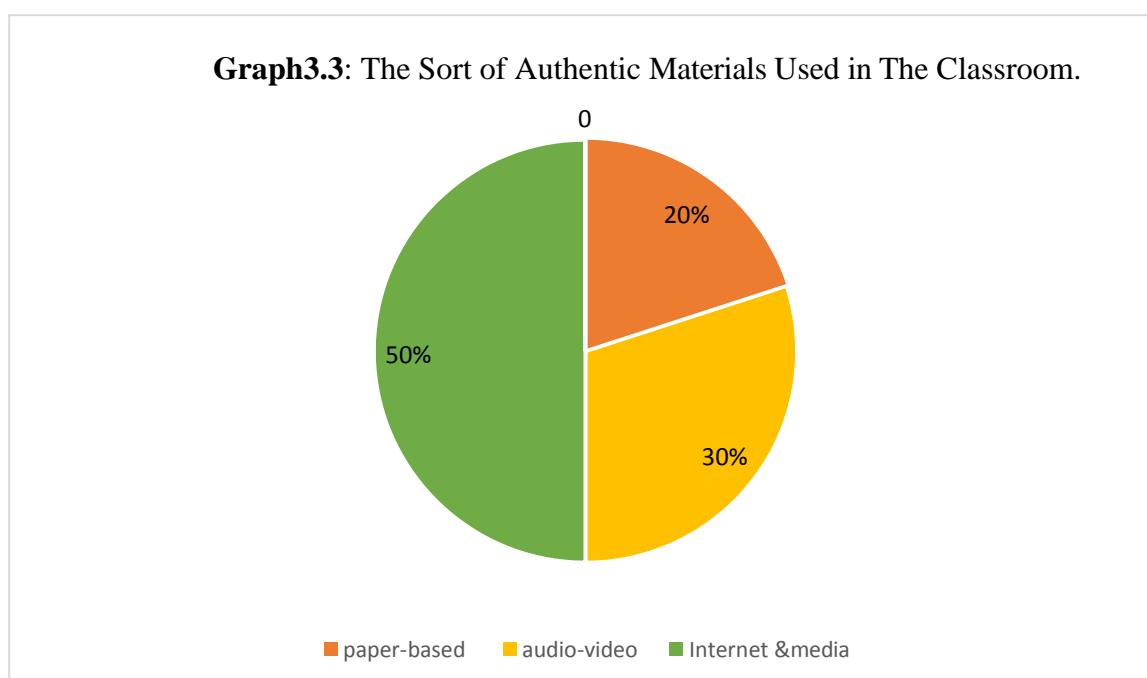


As it is observed from the graph, 20 participants (20%) stated that their teachers always use authentic materials in the classroom, 50 participants (50%) mentioned that teachers use them rarely, 20 (20%) claimed that their teachers use authentic materials sometimes, and just 10 (10%) stated that they never use authentic materials in the classroom. In this question, we found out that there is a lack of using these materials in classrooms.

Question 03: What Sort of authentic materials do your teacher use in the classroom?

Sort of Authentic Material	Number	Percentage
Paper Based	20	20%
Audio-Video	30	30%
Internet &Media	50	50%

Table 3.3: The Sort of Authentic Materials Used in The Classroom.

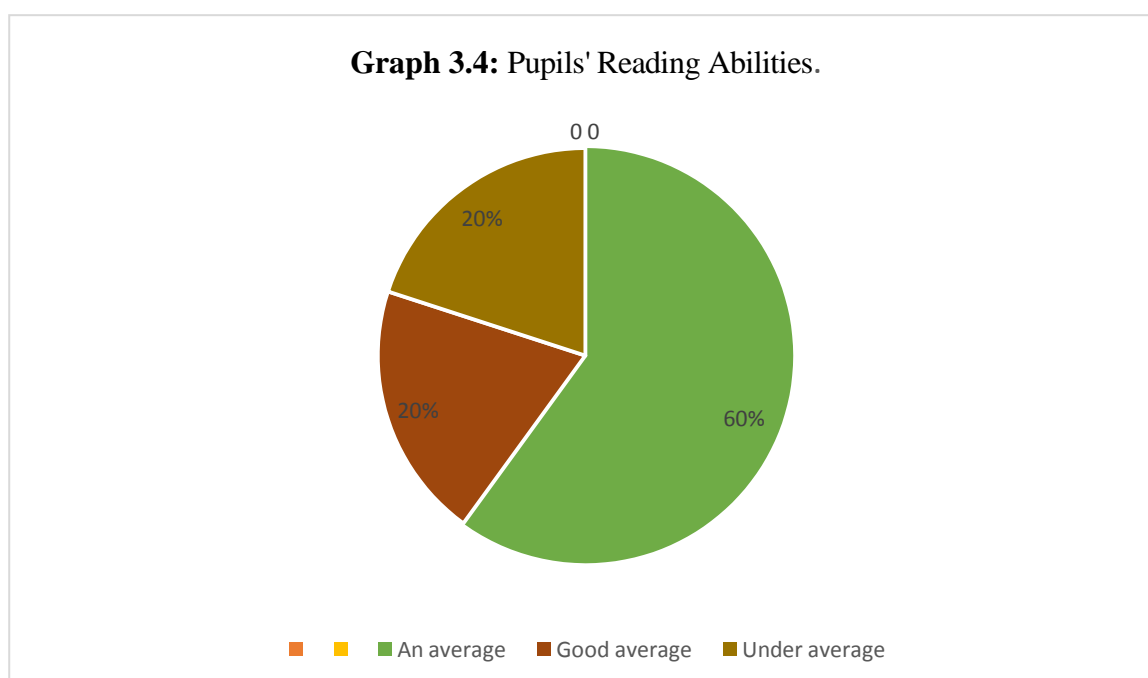


In this question, we asked pupils about the kind of material used in the classroom ,20 participants (20%) respond that their teacher uses paper based materials and ,30 (30%) stated that audio-video materials are used in the classroom, the majority of them 50 (50%) stated that internet and media are the most used materials in the classroom. All those results may refer to the teacher attitude towards using authentic materials in classroom.

Question 04: How do you consider your reading abilities?

Pupils' reading abilities	Number	Percentage
An average	60	60%
Good average	20	20%
Under average	20	20%

Table 3.4: Pupils' Reading Abilities.

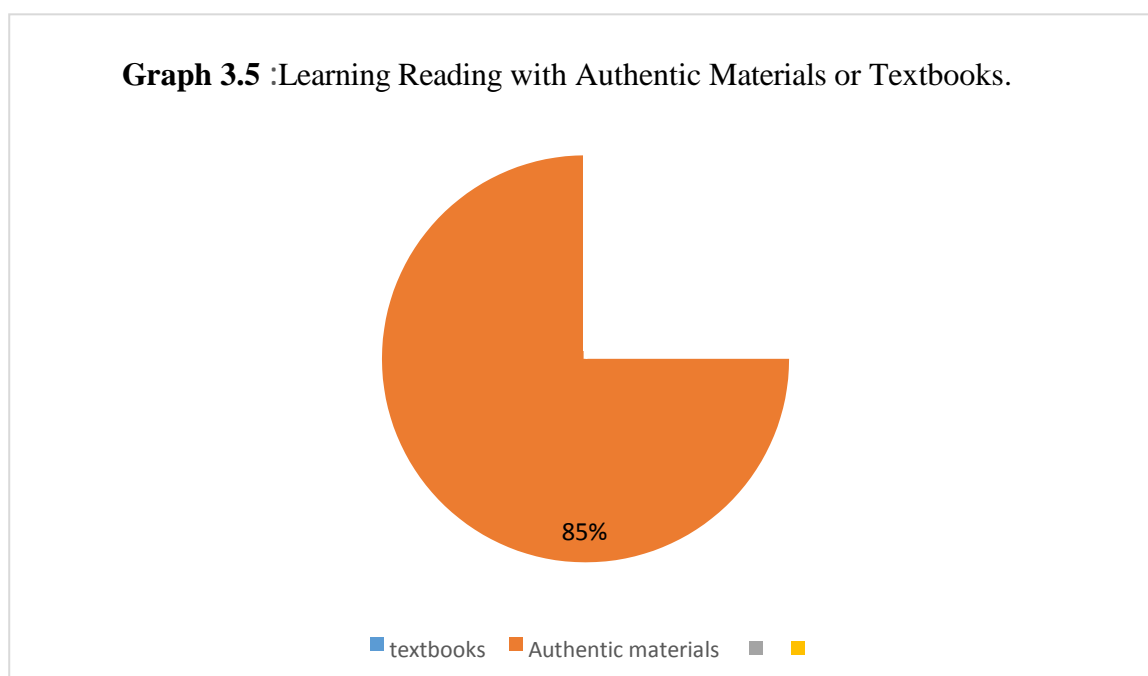


By asking this question, we aimed to have pupils' evaluation of their reading abilities, the result from the graph and the table above show that 60 participants (60%) have an average reading abilities ,20 (20%) reported that they have good average reading abilities, just 20 (20%) have an under average reading ability. We noticed that those whom get the average have the chance to express their ideas, share opinions beside they feel comfortable and motivated to improve their reading skill.

Question 05: Do you prefer learning reading with authentic materials or with textbooks?

Learning reading with authentic materials or textbooks.	Number	Percentage
Textbooks	15	15%
Authentic Materials	85	85%

Table 3.5: Learning Reading with Authentic Materials or Textbooks.

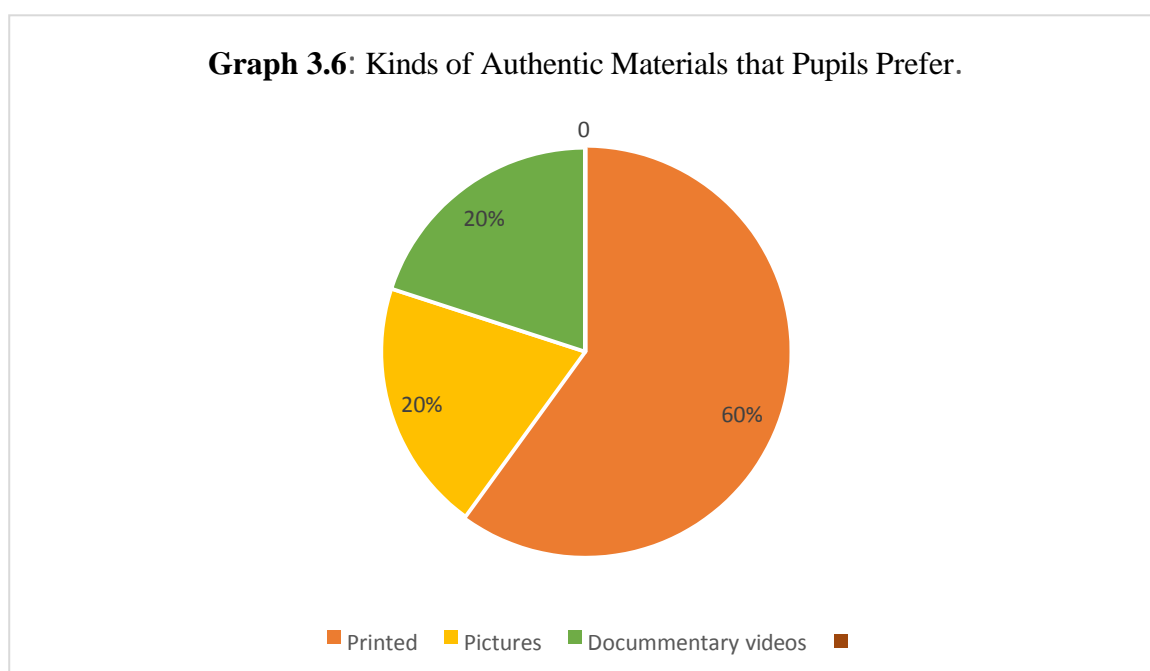


From this Graph above, about 15 (15%) prefer learning reading with the classic method which is using textbooks and, 85 (85%) prefer learning reading with authentic materials, from this we find that pupils are having a positive feedback towards authentic materials.

Question 6: What kind of materials do you prefer?

Kind of authentic material	Number	Percentage
Printed	20	20%
Pictures	60	60%
Documentary videos	20	20%

Table 3.6: Kind of Authentic Materials that Pupils Prefer.

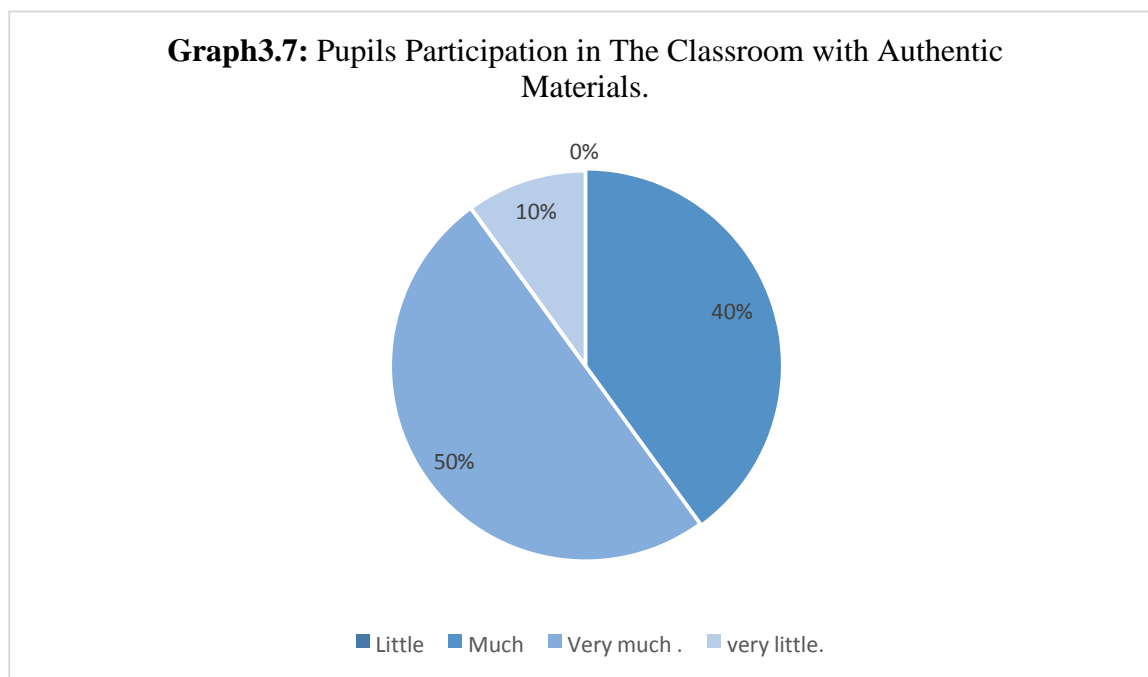


After we knew what pupils prefer to learn with in reading session, we asked them this question to know about the kind of authentic materials they prefer using. The majority of informants 60 out of 100 stated that they prefer pictures because they help them to understand the meaning of the word, expression, or paragraph. Only 20 pupils said that they prefer printed sources because they find the language easy. In addition, 20 participants choose documentary videos because they found them helpful.

Question 7: Do you participate in the classroom activities presented with authentic materials?

Pupils' participation	Number	Percentage
Little	00	00%
Much	40	40%
Very much	50	50%
Very little	10	10%

Table 3.7: Pupils Participation in the Classroom with Authentic Materials.



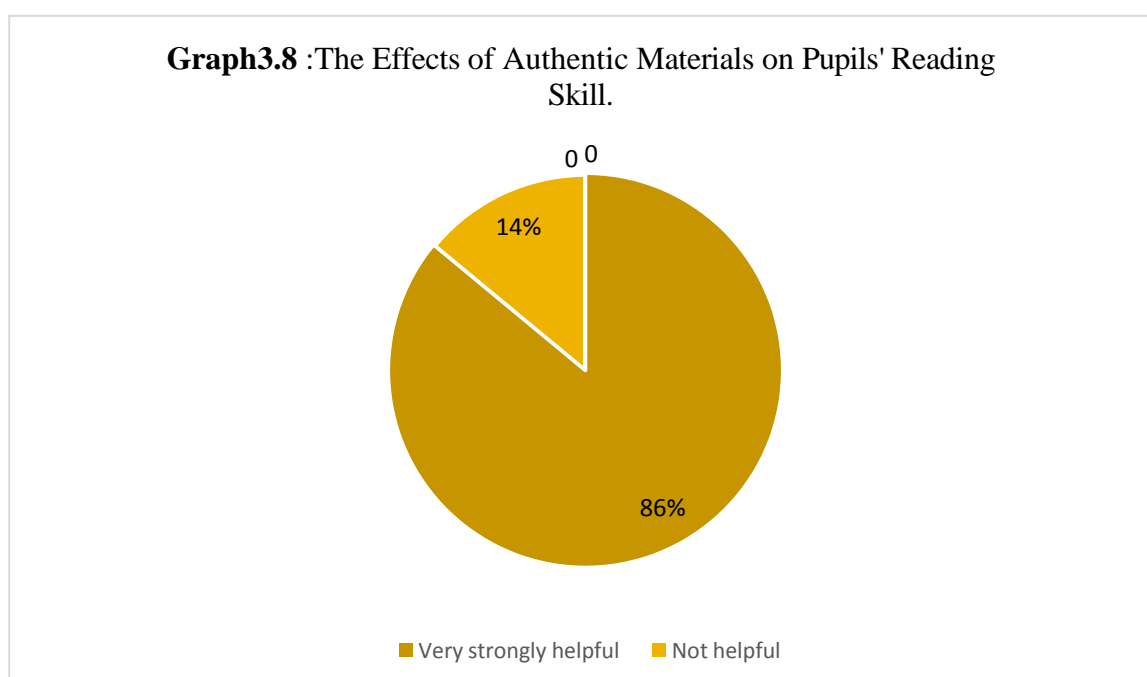
The objective of this question is to know when the teacher uses authentic materials in the classroom, what extent our participants are able to participate in classroom activities.

According to Graph 3.7, out of 100 pupils, 10% said that they participate very little, 40% answered much, and 50% of the respondents said very much. This means that, 90% of our informants participate hugely in classroom activities presented with authentic materials.

Question 08: Are authentic materials helpful for you to develop your reading skill?

The effects of authentic materials on pupils' reading skill	Number	Percentage
Very strongly helpful	86	86%
Not helpful	14	14%

Table 3.8: The Effects of Authentic Materials on the Pupils' Reading Skill.



The aim of this question is to discover whether the use of authentic materials develop pupils' reading skill as many scholars mention it. The graph 3.8 show that 86% of pupils find authentic materials very strongly helpful for them to develop pupils' reading skill. While only 14% of them said that, they are not helpful. Those who found authentic materials strongly helpful because they make them react in the same way mother tongue speakers react in their first language.

Question 09: What sort of authentic materials do you suggest for your teacher to use in the classroom?

At the open-ended question, we left some lines for pupils to tell us what sort of authentic materials they suggest their teachers use in classroom in reading session. Some participants prefer to do not write anything. While others said:

- ✦ Read songs of native speakers with lyrics to obtain new expressions.
- ✦ Read and see stories in form of video with subtitles that contain simple language to catch new words.
- ✦ Read newspaper article to acquire new vocabulary.
- ✦ Read text that contain pictures for better understanding.

Question 10: What problems do you encounter in the reading session?

In this question, our aim was to determine what problems they have in the reading session; these were some of their problems:

- Issues with decoding, they struggle when they meet new or unfamiliar terms.
- Poor comprehension, if the teacher does not explain well the text, they will have many problems in understanding the text.
- They mentioned also that, they have problems in spelling words.

Question 11: What is positive about the reading session?

Pupils' opinion concerning the reading session and what did they benefit from the session of reading.

- These are some of their answers:
- They discovered new cultures.
- Their speaking skills were increased.
- It enriches their previous knowledge.
- It enables them to communicate with each other in the classroom.

3. Teachers' Questionnaire:

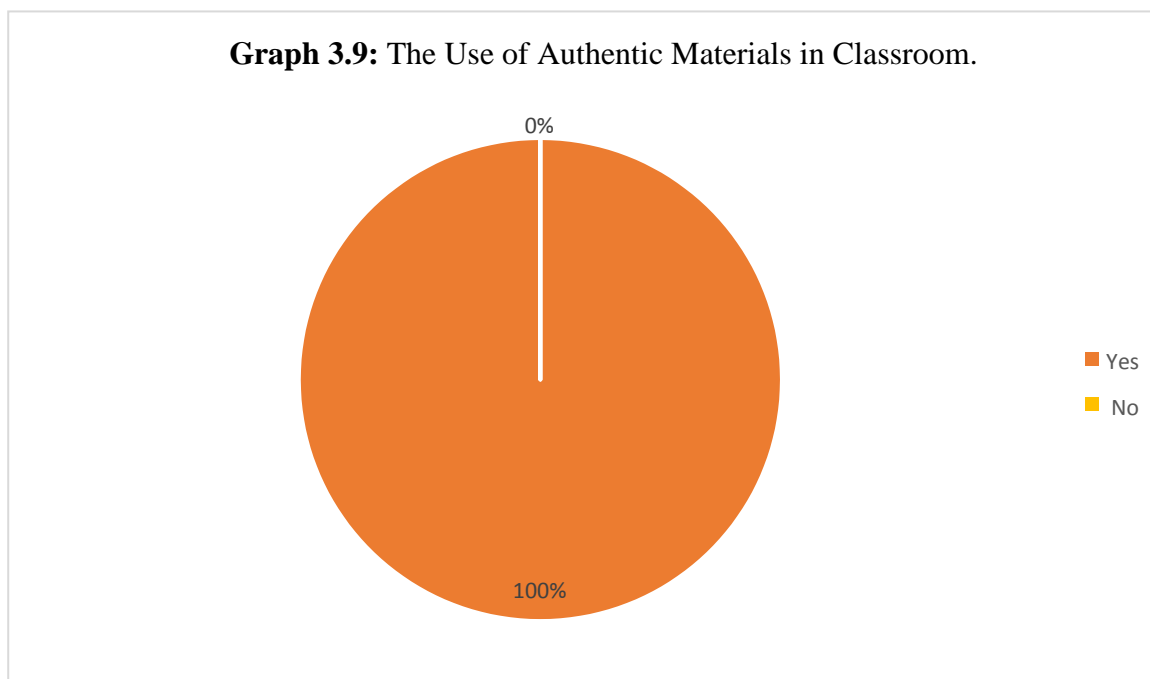
Teachers' questionnaire is outlined to show the importance of using authentic materials in classroom for both teachers and their learners. It divided into two parts; open-ended and close-ended questions. This questionnaire was done online because of the Covid-19. It seeks the appropriate responses to answer the questions as well as to prove the suggested hypothesis. Beyond these lines, the result of each question has been dealt with in detailed way.

3.1. Data Analysis and Discussion of Results:

Question 01: Would you prefer to use authentic materials in your classes?

The use of authentic materials in classroom	Number	Percentage
Yes	6	100%
No	0	00%

Table 3.9: The Use of Authentic Materials in Classroom.

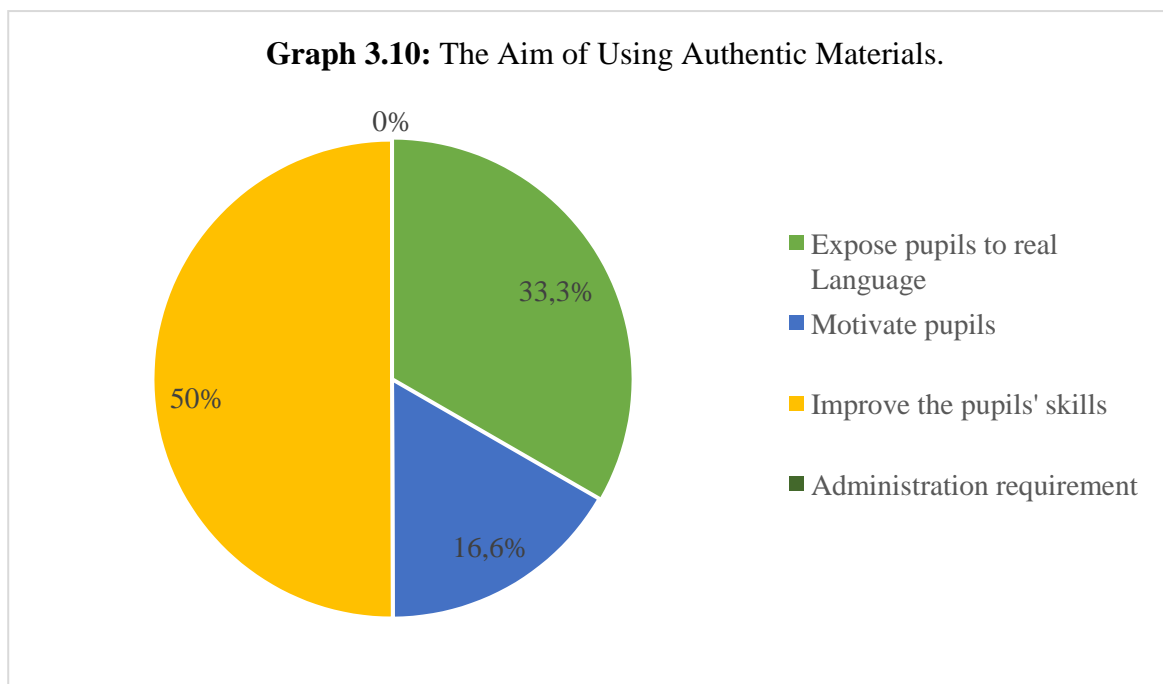


According to Graph 3.9, all 06 teachers (100%) indicated that they prefer using authentic materials in their classes. Since authentic materials help them and motivate their pupils.

Question 02: why do you prefer using authentic materials?

The aim of using authentic materials	Number	Percentage
Expose pupils to real language	02	33,3%
Motivate pupils	01	16,6%
Improve the pupils' skills	03	50%
Administration requirement	00	00%

Table 3.10: The Aim of Using Authentic Materials.



Through the Graph 3.10, the half number of participants 50% answered that they prefer to present authentic materials to their pupils in order to improve their English language skills. In addition, 33, 3% of them said that they prefer using authentic materials in classroom to teach pupils the language used in real life. Moreover, the results show that only 16, 6% use authentic

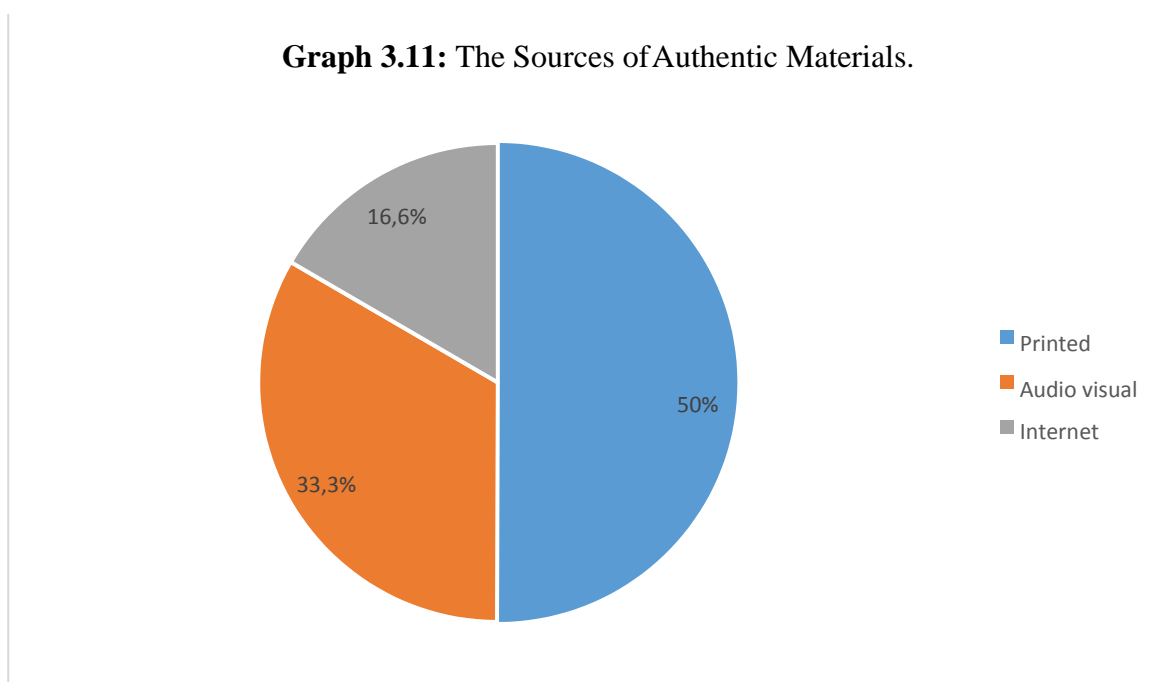
materials to motivate their pupils in learning. No one of the participants choose the administration requirement because it is not mentioned in the curriculum.

Question 03: What are the sources that you would use to obtain authentic materials?

The sources of authentic materials	Number	Percentage
Printed	03	50%
Audio visual	02	33,3%
Internet	01	16,6%

Table 3.11: The Sources of Authentic Materials.

Graph 3.11: The Sources of Authentic Materials.



The third question is about the sources that teachers use to obtain authentic materials. Results show that 50% of teachers choose printed as a main source in teaching reading. In addition, 33, 3% of the teachers would prefer to use audio-visual sources. Only 16, 6% use internet to obtain authentic materials.

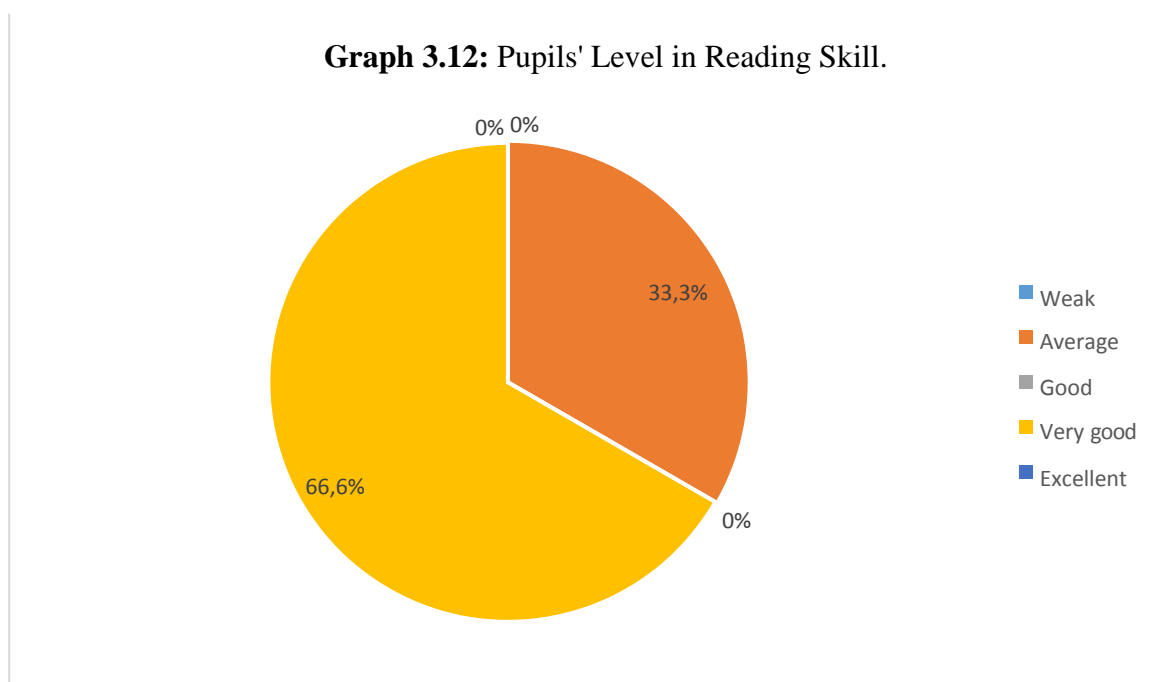
Question 04: Can you give examples?

In the second part of the question above, teachers list different types of materials used in the classes such as; newspaper articles, magazines reports, songs of native speakers, videos, logos, Facebook statues, data show, and pictures...etc.

Question 05: How do you evaluate your pupils' level in reading after using authentic materials in the classroom?

Pupils' level in reading skill	Number	Percentage
Weak	00	00%
Average	02	33,3%
Good	00	00%
Very good	04	66,6%
Excellent	00	00%

Table 3.12: Pupils' Level in Reading Skill.

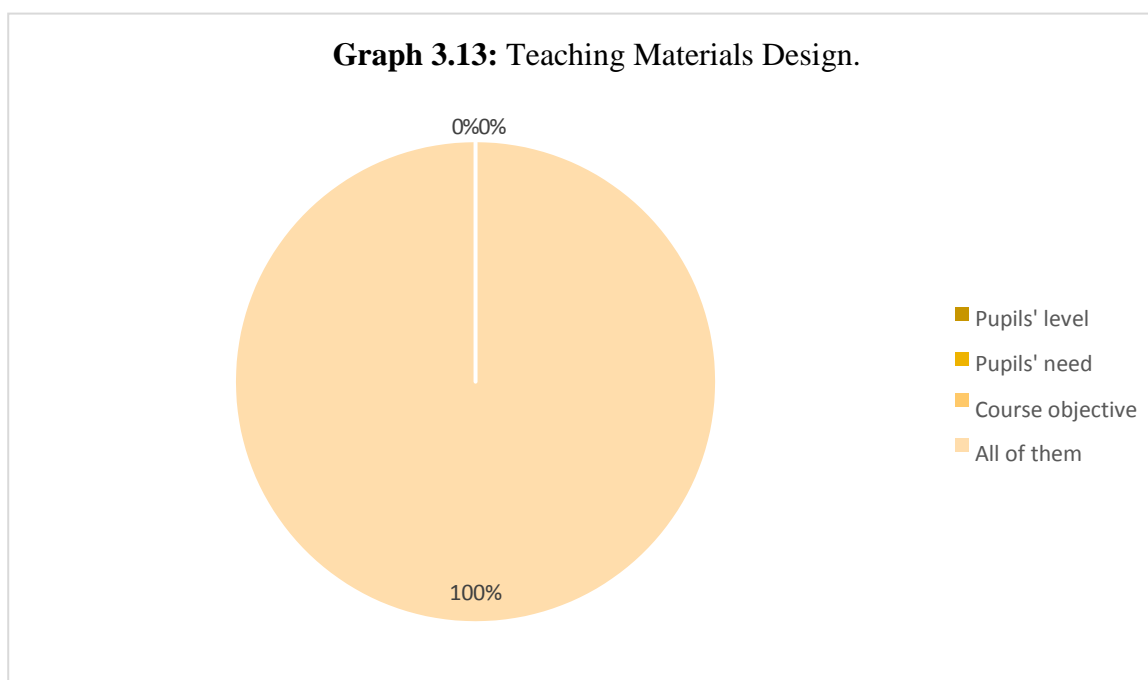


According to graph 3.12, 33.3% teacher evaluated their pupils’ reading level after using authentic materials by average, while 66.6% of them mentioned that their pupils’ level in reading is very good.

Question 06: How you design your teaching materials and what do you take into consideration?

Teaching materials design	Number	Percentage
Pupils’ level	00	00%
Pupils’ need	00	00%
Course objective	00	00%
All of them	06	100%

Table 3.13: Teaching Materials Design.

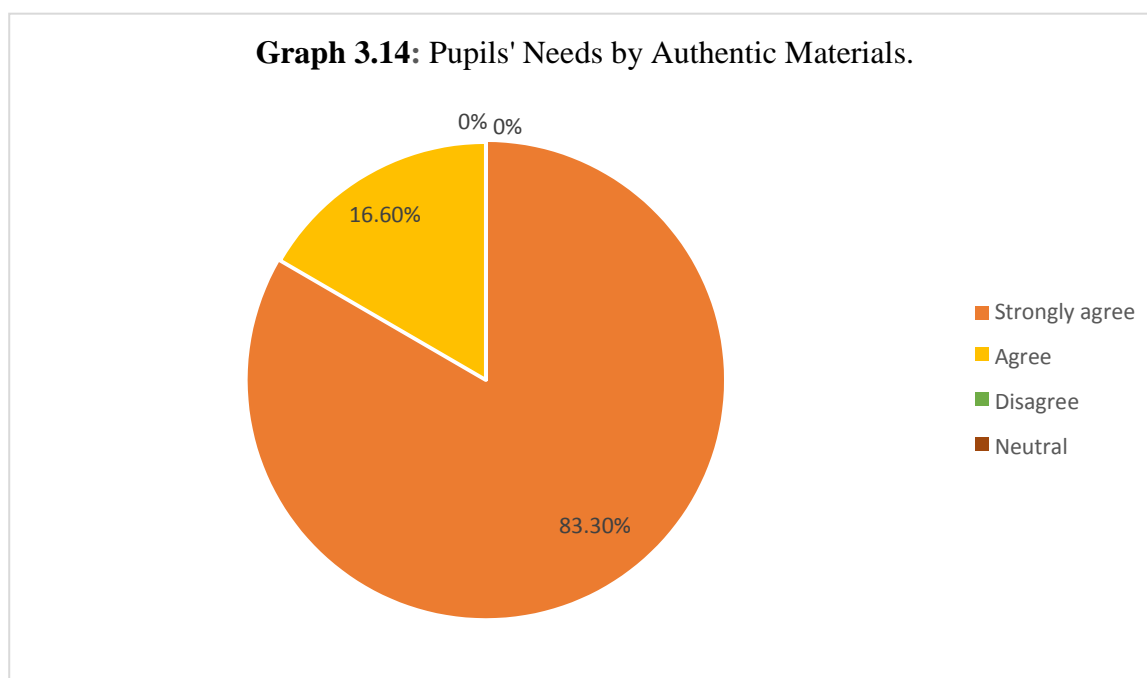


According to Graph 3.13, all informants agree that when designing their teaching materials, they take into consideration pupils’ level, needs and course objectives to facilitate the lesson for each one of their pupils.

Questio07: Do authentic materials fulfil pupils’ needs?

Pupils’ needs by authentic materials.	Number	Percentage
Strongly agree	5	83.3%
Agree	1	16.6%
disagree	0	0%
Neutral	0	0%

Table 3.14: Pupils’ Needs by Authentic Materials.

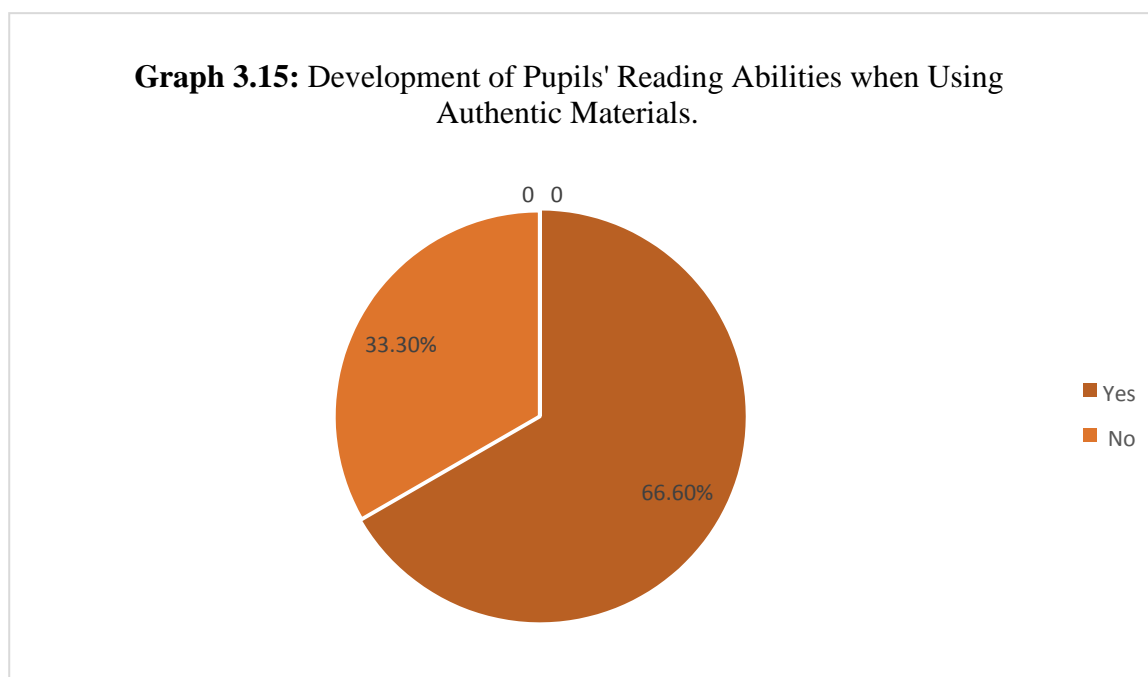


In this graph, as it is showed, we asked teachers if they see that their pupils’ needs are fulfilled with the use of authentic materials. 5 teachers (83.3%) stated that they strongly agree, and 1 (16.6%) mentioned that he agrees with this idea, we did not get any disagreement from this we can say that authentic materials proved their effectiveness on pupil’s needs.

Question 08: Do you find that authentic materials develop your pupils’ ability in reading?

Development of pupils' reading abilities when using authentic materials.	Number	Percentage
Yes	4	66.6%
No	2	33.3%

Table 3.15: Development of Pupils' Reading Abilities when Using Authentic Materials.



As it is mentioned in this graph, we asked teachers about the development of their pupils’ reading abilities through using authentic materials, 4 (66.6) teachers they have observed a development but 2 (33.3%) respond by no.

Question 09: What are the sources of authentic materials (not used before), you prefer to use in your reading session?

At the end of the questionnaire, we left some lines for the teachers to suggest some sources of authentic materials that they did not use before and they would use it in the reading session.

They said that they would like to use these materials:

- Videos, films and, plays that contain a simple language and meaning.
- Stories that can keep them in touch with the native speakers.
- Documentaries and newspapers to acquire vocabulary.

Question 10: Do you think that you need training for using authentic materials? What kind of training you suggest?

The result of this question detected that most of the teachers 83, 3% agree that they need training for using authentic materials; one of the teachers said that they need to know how to use internet creatively. While 16, 6% are totally disagree.

They stated some kind of training such as; training in designing the activities and training in designing the materials, and in selecting appropriate texts. This means that designing the appropriate tasks using authentic materials better than selecting the suitable materials.

To conclude the practical part, we can confirm that the use of authentic materials in teaching reading help pupils to develop their reading skill. In addition, the use of authentic materials makes pupils feel secure for receiving reliable knowledge related to the target language.

Conclusion

Teaching English as a second foreign language over authentic materials is commonly supported by many researchers in sense that it links learners with teachers at the same instructional process. That is to say, learners would raise self-confidence and always feel motivated when they use authentic materials, which will conduct their need in classroom. Moreover, learners would have positive expectation and feel more interested while using authentic materials in learning the target language.

Teaching reading is a difficult task because it is one of the major skills in learning English. Therefore, teachers should use a variation of materials and trick different methods that will help them, and effect positively the development of reading skill for learners.

Accordingly, the concept of using authentic materials in classroom provides learners with opportunities to be exposed and practice the language occurs outsides the classroom. Furthermore, English language skills such as reading and writing will be more achieved and more learned in appropriate methods by using authentic materials. Those materials help learners reinforce their learning results, enjoy the reading session and feel more comfortable. Moreover, we found out that authentic materials are source of motivation and participation in the classroom activities for learners if they are selected according to their levels and needs.

In addition, teachers play a very important role in presenting lessons for the chosen materials those suit learners' necessities and needs inside the classroom. The selection of suitable materials depends on both learning needs and teaching aims.

After analysing and discussing the main results, the analysis of the two questionnaires show that all learners during the use of authentic materials in reading session can get new words and grammatical forms, acquire several vocabularies, and produce the right pronunciation of words, to increase their regarding abilities. Authentic materials used in the classroom are considered as the appropriate tools for both teachers and learners in learning and teaching reading skill.

The findings went hand in hand with our hypotheses, which emphasize that the use of authentic materials in teaching is regarded as the ideal tool by which learners improve their reading skill and help learners to increase their communicative competencies.

Recommendations and Suggestions:

After identifying the difficulties that encounter teachers and pupils towards authentic materials, the solution to make teaching second language for pupils' effective is to create an authentic environment, it gives the chance to pupils to face real life situations. In addition, in teaching English language a diversity of materials can be used in classrooms, these materials should attempt pupils' attention and motivation.

Most of pupils prefer the use of authentic materials in the reading session, they see that it improves their four language skills; particularly they give more importance to reading and speaking skills.

We hope that this suggestions and recommendations proposed in this work will be helpful in raising teachers 'awareness about the importance of authentic materials and its effectiveness in developing pupils 'reading abilities.

- Authentic materials must be integrated in all middle schools, through providing teachers with all kind of authentic materials and supplying them with new technologies.
- Authentic materials should be used according to pupils' needs and level; teachers should vary in using them.
- Creating a motivational environment in classrooms and raising pupils' self-confidence.
- Teachers should include authentic materials in the curriculum, Support pupils when asking and answering questions and encourage them.
- Teachers should help each other by sharing experiences and materials.
- Teachers should be updated on new authentic materials that could respond better for pupils and boost the way they learn the language skills of English.

- Finally, all pupils and teachers prefer learning with authentic materials because they find them enjoyable and helpful.

Appendices

Appendix A : Pupils' Questionnaire.

Dear Pupils,

I am doing this research on the use of authentic materials in teaching reading, you as third year pupils, I would be very grateful if you could respond these questions.

Please tick the right box.

1-Do you know what do we mean by authentic materials?

A- Yes

B- No

2-How often does your teacher use authentic materials in the classroom?

A- Rare

B- Always

C- Often

D- Never

3- What sort of authentic materials your teacher uses in the reading session?

A- Paper based materials

B- Audio-visual

C- Internet and media

4- How you consider your reading abilities?

A- On average

B- Good average

C- Under average

5-Do you prefer learning reading with authentic materials or textbooks?

A- Textbooks

B- Authentic materials

6-What kind of materials do you prefer?

A- Printed

B- Pictures

C- Documentary videos

7- Do you participate in the classroom activities presented with an authentic material?

A- Little

B- Much

C- Very much

D- Very little

8- Are the authentic materials helpful for you to develop your reading skills?

A- Very strongly helpful

B- Not helpful

9- What sort of authentic materials do you suggest for your teacher to use in the classroom?
.....

10-What problems you encounter in the reading session?
.....

11- What is positive about reading session?
.....
.....

Appendix B: Teachers' Questionnaire.

Dear Teachers,

This questionnaire is indented to gather information about the use of authentic materials in teaching reading; it aims at collecting data needed for the accomplishment of a master thesis.

We would be very grateful if you could help us through responding to this questionnaire.

Thank you in advance for your cooperation.

Will you please tick the cores pounding square or fill the gap with the necessary information.

1- Would you prefer to use authentic materials in your classroom?

- A) Yes B) No

2- Why do you prefer using authentic materials?

A- Expose pupils to real language

B- Motivate pupils'

C- Improve the pupils' skills

D- Administration requirement

3- What are the sources that you would use to obtain authentic materials?

B) Printed

C) Audio-visual

D) Internet and media

4- Can you give examples?

.....

.....

5-How do you evaluate your pupils 'level in reading after using authentic materials in the classroom

- A- Weak
- B- Average
- C- Good
- D- Very good
- E- Excellent

6- How you design your teaching materials and what do you take into consideration?

- A-Pupils' level
- B- Pupil's needs
- C- Course objectives
- D- All of them

7-Do authentic materials fulfil pupils' needs?

- A- Strongly agree
- B- Agree
- C- Neutral
- D- Disagree
- E- Strongly disagree

8-Do you find that authentic materials develop your pupils' ability in reading?

- A-Yes
- B-No

9- What are the sources of authentic materials (not mentioned before) that you prefer to use in your reading session?

.....
.....

10 – Do you think that you need training for using authentic materials, what kind of training you suggest?

.....
.....

11-If you have any comment; you are welcome to add it.

.....
.....

Thank you for your cooperation.

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Summary

Pupils are facing different problems that may disturb their learning such as the lack of appropriate vocabulary use, misunderstanding grammar rules, and the difficulties in language skills; listening, speaking, writing and particularly reading. Hence, using the appropriate materials by teachers would be the useful solution to overcome them. The present study is a final master II dissertation; it is conducted on third year middle school pupils this study aims at investigating the use of authentic materials in teaching reading , The data collected from 100 pupils and 6 teachers using two questionnaires; one for pupils other for teachers. They were analyzed quantitatively. The study of the results revealed that teachers used a variation of methods. One of them is authentic materials. The results mentioned provide them with a great aid. In addition, teachers use different sources to obtain authentic materials. The difficulty of new words and the complexity of the meaning of the texts were the obstacles that encounter pupils in the reading session. However, when their teachers use authentic materials, it clarifies the idea for them and facilitates the interaction between them and their teachers. Authentic materials bring an atmosphere of entertainment. These types of materials have long been considered as great advantages for the English learners to enhance their language and to increase their intercultural awareness. Furthermore, it is believed they expose pupils to real life situations (outside the classroom) and motivate them in the language learning process. It is therefore, very significant to prepare pupils for successful English language skills improvement. In order to help them improve their language skills more effectively in the real world, we give importance to the implement of authentic materials in the English teaching class.

Key words: Authentic materials, Reading, Teaching, English language, Learning.

ملخص

قد يواجه التلاميذ مشاكل مختلفة تعرقل تعليمهم كنقص استخدام المفردات المناسبة، سوء فهم القواعد النحوية وصعوبة في المهارات اللغوية مثل الاستماع، الكتابة، التحدث وخاصة القراءة. فباستخدام المعلمين المواد الأصلية المناسبة سيكون الحل المفيد للتغلب عليها. الدراسة الحالية عبارة عن أطروحة ماجستير، تم إجراؤها على تلاميذ السنة الثالثة متوسط، تهدف إلى الحث على استخدام المواد الأصلية في تعليم القراءة. تم جمع البيانات من 100 تلميذاً و 6 معلمين باستخدام استبيانين وتم تحليلهما كميًا. كشفت النتائج أن المعلمين يستخدمون عدة طرق واهمها المواد الأصلية. والنتائج المذكورة تقدم لهم مساعدة كبيرة. بالإضافة إلى ذلك، يستخدم المعلمون مختلف المصادر للحصول على المواد الأصلية المناسبة، فهي توضح الفكرة للتلاميذ وتسهل التواصل بينهم وبين معلمهم. كما توفر لهم جواً ترفيهياً.

لطالما اعتبرت هذه الأنواع من المواد مزايا عظيمة لمتعلمي اللغة الإنجليزية لتحسين لغتهم وزيادة وعيهم بين الثقافات. كما أن هذه المواد تجهز التلاميذ لمواجهة مواقف الحياة الواقعية (خارج القسم) وتحفزهم على تعلم اللغة الإنجليزية. لذلك، من المهم جداً إعداد التلاميذ لتحسين مهارات اللغة الإنجليزية بنجاح. من أجل مساعدتهم على تحسين مهاراتهم اللغوية بشكل أكثر فعالية في العالم الخارجي، فإننا نعطي أهمية لتطبيق المواد الأصلية في تدريس اللغة الإنجليزية.

الكلمات المفتاحية: المواد الأصلية، القراءة، تدريس، اللغة الإنجليزية، التعليم

Résumé

Les élèves sont confrontés à différents problèmes qui peuvent perturber leur apprentissage, tels que le manque d'utilisation d'un vocabulaire approprié, la mauvaise compréhension des règles de grammaire et les difficultés dans les compétences linguistiques : écouter, parler, écrire et surtout lire. Par conséquent, l'utilisation de matériel approprié par les enseignants serait la solution utile pour les surmonter. La présente étude est un mémoire final de Master II ; elle est menée auprès d'élèves de troisième année de l'enseignement moyen ; elle vise à étudier l'utilisation de matériels authentiques dans l'enseignement de la lecture. Les données ont été recueillies auprès de 30 élèves et de 6 enseignants à l'aide de deux questionnaires, l'un pour les élèves, l'autre pour les enseignants. Elles ont fait l'objet d'une analyse quantitative. L'étude des résultats a révélé que les enseignants utilisaient une variété de méthodes. Une. L'une d'entre elles consiste à utiliser des matériels authentiques. Les résultats mentionnés leur sont d'une grande aide. De plus, les enseignants utilisent différentes sources pour obtenir des matériaux authentiques. La difficulté des mots nouveaux et la complexité de la signification des textes sont les obstacles que rencontrent les élèves lors de la séance de lecture. Cependant, lorsque leurs professeurs utilisent des matériaux authentiques, cela clarifie l'idée pour eux et facilite l'interaction entre eux et leurs professeurs. Les matériaux authentiques apportent une atmosphère de divertissement. Ce type de matériel a longtemps été considéré comme un grand avantage pour les apprenants d'anglais, car il leur permet d'améliorer leur langue et d'accroître leur conscience interculturelle. En outre, on pense qu'ils exposent les élèves à des situations de la vie réelle (en dehors de la classe) et les motivent dans le processus d'apprentissage de la langue. Il est donc très important de préparer les élèves à améliorer leurs compétences linguistiques en anglais. Afin de les aider à améliorer leurs compétences linguistiques de manière plus efficace dans le monde réel, nous accordons de l'importance à la mise en œuvre de matériel authentique dans la classe d'enseignement de l'anglais.

Mots clés : matériaux authentiques, lecture, enseignement, langue anglaise, apprentissage.