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The Role of Authentic Materials in Enhancing EFL
Students' Reading Skill
The case of Third Year EFL Students at Biskra University

A Dissertation Submitted to the Department of foreign languages in Partial Fulfillment
for the Requirements of the Master Degree in Sciences of Language

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Dedication

*In the name of « ALLAH » the Most Gracious the Most Merciful and the most
Compassionate.*

I dedicate this work to my wonderful and my dearest parents

Thank you for your support and your endless love.

To my beloved brothers, Kamel, Hacene, Khaled, Bahaa eldine

To my dearest sister Meriem and her husband Salim

To my adorable sisters, Ghania, Samira, Mouna

To all my nieces and nephews

To the flowers, Amina, Hanane, Kaouter, Fati, Sara, Sara, Amel, Ahlem, Kholoud,

Nousaiba, Mounira, Sali, Fariha, Nouha

To my wonderful friends, Sami, Nour

To all my dearest teachers and students of English

To all my friends with whom I shared the university life with its lights and shadows.

To all who love me

Introduction

Teaching involves a variety of components among which are the teacher, the learner, and the material. Authentic materials can contribute to a great extent in students' motivation in order to enhance the reading skill, which is considered as one of the primary skills that learners have to develop. Moreover, EFL learners have much different material that they have to come across during their learning process, such as: textbooks and other reading materials. Also, they gain much knowledge and understanding of the different subject areas through reading. Furthermore, authentic materials help students to gain a good English reading ability to understand what they have read even though they are not created specifically to be used in classroom. However, students prefer the materials that attract their attention and motivate them to use; these materials may include newspapers, magazines, novels and other print reference materials. Thus, such materials can be used as an excellent learning tool for students.

In this study, we would speak about the use of authentic materials in English language classrooms and their impact on the reading skill. We think that the use of authentic materials in EFL classroom is important because of their positive impact on students' learning process. We would also encourage their implementation in classroom courses when they aim at enhancing EFL learners' reading skill in learning. Therefore, we put forwards that the use of authentic materials may make the learners closer to the foreign language.

1. Statement of the Problem

Reading is the most eminent skill that plays a significant role in improving readers' language proficiency especially, in a foreign language setting. Most of the learners neglect this skill; they ignore its importance and some of its strategies and

techniques. Thus, it has been noticed that using authentic materials in EFL classes is a subject for debate. The present way of teaching foreign languages without the use of authentic reading materials does not attract and motivate students' reading while using them would motivate and help them to achieve good results.

2. Aim of the Study

Our study aims to:

- Shed light on the role of authentic materials in enhancing the reading skill.
- Raise students' attention to the importance of developing their reading skill through using authentic materials (newspapers, novels, magazines, and books).
- Ameliorate students' level of English as a foreign language through reading authentic texts.

3. Significance of the Study

This study is an attempt to help students extend their knowledge, gain new vocabularies, and ameliorate their level of mastering English as a foreign language through using authentic reading materials. In addition to that, the reading skill is seen by many researchers as the ability of extracting meaning from any material and it is the result of linking the new language on the page of reading with readers' prior-knowledge. Also, this study will be significant for teachers, simply because it will provide them with a number of advantages of using authentic materials in language classes.

4. Research Questions

Authentic Materials of any type play a vital role in learners' educational process; this work relies on finding the convincing answers to the following main questions:

1. To what extent is the use of authentic materials in EFL classes necessary to enhance the learners' reading skill?

2. To what extent is the reading skill important for EFL students to develop their achievements in the learning process?

5. Research Hypothesis

This study is designed to assess the hypothesis that if teachers use authentic reading materials in their EFL teaching then, they will contribute in the development of the reading skill among their students and motivate them to create a positive learning environment.

6. Limitations of the Study

- This research is limited to a sample of 40 students to represent the third year EFL students, we know that it is not really, representative, but it is more judicious to work with a limited number.
- It is also, limited to one area (skill) which is: the reading skill and the contribution of authentic texts in enhancing this important skill. Hence, our study will focus on the important role of authentic materials and the reading skill in the learning process.
- Finally, it is limited at gathering data from questionnaires administered to the EFL teachers and third year students and not interviews and classroom observations because of the shortage of time.

7. Research Methodology

1. Research Method

This present work, is mainly built on a descriptive method, because, we think that it would be more adequate for this research. We have chosen it because the work is mainly based on definitions, descriptions and analysis of findings. Thus, we are going to verify the hypothesis through a descriptive work, which focuses on the role of authentic materials in enhancing the students' reading skill.

2. Sample of the Study

Third year EFL students at the English division at Mohamed Kheider University (Biskra) represent the population of our study, and from this population, we took 40 students randomly as a sample. This choice is based on the representative sample when conducting researches like the one we dealt with.

3. Research tools

The research tools of the work under investigation are based on the two questionnaires. One administered to teachers and the other to third year EFL learners at the English branch at Biskra University. The purpose behind them is to get reliable information from both teachers and students about using authentic materials and the reading skill.

8. Structure of the Dissertation

This work consists of three main chapters. Both the first and second chapter are devoted to the theoretical part of the work, while, the third one is devoted to the practical one. So, **the first chapter** is concerned with the importance of the authentic materials in enhancing the students' reading skill, where it is supposed to provide some of its definitions, types, sources, and some of its advantages. **The second chapter** is mainly concerned with the importance of the reading skill, its definitions, types, strategies, and so on. **The last chapter** is the field work; it is devoted to the analysis of the gathered data from the questionnaires of both teachers and students. Finally, some of the suggested recommendations are suggested in that final chapter with the general conclusion.

Introduction

The use of authentic material in EFL classes has become the concern of many foreign language teaching communities. These days, there are many persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes. Generally, what this means is that authentic materials involve the language that naturally occurs as communication means in the native speaker contexts of use, or rather in the selected contexts where Standard English (SE) is the norm: real newspaper reports, real magazine articles, and so on. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed on is when authentic materials should be introduced and how they should be used in an EFL classroom (Kilickaya. 2004).

In this chapter, we will shed light on different definitions of authentic materials and its importance in teaching English as a foreign language, but first we will provide a brief overview about them and identify some of their sources, then we will mention some of their advantages and disadvantages. Besides that, we will discuss some factors that need to be put into consideration when selecting the appropriate authentic materials and we will conclude with their role in enhancing the students' reading skill.

1. Defining Authentic Materials

The definitions of authentic materials are differently written by different researchers on language. Rogers (1988) as cited in Tamo (2009) describes authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real-life and meaningful communication.

Harmer (1991) on his turn has suggested another definition of authentic materials. He said that, authentic texts are “materials which are designed for native speakers; they are real

texts; designed not for language learners, but for the speakers of the language”. Here, this distinguished scholar wanted to insist that in spite of the importance of these materials, they are not normally designed for languages classes.

In addition to this, Martinez (2002), as cited in Al-Rashidi and Al-Azri (2014) confirms this and defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Also, Jordan (1997) cited in Moazam and Zamanian (2015) refers to authentic texts as “texts that are not written for language teaching purposes”.

Similarly, there are many linguistic scholars who totally agree with the use of authentic materials in EFL classes. For instance, according to Peacock (1997) as cited in Berardo (2006) authentic materials are materials that have been produced to fulfill some social purposes in the language community. Another definition for authentic materials explains them as “the exposure to real language and use in its own community.” Also, Kilickaya (2004), states that students get more benefits from being exposed to the language in authentic materials. What has been noticed then is that, as Widdowson (1990) views that there is something in common in these definitions which is “exposure to real language and its use in its own community”. In short, we can deduce that “authentic materials are those materials that can be used by teachers in language classes without modifying them in any way for EFL students. For instance, as Sanderson (1999) gives the example of a newspaper article that is written for a native-English-speaking audience can be also used for another language class.

Using authentic materials in the classroom and suggesting further reading outside classroom by teachers can be motivating for the students to extend their knowledge and become aware of what is happening in the real-world. As they (authentic materials) add important elements to a real-life of the students’ learning experience, they are recommended

to be used without hesitation. Therefore, authentic materials are significant since they increase students' motivation for learning and make them exposed to "real" language.

2. Authenticity and Foreign Language Learning (FLL)

One of the most important tools in foreign language teaching and learning is the use of authentic materials. Nowadays, there are several and diverse materials available for teachers to use as a support for foreign language teaching (FLT). It is up to the teacher to choose the most useful materials. In addition to textbooks, there are more real-world language materials, which can just as well be used for teaching purposes. This real-world language materials or authentic language materials have many definitions. Nunan (1985:38), for instance, defines the concept of authenticity as follows:

‘Authentic’ materials are usually defined as those which have been produced for purposes rather than to teach language. They can be taken from many different sources: recordings of authentic interactions, extracts from newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been mentioned.

Widdowson (1990:45), on his turn, defines authenticity as natural language behaviour. Even though Lee (1995:324) states that, “the text is usually regarded as textually authentic if it is not written for teaching purposes, the same text can be used for real-life communicative purpose”. Basically, authenticity, as cited in Katri (2009:4), can be described as: genuineness, realness, undisputed credibility, unedited and validity.

According to Van Lier (1996:125), authenticity in the classroom is related to processes of self-actualization, intrinsic motivation, respect and moral integrity in interpersonal relations. The focus in learning a foreign language is to learn a language and the ability to use it in a real-life situation. Also to be able to communicate naturally, learners should be

involved in natural communicative language use in the classroom on which the classroom has to be authentic (Katri. *ibid.*).

Kilickaya (2004), states that authenticity has been put under deep discussion by many researchers. As a result, they came up with different definitions for this problematic term. He (*ibid*) added that defining ‘authenticity’ is a vital element for both material designers and language teachers, who are willing to employ authenticity in language teaching in EFL classrooms.

Another definition given by Grellet (1981: 8) supports what the previous scholars said about authenticity, as cited in Mishan (2005:13):

Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article, for instance, should be presented as it first and layouts are retained. and appeared in the paper; with the same typeface, the same space devoted to the headlines, the same accompanying picture [...] the picture, the size of the headline, the use of bold-face type, all contribute to conveying the message to the reader.

2.1. Types of Authenticity

According to Breen (1985:57) there are four types of authenticity. These are: *text authenticity*, *learner authenticity*, *task authenticity* and *authenticity of the classroom*. These types will be discussed below:

- ***Authenticity of text:*** refers to the authentic qualities of a text. Authentic texts in the context of language learning, means any source of information used to help learners to develop an authentic understanding.
- ***Authenticity of learners:*** refers to the ability of learners to interpret the meaning present in the text like the native speakers do in the real world.
- ***Authenticity of the tasks:*** refers to the chosen tasks provided for the learners to be engaged i.e. in an authentic communication and authentic aims for learning.
- ***Authenticity of the classroom:*** the most important role of the classroom is to enable the learners to experience "public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems".

3. Types of Authentic Materials

Teaching materials are considered as an essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is available to all people and it is a rich source for authentic materials.

Authentic materials can be classified into three categories: *audio*, *visual*, and *printed materials*. Audio or listening materials can be grouped into three. First, television programmes including commercials, quiz shows, talk shows, cartoons, news, and weather reports. The second group is radio programmes including interviews, talks, and radio

advertisements. The third group involves taped conversations, telephone conversations, meetings, short stories, and so on.

Visual materials on the other hand, include photographs, paintings, and drawings, children's artworks, and road signs, pictures from magazines and books, notices, directions, descriptions, expository texts, and time tables.

The third type of authentic materials comprises the printed materials. These include newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, TV guides, recipes, directions, notices) restaurant menus, minutes of a meeting, diaries, travel guides, greeting cards, letters, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc), as mentioned in Moroko & Geoffrey (2010:7-8).

3. Sources of Authentic Materials in EFL Courses

The sources of authentic materials that can be used in the classroom, whether spoken or written, are infinite, but the most common materials are newspapers, magazines, TV programmes, movies, Videos / DVDs, radio and recordings, songs , rhymes and poems, pictures, charts, diagrams, advertisements, realia such as: airline tickets, hotel information, leaflets, posters, instruction manuals, telephone books, menus, maps, books, dictionaries, storybooks, comics, original letters, postcards, and timetables. Also, the world outside the classroom: shop, library, museum, art gallery, theatre, telephone, talks, cinema and menus are useful for anyone who needs English to travel abroad, particularly if their language level is pre-intermediate or below (Ellis, 1996: 168). One of the most useful sources is the Internet. Whereas newspapers, magazines, brochures and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more

practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is an easier access to endless amounts of many different types of material, as cited in Abdul Hussein (2013).

4.1. Printed Materials for Enhancing the Reading Skill

Newspapers, magazines, and books comprise the three most important representatives of print media and they are now easily accessed and as such learners can contribute in the collection of these materials will later on used in their teaching and learning environment.

4.1.1. Superiority of Newspapers and Periodical Resources

Newspapers and periodicals resources as a new path for English language teaching as the source of language reading material, they can increase students' learning process because of their authenticity inclusiveness.

Characteristics of periodical: there are many characteristics that will be mentioned, as cited in Li and Yue, (2013: 4159),

Fast updates: the role of the press to provide people various news, it is synchronized with the development of social life and the content update fast, therefore it includes many information.

Inclusiveness: the press is the carrier of numerous contents, if we say it covers and contains everything is not excessive, a newspapers resources also contains different types subject content, it can offer the reader information in multi-angle and multi dimension.

Aliveness and realness: language development is selective, advancing with the times and can be updated reflecting the characteristics of an era, like the word "knight" in modern English in rarely used Except appearing in some literacy works. With the development and changes of the times; therefore newspapers and periodicals resources are more innovative, more integration, with times and they are from the true expression of objective facts; therefore their language have more authenticity (Wells, 1982).

In choosing suitable newspaper materials to use in the classroom, the teacher may use some pre-activities and while-activities that can be used in combination with one another. Some of them are listed below (Sanderson, 2002):

- ❖ Give the students the material before the lesson, ask them to look for vocabulary as home work
- ❖ Explain key vocabulary in the materials
- ❖ Summarize the newspaper item
- ❖ Ask the students to brainstorm what they know about the newspaper item
- ❖ Let your students read a newspaper report
- ❖ Tell the students the headline and show any accompanying photograph
- ❖ Before reading, write on the board and explain key vocabulary, then ask the students to use a dictionary during the activity
- ❖ Encourage your students to go for the overall meaning of the text, rather than understand every word
- ❖ Encourage your students to bring to their reading their own world knowledge
- ❖ Try to help the students in understanding the grammatical complexity of the text, facilitate to assimilate the density of information, guess the low-frequency vocabulary, etc.

To sum up, newspapers are the most easily available and accessible of the news media that anyone, anywhere can buy them (foreign language newspapers are today available internationally). In addition to that, they can be adapted to the new curriculum standards, providing the source language material for learners in foreign language, improve the learners ability to use the language, expand their knowledge, cultivate the learners cross-cultural awareness, it is the most effective learning material. We should see the benefits English newspapers and periodicals material bring to us. We must abandon the old teaching mode,

build a new teaching system improve the curriculum by make full use of newspapers and periodicals to promote the development of the new curriculum of English teaching, cited in Mishan (2005:154).

4.1.2. Magazines

Magazines are another representative group of the printed media. Their purpose is exactly the same as that of newspapers, to inform, entertain and convince the audience as well as to offer a tool for targeted advertising. As such they could very easily be used just like newspapers. Their advantage is that they are much more colorful than newspapers and they offer many opportunities to the teachers to organize photograph activities that could stimulate verbal and/or written stories. For instance, they could be used to introduce colors, means of transport, fables and short stories and other stimulating activities as well. Nowadays, there are magazines suitable for every age group which makes the decision making much easier. This high interest that this generation shows in reading magazines should be further on exploited by the educators to up-to-date their teaching materials and to break the monotony of the textbook-based lessons. Children and teenagers who have been turned off by textbooks may be motivated to read magazines, as cited in Vavla (2009:15)

As a parallel line can easily be drawn between newspapers and magazines, the advantages and the kind of activities used with the newspapers can be easily applied, adapted and used with magazines as well.

In general, the advantages of using magazines are: (ibid: 15-16)

- They provide a valuable source of authentic materials which can be easily adapted to classroom use. The wide range of topics they cover allows teachers to use them in many different subjects and occasions. They provide facts, data and stories which can serve as supplements to subject content.

- Magazines are child friendly as they are full of pictures and colors. Young children especially are easily attracted by colorful magazines and this may serve as a tool to motivate the students' reading skills
- Magazines offer to students a 'real' natural source of language comprised of words characterized by several co-notational components pertaining to a wide variety of language styles, enriching this way the students' passive and active vocabulary.
- Magazines (similarly to newspapers) are the first to present to our students (and not only) the changes in which the language undergoes and they can do this much faster than textbooks as they are published daily, weekly or monthly.
- Magazines can also be used basically for the culture they transmit. Since they serve as a country's mirror, students are able to be in contact with the culture of the language they are studying through magazines in particular and printed media in general.

4.1.3. Books

According to Tafani, (2004) books are crucial in modern life, as cited in Valve, (2009:16), a driving force in education, business, law, science, medicine and entertainment. Through books, the learners gain the legacy of knowledge earned by those who came before (Beckert: 1992). Without books (and textbooks are included here), no education could have been possible. They are the primary source of information used by all humanity. After the invention of the typewriter, the printing of the textbooks and books in general reached high peaks and expanded its readership.

As Beckert (1992) when he said: "Unfortunately, despite the worldwide known value of books, we hear students grumble each day and more about books assigned to be read by their instructors. This is a debatable topic in educational spheres." Beckert (*ibid.*) added that "Books of proven literary worth should be the backbone of the curriculum." As such, teachers should intentionally make books part of their everyday teaching and learning experience and

should always use them in the classroom together with the students so as to nurture them with the love for books.

As cited in Valva (2006), statistics show more than 68 % of the interviewed people, stated that they read less than two books a year, while 61% of the students interviewed stated that they read only because they were obliged to. It seems useless to count the advantages that students and humanity in general have by reading books, since no progress in whatever field of study can be imagined without them. They are an indispensable tool used in the classroom. “We cannot imagine a student, a pupil or a teacher without carrying, studying or reading books, being them textbooks, literary, scientific, fiction or whatever” (Tafari, 2004).

People of every age group, sex, religion or profession find information, pleasure, relaxation and inspiration while reading books. In contrast to the other two print media mentioned above, books lack immediacy, but they make up for this by greater thoroughness and permanence i.e. efforts and consideration. One of the ways in which instructors can make use of books is that of essay writing. Based on a particular story described in a book, every student is able to sit and write his or her own perspective on the events occurred. Apart from extensive benefits in reading skills, books offer to students a wide variety of language styles that can later on be adapted by the students themselves in their speaking or writing skills and activities. As seen, and it is believed, as known by all, books are considered as the most enduring of the mass media and their benefits should always be kept in mind by teachers and students all together so as to never forget to use them in and out of the classroom, as cited in Valva (ibid).

4.1.4. Novels

Novels, as cited in Tsai, (2012) are often adopted in programmes involving extensive reading, pleasure reading, literature circle (Chiang, 2007; Kim, 2004), literary responses

(Liaw, 2001), or used to explore the reading and writing connection (Wu, 2005). In these non-literature oriented programmes, novels usually take on the role of supplementary material. Gareis et al. (2009) and Melon (1994), however, advocate using novels as textbooks. Although novels do not include elements frequently present in traditional textbooks, such as vocabulary list, grammar charts, writing exercises, and pictures, they possess both the authenticity and appeal missing in a textbook. They are unedited, unabridged, natural in speech and writing, and written to communicate meaning. The imagination, fanciful possibilities, intriguing plots, and real-world language contribute to the engagement of the reader and appeal to a mass readership (Gareis et al., *ibid*: 145).

5. The Use of Authentic Materials in EFL Classroom

Using inappropriate teaching materials may lead learners to face obstacles and difficulties in understanding the material. Learners need to be motivated to succeed in acquiring any other language. Therefore, teaching materials must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing. So, in order to help students learn better, most the researchers mentioned before suggest and encourage using authentic materials in language classes.

The terms 'authentic' and 'authenticity' and their application to language learning have been the subject of great controversy over the past three decades, and it can be dated back to the 1970-s (Mishan, 2005:1). Many researchers have studied the effect of these kinds of materials on learners. Using authentic materials particularly in teaching language has been effective over the past decades. Many researchers shed more light on the usefulness of authentic materials to support language learning and teaching (Guariento and Morley, 2001; Paltridge, 2001; Shrum and Glisan, 2000). Most of the researchers state that these kinds of materials help students increase their motivation towards reading. For instance, Otte, (2006) and Thanajaro, (2000) noticed that learners' self-satisfaction and motivation showed

improvement after employing authentic texts in the classroom, as cited in Al-Rachid and Al-Azri (2014).

Authentic materials help motivate students learn the language by making them feel that they are learning the 'real' language (Guariento & Morely, 2001). Whereas, Hyland (2003: 94) claims that one of the most important advantages of using authentic materials is that they increase learners' motivation and reflect positively on the learning process.

Peacock (1997), as cited in Richards (2001), mentions several reasons for using authentic materials in the classroom. These are:

- They prepare learners for real life.
- They meet learners' needs.
- They affect learners' motivation positively.
- They encourage teachers to adopt effective teaching methods.
- They present authentic information about culture.

Authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations, as cited in Moazam and Zamanian (2015).

6. Selecting Authentic Materials (tasks)

Nunan (1989), as cited in AL-Azri and AL-Rashidi (2014) divide communicative classroom tasks into two categories. These are:

- *'Real world'*: this type of task provides the learners with a chance to be involved in practice of the language and behaviors they might need beyond the classroom.
- *'Pedagogic'*: this type 'stimulates the process of acquisition' only without getting the learners to practise the skill that might be needed in the real world. This type is represented in the course books used by teachers in the class. Therefore, using

authentic materials is necessary for learners to be prepared for dealing with real world situations. Thus, it is the teachers' role to choose suitable authentic tasks to support learners' learning.

According to McGrath (2002) there are eight criteria to be considered when choosing appropriate authentic texts. These are:

- Relevance to course book and learners' needs.
- Topic of interest.
- Cultural fitness,
- Logistical considerations.
- Cognitive demands.
- Linguistic demands.
- Quality.
- Exploitability.

But there are just three main criteria used in order to choose texts to be used in the classroom: suitability of the content, exploitability and readability.

According to Nuttal, (in Berardo, 2006) firstly, suitability is regarded as the most eminent criteria, because it means that reading materials must arouse the learners' interest, meet their needs and motivate them. Secondly, exploitability stands for the way in which the text is used to develop the reading skill of learners; finally, readability refers to the difficulty of a text. The reading text must not contain too difficult or complex words and structures. It must also suit the learners' level of English. Otherwise, it might de-motivate them and will have a negative effect.

7. Levels of Using Authentic Materials

The implication of authentic materials is a controversial issue in language teaching. As cited in Akbari and Ravazi (2016), some experts like: Kilickaya (2004) and Kim (2000)

believe that teachers can only use authentic materials in intermediate and advanced language classes. They add that lower level students lack many lexical patterns and structures which create difficulties for them. According to Guariento and Morley (2001: 348), authentic texts should not be used with lower level students; because they (authentic texts) would demotivate and frustrate them. However, other researchers, like: McNeil, (1994), Miller, (2005), believe that learners should use authentic materials in the foreign language classrooms where they insist on exposing students to authentic materials in the earliest stages of language learning claiming that this exposure will lead them to developing useful strategies for dealing with complex tasks later on.

8. Reasons for Using Authentic Materials in the Classroom

Many studies, as cited in Shemal and Parul (2016: 94), have confirmed positive results by showing positive effects on the students' results that have the chances to interact with and use authentic texts. In addition to that, Harmer (1991) believes that, even though many course books use non-authentic materials to develop language skills, only authentic material genuinely improves listening and reading skills. Many studies have proven that authentic materials improve reading skills of students by introducing them to new vocabulary and expressions (Bacon & Finneman, (1990); Berado, (2006).

Furthermore, McNeil (1994) and Kilickaya (2004) claim that incorporating authentic materials in FL classroom offers more than linguistic advantages, they argue for motivating power of authentic materials. Both scholars (ibid) believe that the use of authentic material in language teaching motivates learners as it gives learner the feeling that he/she is learning the real-language; the language as it is used by the community. Many researchers like, Bacon & Finnemann's, 1990; Otte, 2006; Thanajaro, 2000, have proved that students' motivation and self-satisfaction increased after exposure to authentic aural texts. To support the idea, Kim

(2000) argues that authentic materials make a major contribution to overcoming certain cultural barriers to language learning.

9. Advantages and Disadvantages of Authentic Material

9.1. Advantages of Authentic Materials

Using authentic materials in language learning environments have lots of advantages and it is beneficial for students from many angles and they are mentioned as follows:

There are many motives for selecting authentic materials as a tool for teaching foreign languages. By using authentic materials the teacher allows learners to be exposed to real language and encourages them to process real texts. The examples and texts in course-books are artificially invented, updated and thus, syntax and lexis are modified according to the learner's level in foreign language learning.

As cited in Katri (2009: 9), authentic materials also provide learners with the model of target-like language use, which will help learners to be able to use language in real life. As Hyland (2003:94) points out, learners will become acquainted with the target language when authentic material is used in foreign language teaching. One of the most important advantages of the use of authentic materials is the emotional factor. It is obvious that there are many important factors that influence foreign language learning. Motivation is one of the factors that mainly determine the quality of learning (Whitaker 1995:160).

According to Hyland (2003: 94), authenticity in a foreign language classroom will increase learners' motivation and thus, improve the learning results. In addition, Melvin and Stout (1987: 55) state that learners who work with authentic materials have an interest in the language that is based on how they might benefit and what they will do with it in the future.

Moreover, learners realize the benefits of further language learning even though there are still debates over this fact. Devitt et al (1988:15) state that research tends to confirm the

widespread intuition that a favorable attitude and a high level of motivation go hand in hand with second language learning success. Therefore, authentic materials with real-world language and contact with culture of the target language can, at its best, make learning enjoyable and motivating.

9.2. Disadvantages of Authentic Material

Authentic materials have disadvantages that should be kept in mind. Language in the authentic texts might be too difficult and complex for learners and this could lead to decreased learner motivation, poor learning results and a negative impression. In addition, it is very time consuming for teachers to find the right kinds of authentic materials and develop effective tasks to meet the pedagogic purposes. Finally, according to Hyland (2003), it might be difficult to fulfill the original communicative purpose as materials are still used in a classroom environment, cited in Katri (2009: 9).

10. Difficulties of using Authentic Materials

Using authentic materials may lead us to face some problems. The negative aspects of authentic materials are that they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts (Martinez, 2002).

Students often bring copies of newspaper articles or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionary and have not understood a single word. Richards (2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated, very quickly but unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary

may not be relevant to the learner's needs and too many structures can create difficulty. Rather than motivate the learner, it can de-motivate, as cited in Berardo (2006).

11. Overcoming Authentic Material Difficulties

- Simplification of the texts , which means using simple and comprehensible words for the reader in order to catch the idea of the message.
- Design tasks for partial comprehension.

(Berardo, 2006; Guariento & Morley, 2001)

Conclusion

Using authentic materials can be beneficial and an effective tool in the learning and teaching processes. These types of materials can be highly motivating students in the learning situation since they contain real and correct forms of the target language. Teaching with the use of authentic materials helps students engage in real-life communication and practise some other skills. Moreover, they can enhance students' reading because of their interesting topics to the learners.

Chapter two :The Reading Skill

Introduction

Reading is an essential skill in learning any subject matter. Because it gives access to knowledge, Moreover, reading in a second/foreign language is equally important as it offers an opportunity to look at how native speakers of the second/foreign language practice it, and how they reflect aspects of their culture and express their emotions and ideas in written form. In other words we can say that reading skill has always been far from the expectation of being used as a means of communication similar to speaking, listening and writing; reading was rather described as a passive receptive skill. According to Harmer, (1983) and Adams, (1990) see that “Teaching reading to second/foreign language learners reflected the idea of reading as a passive skill. It focused on showing learners some ‘tricks’ to understand a text. In academic terms, those ‘tricks’ are called strategies, also many researchers have noticed the effectiveness of teaching second/foreign language learners and how to understand written materials by teaching them the use of those methods.

The present chapter will investigate the history and aspects of reading from different points of view with reference to the specialists that looked at the reading process in the light of the discoveries made in their respective fields, and which have influenced the both sides the theory and the practice of reading. Reading comprehension also defined as it pertains to the reading process. Aiming at explaining the cognitive processes underlying the reading process and explaining its mechanisms, we will describe the models of reading that have been advocated by prominent researchers in the areas, and another model of reading that accounts for its affective dimension will also be briefly examined. The chapter will give a brief review of reading in second/foreign language (L2/FL) and its teaching and characteristics that differentiate readers who read in their first or native language (L1) and those reading in second/foreign language (L2/FL). Later, we will look at the development of approaches to

teaching second and foreign language and how they affected the teaching of reading in L2/FL. Finally, we will end up this chapter by looking at how reading in L2/FL is being taught under the Communicative Language Teaching approach.

1. Definitions of Reading

Many scholars have attempted to define the term reading on a focus of its essence which has long been investigated. Yet, no single research could be exhaustive and comprehensive enough to include all the aspects of the actual reading activity. Definitions have tried to give a conceptual view about what reading is, how it takes place, and mechanisms that underlie it. So everyone has certainly had numerous experiences with reading that he might think forming its definition would be a relatively easy matter. Yet, as reading may mean many things to many people, a simple definition cannot adequately encompass all of its facets. Authors have furnished us with multiple descriptions ways of reading, often with varying nuances and emphases. A broad definition equates reading with the interpretation of experience, and a narrow one restricts it to the interpretation of the graphic symbols. Moreover; Most of the definitions that have been elaborated to explain reading, however, agree on the fact that it includes underlying intricate procedures and methods.

1.1. Reading as a Passive Act

During the early 1940's and 1950's, it has been said that reading was considered as a delayed language skill to be learnt. At that period, the teaching of English as a foreign language was marked by the primacy of some language skills over others. From that we can see that Listening was learnt prior to reading, and speaking was mastered prior to writing.

In the same path Carrell, (1988: 2) claimed that at that period, the teachers' focus was to ensure learners' better achievements in understanding heard messages and to make them practice speaking through rote learning. The main scene in those years in foreign language

classes and the different class tasks gives the impression of a noticeable absence of both reading and writing. Within the boundaries of these early views, reading was essentially seen as “getting meaning from talk written down” and simply as substitute for the “understanding of talk” (Bumpass, 1975: 182). So, we can notice that even the definition of reading at that period was linked to speaking. Someone who was about reading a written passage was said to be about understanding the speech recorded on paper. Moreover, what was written on paper was not termed writing but rather a record of speech. Thus, reading was delayed till later stages of foreign language learning, and it is recognized to be learnt as a consequence of having an oral mastery of the language.

Also Norris, (1975: 202) in the following model, the reader was seen as a passive recipient of the print represented on the paper. No considerable intellectual effort is made by him. Everything in the text gets inside the reader’s brain the moment his eyes face it.

1.1. Reading as an Active Act

In the early seventies, the psycholinguistic views classified reading as an active act. Their arguments grounded on what Abisamra (2001: 6) explains “In her mind, FL readers are frightened by unknown vocabulary. Their resort is usually to consult dictionaries to get things clear, and this most likely impedes the natural way of reading. In fact, readers turn to work on unfamiliar vocabulary rather than reading”. From that we can see that this over reliance on the text breaks the continuity of reading and causes the reader to lose time and interest to carry on the reading activity. For this reason, it was necessary for researchers to find solutions for readers to reduce their sole dependence on the text. The reader is no longer seen as a passive participant who depends heavily on the linguistic input on the page but rather as someone who is actively engaged while reading.

Nuttal (1982: 9) claims that an author's conveyed message is not there in the text to be sucked up by the reader with no effort; where he should be in an interaction with the text to participate in building an interpretation. The reader is likely to search other sources of information far away from the text. In other words, the reader needs to compose the text's meaning through bringing information from the outside world of the text and linking it to what is expressed inside it. The over-dependence on the text reduces his chances for extracting the intended meaning as quickly and efficiently as possible. Also, Nuttal (1982: 5) explains that the sense contained in a text is not necessarily gained in all cases. One reason for this is that the reader may fail to go to the deep intentions of the writer's expressed ideas. Therefore, it is necessary that readers struggle with all means at hand to maximize their chances of success with a given text. Reading as an active process falls under the rubric of top-down approaches to this act. This method theorizes reading as a process that starts from the reader moving down to the text's units. The reader is recognized to play an influential role in the reading process.

In the same path, we found also, Carrell (1988: 8) sees that the reader dynamically takes part in the reading active through which he guesses and processes information relying not only on his prior linguistic knowledge but also on his knowledge of the content of the text. Thus, the reader brings bits of meaning from his own, making it clear that he is involved in a way or another in the reading act. It is claimed that the reader is likely first to proceed in a top- down approach instead of directly sticking to bottom-up model.

Bartlett (1932: 206) states: An individual does not normally take such a situation detail by detail and precisely builds up the whole. In all ordinary instances he has an overmastering tendency simply to get a general impression of the whole; and, on the basis of this, he constructs the probable detail. Very little of his construction is literally observed ... but it is the sort of construction which serves to justify his general impression. Bartlett (ibid.)

views that the reader needs first to get an overview of the text's meaning before working on details with no high emphasis on the linguistic input. This view is best supported by Dubin and Bycina (1991: 167) who argue that the readers' function is a rather completely dynamic one. They guess the semantic content as they proceed through the text, they attack large chunks at a time, they do not pay attention to letters, but instead they work to link what they already know to what they encounter as new in the text. In other words, the reader gives a greater importance to grasping meaning which is gotten through a very economic and efficient procedure.

The reader under a top-down model is permitted to skip unfamiliar words and complicated sentences as long as they do not contribute to the overall meaning of the reading passage. If the reader succeeds to work out interpretations from the text, there will be no problem if he does not comprehend all the print on the paper. The top-down approach to reading does not prove to be a suitable solution to all readers. This model is not the full picture of all what happens in readers' minds. It neglects the importance of lower levels of processing.

According to Abisamra (2001: 5) "this model is good for the skillful, fluent reader, for whom perception and decoding have become automatic, not for the less proficient, developing reader". In other words, readers with high levels of sound-symbol and word recognition tend to be successful while approaching the text from a top-down perspective whereas those with less or no recognition skills face failure. This is again another challenge for reading theorists to try to state a clear or a full definition of reading.

1.2. Reading as an interactive act

The introduction of interactive approaches to reading a foreign language goes back to the late 1970's. This language process is no longer seen as only a bottom-up decoding process

or as a basically high predictive act but as an interactive one. Rumelhart (1977) and Stanovich (1980) are the first reading theorists who weighted equally both the text and reader. Identifying the text's meaning is likely to be achieved through a mutual or reciprocal action of influence between the print on a page and what the reader brings to it. The reader is stimulated by the text's cues to generate predictions and guesses from his prior-knowledge, which in turn may help him to understand what is expressed at the bottom level of the written passage. The interactive approach to reading recognizes the necessity of achieving balance between concept-driven and text-driven approaches to reading. Dubin and Bycina (1991: 167) claim that the interactive approach to reading recognizes the importance of pre-existing information in one's mind and his already formed anticipations as well as it emphasizes the great utility of having competence in working out lower units of the text.

Also, bottom-up and top-down approaches to reading melt together to ensure the realization of reading activity. It is reported by Hatim and Mason (1990: 266) that: "reading is a two way process". There is no rule which states from where the reader starts. Sometimes, he is likely to settle first on print then moves to higher processing. Other times, it is the other way round. Harmer (2001: 201) points that, on one hand, total understanding may be reached through getting meanings of the text's specific details. On the other hand, a general idea about the text's content may be the pathway to understanding its constituents. Whereas, Dubin and Bycina (1991: 197) attempt to state some guidelines of how the reading process works. At a first stage, the reader's eye gets from the text clues to the meaning with intricate possible predictions. These are to be sent to the brain. The latter operates to link pre-established information with the new one with the ultimate goal of easing its digestion. It is a rather difficult task to separate top-down and bottom-up processing while reading for the simple reason that it is "a parallel processing". (Eskey, 2005: 570). There is a simultaneous shift from one model to the other. That is to say, the reader uses both models at the same time switching

from one to the other spontaneously. Matlin (2003: 42) on his part agreed on that once he claimed that there is no point in investigating from which level a piece of information is to be perceived. None can question whether interpretation proceeds from whole or specific levels for the simple fact that it occurs through the two ways at the same time. The evolutionary views to reading a foreign language make it difficult to find one simple clear final definition of reading. Each approach to this language skill views it from a different perspective. In fact, it was stated as early as 1985 by Smith that “there is no point in looking for a simple definition of reading... it has a multiplicity of meanings... we should not expect that a single definition for reading will be found ...” (100).

For this work of research, reading is considered as an interactive approach; a process of meaning extraction. This meaning is the result of linking the new data on the page with the reader’s already existing knowledge. In the same path Eskey (ibid: 570) provides a definition of reading which best suits the present study. He regarded it “as a psycholinguistic process when preformed successfully entails both rapid and accurate decoding and the construction of meaning based on prior knowledge”. This definition makes it clear that while reading, an interaction between thought and language takes place. The reader has two sources of information to get meaning. The first source is the print on the page or the language, to be decoded. The second source is the reader’s thoughts or his pre-existing knowledge about the text. He is likely to depend on both sources for the construction of meaning.

2. The Nature of Reading ‘the Process and the Product

It is possible to view reading both as a product and as a process, though it is not an easy task to make a distinction between the process of reading and the result of that process.

2.1. The Process of Reading

By process of reading, as cited in Mebarki (2008), we mean the cognitive activity operating in real time. It is the interaction between a reader and a given text. Here the reader is supposed to be under different actions which are; reading the print, try to relate the information with each other, and think about what he is reading, and discover how useful or useless the text is, and deduce the difficulties he may face when reading, and search for ways to overcome them.

2.2. The Product of Reading

By the product of reading, as cited in Mebarki (ibid), we mean comprehension of the written input. The product of reading may differ from one reader to another on different types of texts; with different purposes may someone aim at. Thus the reader may use some strategies which are: reading the lines, to reach a linguistic comprehension. Reading beyond the lines; in attempting to interpret what he is reading. Reading between the lines; to infer implicit information and meaning another thing that is worth mentioning is that achieving successful understanding depends on three interrelated elements which are (the reader, the text and the activity). Alderson (2000).

a) The reader form different representation of the text, which is important for comprehension and rejects irrelevant information that may affect negatively on the comprehension.

b) A text may be easy or difficult, depending on its genre, its content, the vocabulary used and it's linguistic and discourse structure.

c) Concerning the activity, it is performed in order to achieve a particular purpose that is influenced by many factors such as interest, needs and motivation.

3. Types of Reading

There are many styles or ways in which people read in order to get the required information, To reach one of the reading purposes; the reader has to use a given type of

reading that he/she thinks it would be the most appropriate. Reading types are the various and diverse behaviors adopted by the reader during the reading activity. Indeed they are categorized according to the speed and concentration that, in their turn, are dictated by the particular purpose the person has in mind when approaching a piece of writing (Davies, 1995:136), generally speaking four reading styles i.e. types will be clarified in the coming points:

3.1. Skimming

it is a quick reading, may the reader use to get the gist of a selection. Here the reader glances at the text to find out what it is about, he may select only few parts to read, perhaps, the beginning and the end of the passages where the main points are generally summarized.

3.2. Scanning

it is a quick reading, it occurs when a reader searches for specific information or a particular detail such as a date, a name, a number.....etc.

Baudoin et al, (op.cit, 22) advise to follow some steps when scanning a text for specific information:

- The reader limits the target datum clearly, before starting looking for it.
- He uses an appropriate source,
- He lets his eyes run over the print skipping all unnecessary words, and he stops only at the information needed and picks it up without going beyond.

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading, they are similar in the sense that the reader is going through a selection, and different since in the first, i.e. skimming the information needed is general, and in the second, i.e. scanning the information required is very specific.

3.3. Extensive Reading

Extensive reading (or sustained silent reading) is to read relatively quickly and to understand general ideas rather than to focus on the details. It is generally recognized that extensive reading can provide learners with exposure to new and old vocabulary and facilitate the development of reading fluency (e.g., Coady, 1997; Eskey, 2005; Nation, 2001). Also, by extensive reading, we mean slow careful reading of long written materials such as novels and books for the purpose of global understanding this technique is very useful to promote the reader's vocabulary stock, come across different word and knowledge of the language and world in general. Extensive reading is performed for entertainment in a relaxed way, as cited in Hinkel (2006).

3.4. Intensive Reading

Intensive reading is called study reading, it is concentrated and less relaxed, and it involves a close study of shorter texts and aims at attaining learning goals. Intensive reading includes critical reading where the reader on his own tries to make critical judgments about the text he is reading by offering his/her own interpretation. This is what is known as reading between the lines, when the reader looks for meaning behind the author's own words. Some researchers assured that the four reading types may be practiced at once during the same act of reading. For example, a reader may browse a magazine for an article, scans the article for a given item, and then decides to read it all extensively with deep meditation. These changes from one behavior to another show that the way a person reads is dictated by his drives and serves for reaching the main purposes the reader aims at.

4. Reading Comprehension

There is a great agreement among researchers and teachers in the expression of reading that the principle aim of the reading process is to understand print materials Reading

is seen as a dynamic activity, which involves a number of perceptual, linguistic and cognitive processes linked to text and reader's features. Successful processing of any written material is a complex cognitive activity that builds up meaning via interaction between the reader and the passage; precisely, between the reader's prior knowledge and the information supplied by text.

According to Rumelhart, 1977; Stanovich, 1980 comprehension is assumed to be the result of a balanced interplay between, on the other way , the data brought in by the text in a script form and, on the other hand, data provided by the reader his/her background knowledge. Also smith (1985) explains reading comprehension in the light of his belief that reading is based on the reader's background knowledge about what s/he is reading, as well as knowledge about the linguistic dimension of the text. Smith (1985 p.75) assumes that "meaning is not directly represented in the surface structure of language [...] Readers must bring meaning deep structure to what they read, employing their prior knowledge of the topic of the language. Moreover, Smith (1985) claims that: comprehension should be regarded as basis for successful reading instead of being its logical outcome. He claims that comprehension "is not a quantity, it is a state of not having any unanswered questions" (Smith, 1985, p.83), which links comprehension to his principle of prediction as a prerequisite for successful reading comprehension.

In the same path Snow (2002 p.11) describes reading comprehension as the process of "simultaneously extracting and constructing meaning through interaction and involvement with written language". From that definition expresses the value of the text and, at the same time, it draws attention to text's deficiency to achieve comprehension on its own meaning does not exist on the page. Likewise, three components for comprehension can be identified, "the reader, the text and the activity" Snow (2002:11). There is an active interrelationship between these three elements to achieve successful understanding. The first

element in the process of reading comprehension is the reader who uses his/her cognitive capacities, motivation, and different kinds of knowledge. The reader “constructs different representations of the text that are important for comprehension” Snow (2002:14). The second component is text. It has a surface encoding, which refers to the words in the text; representations of meaning; and models of mental representations implanted in the passage. A passage may be easy or difficult. These two notions depend on the content of the text, the vocabulary used, linguistic and discourse structure, and genre (Snow, 2002). The final component is the activity. The reading activity is performed to achieve a particular purpose, which is influenced by a number of motivational factors such as interest. While performing this activity, the reader uses some linguistic and semantic processes, besides decoding.

According to Snow (2002), the result of reading is also a feature of the activity, and it depends on the reader’s purpose, and the changes that may happen to it during the activity.

2.5. Reading Processes

To understand the process of reading is probably significant to an understanding of its nature and origins, but at the same time it is evidently a difficult thing to do. Since reading is “a complex organization of patterns of high mental process” (Gates, 1949: 3), its analysis requires the ability to describe “very many of the most intricate workings of the human mind (Huey, 1968: 8). So, answering one of the major questions that researchers in the field of reading have sought to answer: “what goes on in the visual system and the brain during the process of reading (Davies, 1995: 57) requires us to shed some light on what really happens in our eyes and brain when we read. Reading entails two main processes (Dechant, 1991: 9): the visual process which involves receiving the visual information via the eyes under the brain’s direction, and the mental process which requires the brain in the interpretation of this

information.

1.5.1 The Visual Process in Reading

Obviously, reading begins as a sensory process. The reader should react visually to the graphic symbols; an act which is made impossible in the absence of light or when our eyes are closed. It is through the vision that a reader is able to recognize the messages and words (Dechant, *ibid.* 45).

1.5.1.1. The Role of Vision in Reading

It is commonly believed that our eyes are responsible for all what we see. It is generally assumed that we perceive things immediately after we turn our eyes upon them. However, “The eyes have a part to play in reading” (Smith, 1985: 12). The eyes do not see; what happens actually is that they merely receive the visual information under the form of light and convert it to the brain under the form of nervous energy. The brain then translates this data into meaningful information. In reality, the eyes do not see; they only look.

1.5.1.2. Eye-Movements in Reading

In the perception of the outside world, the eyes do not move continuously only if they are fixed on a moving thing. Then the eyes rather jump from one side to another to pick information. When somebody looks around a room, he can only see distinctly when his eyes are still (motionless); for the eyes make a large number of rapid movements or jumps and he sees in the pauses between the jumps (Smith, *ibid.*, 20). Likewise, in reading in English, the eyes do not glide continuously over each line of a print from left to right; they rather progress by little jumps or leaps called saccades. The eyes move then stop along the lines in a saccadic movement. These intervening stops or pauses are called fixations. The eyes can only see or pick information when they are still or motionless. When the eyes are in motion, they are

functionally blind because their very rapid movement produces only a vague image of the print (Smith, 1985: 20). Slow readers tend to read at the word level (word-by-word) making more fixations, whereas faster readers pick up 2.5 to 3 words per fixation (Coman and Heavers, 1998: 87). Furthermore, novice readers' eye fixations tend to be longer than those of experienced readers, and laborious materials require more eye pauses than simpler ones (Orasanu, 1986: 12).

1.5.2. The Mental Process in Reading

From that we can know how the visual information is going to be processed by the brain, in the act of reading, seems to be of a great concern. To this end, a brief description of how this data goes ahead in the human information processing system is indispensable. The latter is depicted via a model relying on three types of information storage: The sensory or iconic store, the short term memory store, and the long-term memory store (Dechant, 1991: 82). Each of them is distinguished from the other two ones in terms of its processing capacity.

1.5.2.1 The Sensory or Iconic Store

It is the lowest level in the information processing system where visual information lasts for a very limited time. This place maintains the physical features of a stimulus after its termination (Pollatsek and Rayner, 1989: 15). Dechant (op.cit, 83) defines the sensory store as “the visual image”, the “icon” where an input is immediately changed into sensation and held for 250 millisecond. In reading, the images of the words are imprinted on the visual sensory memory after the stimulus has gone off (Dechant, *ibid.*). The content of the sensory store decays rapidly whenever new visual information reaches it.

1.2.2.2. Short -Term Store or Working Memory Store

Short-term memory is considered as a more convenient structure for holding information got by the eyes because it is more permanent than the sensory store (Pollatsek and

Rayner, *op. cit.*, 17). It is where this data is changed into meaning. More precisely, in reading, it is where the analysis of the words and sentences is undertaken (Dechant, *op. cit.*, 83). Short-term memory capacity is limited to about 7 plus or minus two items, and its retention for information lasts for approximately 30 seconds as long as the information is processed. For a longer time retention, rehearsal is needed (repeating information to oneself over and over). Working memory and short memory are used interchangeably. It is considered as an active workplace. For McGuiness (2005: 285), it is the equivalent of “attention span” or “span of consciousness” since it is what is in one’s immediate consciousness or awareness.

1.5.2.3 Long-Term Memory Store

It is generally believed that once knowledge enters long term memory, it is stored there permanently. In reading, it is the place where the sense of sentences is stored. Long-term memory is distinguished by its unlimited capacity. According to Tulving (1972; in Dechant, *op. cit.*, 19) divided long term memory into two parts: episodic memory and semantic memory. a) Episodic memory entails the sequence of events along one’s life. b) Semantic memory includes all the knowledge one may have. It is very significant in reading since the reader relies heavily on his background knowledge to make sense of the print. Apart from the semantic memory, the lexicon which includes the meanings of all the words someone knows is very essential in reading. In order to understand what is being read and store the new meanings in long-term memory, access to this lexicon in long term-memory is deemed necessary.

6. Reading in Second and Foreign Language

Researchers on reading and second/foreign language learning have all agreed on the significance of reading skills in improving academic success and second/foreign language acquisition (Carrell, 1988; Anderson, 1994). However, there is a disagreement that stems

from questions concerning the process itself and views are largely controversial.

The core of the debate is about which processing model should be adopted, whether to use Bottom-up processing or Top-down processing. However, the choice of either processing model depends on two factors. On the one hand, there are differences between reading in the native/first language (L1) and reading in a second/foreign language (L2/FL). On the other hand, there is the influence of the various approaches to foreign language teaching that have emerged since the beginning of the twentieth century.

6.1. Differences between L1 and L2/FL Readers

Many features make reading in a second/foreign language different from reading in mother language. In fact, these differences are mainly related to the readers themselves rather than to the process, which makes the reading process in L2/FL more complex than it in L1.

Almost generally, readers who start reading in a second or a foreign language have already experienced reading in their native language. They have, thus, acquired cognitive skills higher than those of beginner readers who start reading in their first language, which enables them to make consistent deductions from the reading material based on their background knowledge. Besides, not only do L2/FL readers use their prior knowledge, but they also transfer learning and reading strategies they acquired in their mother language.

If readers have been instructed in their L1, then using their native language reading skills will be of crucial importance. L2 readers do not have to learn reading skills in the second language again because they have already acquired them in their mother language, but they simply transfer them (Alderson, 1984). In case they face difficulties in understanding a text in the target language, readers will use advanced cognitive skills to achieve successful comprehension. On the other hand, Clarke (1980), as cited in Eskey (1988), asserts that L2/FL readers “no matter how proficient in their first language reading, cannot transfer their skills to their second language reading until they have mastered more of the language.” Another feature

of L2/FL readers that may influence reading in L2/FL is language proficiency. It plays a key role in helping readers read in another language other than their L1.

Grabe (1991) asserts that there is a distinction between L2/FL readers' linguistic understanding in their native language and their linguistic understanding in the target language. Readers who start reading in their L1 have an amount of linguistic knowledge in their L1 they have acquired spontaneously, whereas their counterpart readers starting to read in L2/FL do not acquire this linguistic knowledge until further experience with the L2/FL language (Singer, 1981). Despite the presence of this L2/FL linguistic knowledge in L2/FL readers, they sometimes, do not achieve well in the target language reading comprehension. It is partly due to L2/FL readers' lack of confidence in their abilities in the target language. The reason behind this lack of confidence is that when readers read in L2/FL, they believe that they need to know the meaning of every single word in the text L2/FL readers tend to compare their reading in their L1, where they acquired a linguistic knowledge that enables them to understand what they read, to reading in the target language in which they lack such knowledge (Singer, 1981). Because L2/FL learners consider reading a tool to learn the target language, they think that text comprehension needs knowledge of every new vocabulary word. Consequently, reading slowly and using the dictionary to deal with new vocabulary is another feature of readers in L2/FL. Moreover, lack of confidence is a hindrance to achieve successful comprehension. The way L2/FL readers consider reading uses and their expectation may also have an impact on their performance in reading in L2/FL. Different beliefs about reading and the use of texts in different social context may result in problems in academic reading comprehension.

At the same point also (Grabe, 1991).says that If L2/FL readers originate from social environments where they are supposed to learn facts from the text by heart, or where texts are

said to hold the truth, for instance, then they will face many problems of comprehension when they are asked to read a text or a passage critically.

There is also a difference between L1 readers and L2/FL readers in terms of reading purpose. Mainly in foreign language settings, reading is often used as a means to learn a language or to learn to read in that language, while reading in L1 is done to learn facts and get the idea of a text or as part of a class assignment. In the absence of other sufficient materials for learning a language, reading seems to be an excellent alternative as it provides learners with authentic materials and settings for learning a second/foreign language. Moreover Nuttall (1982 p.168) argues in favour of the vital role of reading in the acquisition of a foreign language as it supplies authentic language; “The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it”.

Nuttall (ibid) uses the terms ‘intensive’ and ‘extensive’ as labels for the types of reading. Intensive reading refers to the type of reading in which readers read short passages to get ideas and knowledge about vocabulary, syntax and/or grammar through activities in the classroom under the control of the teacher. Extensive reading, on the other hand, refers to reading longer passages to get global understanding and to have pleasure and entertainment; it is done either inside or outside the classroom and independently from any control. Pleasure and entertainment are aspects of the difference between L1 and L2/FL readers. Teachers usually use these two notions to motivate second/foreign language learners to read in the target language, which leads L2/FL readers to read not for the sake of learning a language, but understanding the author’s message in the text and get some pleasure.

7. The objective behind Reading

The reader approaches the text with different purposes and his intention while reading influences the way he reads and the level of comprehension he achieves. The reader may read for pleasure. Thus, he will not focus his attention to get bits and pieces of the text. He may skip wide passages unless his overall comprehension is not affected. Here, the reader aims at getting a general understanding without sinking into details. This is the case with extensive reading when the reader reads for fluency and extracts global meanings.

The reader may also approach the text with the purpose of intensive study. In this case, he struggles with what is particular and what is general with the overall aim of getting meaning to the last drop. Therefore, he tackles the text with a much-focused attention to get all the details to achieve accuracy. The reader's purpose may surpass pleasure and detailed comprehension to criticism and evaluation.

Thus, he tries to go beyond the text to exhibit his personal views about what he has read. Moreover, the reader may skim the text to get its gist. Through skimming, he may decide relevance of the text to his intention as he may decide that it is out of subject. In addition, the reader may scan texts like menus, telephone directories and even texts for specific information. The reader should have a purpose in his mind while reading. Reading will be a pointless activity if he gets inside a text aimless. Wallace (1980: 9) argues for the necessity of having a purpose. In his mind, someone who starts reading with no pre-established purpose or simply starts with a kind of confusion is likely to end up by being bored of the reading act. In addition, his results in terms of comprehension are to be low if not he fails to understand at all. Walking aimless will end up by attending no goal. That is what will happen if the reader reads with no objectives. Whether he intends to find answers to questions, aims at getting information, or simply searches joy, he cannot engage in the text without having a precise

purpose. It is one way to save the reader's time and energy. Moreover, it ensures his involvement and enthusiasm while reading.

It is worth mentioning that the purpose for reading a text may change from one time to another. We may read the text at first for pleasure. With this purpose in mind, we may be affected by some passages which may not affect us in another reading with a different purpose. With the change of the purpose; one text may be read, comprehended and appreciated differently. So the aim of reading is seen to be "not static: we may return to a text different meanings with it on each occasion." (Chandler, 1995: 13).

Conclusion

As part of human behavior, reading has also affective features. With the differing views of reading, it was hard to settle a clear and an accurate definition. Reading theorists provided a vast and diversified terminology which makes it a difficult task to find something agreed on. Reading as an interactive act is seen as the most advocated view because it excludes none; neither the reader nor the text, from reading. Both are recognized to play a significant role. The reader brings from his own stored information and links it to the information presented in the text. This idea is study and this is the reason for agreeing on reading being an interactive process of meaning extraction. It was of importance to try to define reading comprehension. A hard thing to achieve, to be out of this problem, the attempt in this chapter has been to provide the different levels of reading and the different factors affecting it. This is the result of the logical view that reading comprehension, in fact, cannot be defined. None can judge himself as fully comprehending for the simple reason that he remains a reader and that the text was encoded by someone else who is the writer. It was interesting to mention the different factors affecting reading. This is the area which has been the main focus of reading theorists and teachers. The reader variables received much

emphasis in comparison to the text variables. In the present study, the focus will also be on a reader variable namely and the activation of his prior knowledge.

Chapter Three: field work

Introduction

This chapter is devoted to the analysis of the results' and obtained information from the questionnaires of both teachers and students. More importance is given to their opinions and comments about the effective role of authentic materials in enhancing the EFL learners' reading skill. Our aim from conducting this study is to test the validity of our hypothesis. Since the teachers and the learners are the main participants of this study, their views and opinions are very significant to test the stated hypothesis. So, the most appropriate and useful tool to investigate that, is through addressing a questionnaire to them. For that reason, we have opted to work on third year EFL students of the English Division at Biskra University.

3.1. Description of students' questionnaire

3.1.1. Aims of the questionnaire

The students' questionnaire is mainly designed to find out whether authentic materials are important to help them develop their reading skill or not. Second, it also attempts to investigate the actual state of learning in terms of using authentic materials.

3.1.2. Design of the questionnaire

This questionnaire is addressed to Third Year English students in the English Division at Biskra University for the academic year 2016-2017. The participants of this questionnaire are 40 (N40) students from two groups. Thus, they are chosen randomly to explore the efficiency of a well-managed classroom in developing their reading skill. It also consists of 22 of items which are arranged in a thematical way. They involve two types of questions "closed ended" and "open-ended ones". Closed questions required answers with dichotomies (yes/no answers), or picking up the most appropriate answer from a series of options, and or open

questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into two sections:

Section One: Personal information

This section is about students’ background information. It contains five items, the students’ gender; their age, their choice to study the English language, students’ consideration of their level in English, and students are asked which skill they find it good for them.

Section Two: Authentic materials and the reading skill

This section consists six (6) items (item 6 to item 13) which seeks information about *Authentic materials* as an important factor in this research. More specifically, the effective role of Authentic materials in enhancing students reading skill also it attempt to obtain information about the students’ attitudes towards reading and its relationship to authentic materials, ending with an open question which aims to highlight the use of authentic materials and how they helps students to develop their oral reading.

3.1.3. Analysis of the results

The procedure of analyzing data from the questionnaire is as follows:

- ✓ Statement of the questionnaire as they appear.
- ✓ The results of the questions are presented in the form of tables.

Section One: Personal information

Q1: Students’ gender

Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Table 01: Students’ gender

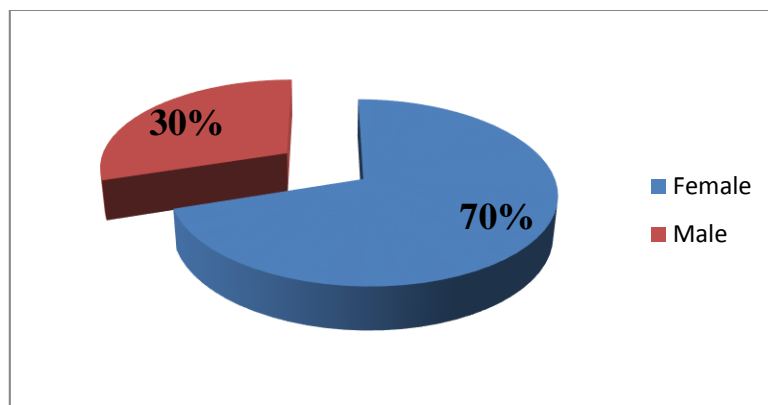


Figure 01: Students' gender

The results displayed in the table above show that the majority of students are girls (70%) who study English as a foreign Language in the third year EFL classes, and only 30% that represent boys from the rest. Also, as shown in the table, females (28) are about three times the number of males (12). So, for many years, the female representation in the English branch at Biskra University is always at a high rate; this means that girls prefer studying foreign languages when compared to boys.

Q 2: Students' age

Age	Number	Percentage
18-20	10	25%
20-22	23	57%
22-24	5	13%
24 and more	2	5%
Total	40	100%

Table 02: Students' age

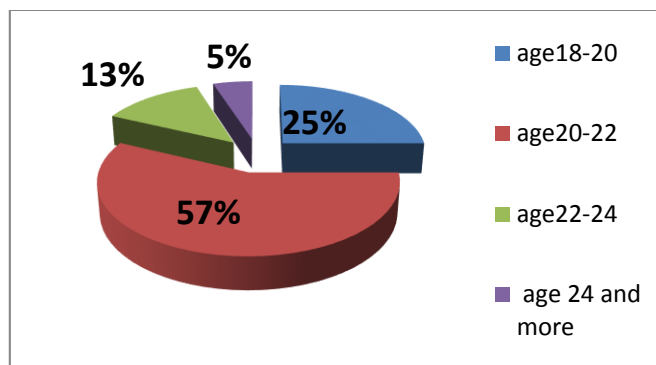


Figure 02: Students' age

As it is shown in the table, students' age are varying from 18 to 24 and more years old. It shows that the majority (57%) is 22 years old. The second part (25%) represents the students at the age of 20. The third one (13%) shows the learners who might have repeated one or two years in the same academic year, they are 24 years old. Finally 5% represents the aged students who might have repeated other academic years more than twice or changed their field of study. Also, those students got their Baccalaureate later on or they are studying English as an additional/second diploma (24 years old and more). So, we believe that aged students keep the smooth running of the lectures inside the classroom and they may create a motivating educational atmosphere to facilitate the learning process because of their experience in learning.

Q 3: Was English your first choice?

Options	Number	Percentage
Yes	29	73%
No	11	27%
Total	40	100%

Table 03: Students' Choices for studying English

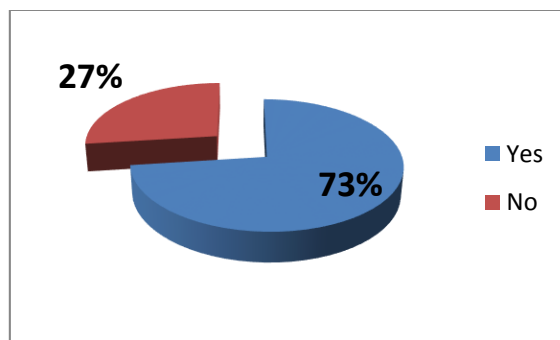


Figure 03: Students' Choices for studying English

From the above table, we can see clearly the choice to study the English language was the first choice of the vast majority of students (29) out of 20 making up 73%. This means that they have an effective authentic materials and techniques for learning effectively. However, the rest of the sample which consists of 11 students making up 27% who opted for 'No' put English in another position. So, we think that their Baccalaureate average did not give them the opportunity to study the specialty they wanted to follow.

Q 4: How do you consider your level in English?

Options	Number	Percentage
Average	8	20%
Good	20	50%
Excellent	7	17%
I don't know	5	13%
Total	40	100%

Table 04: The Students' consideration of their level in English

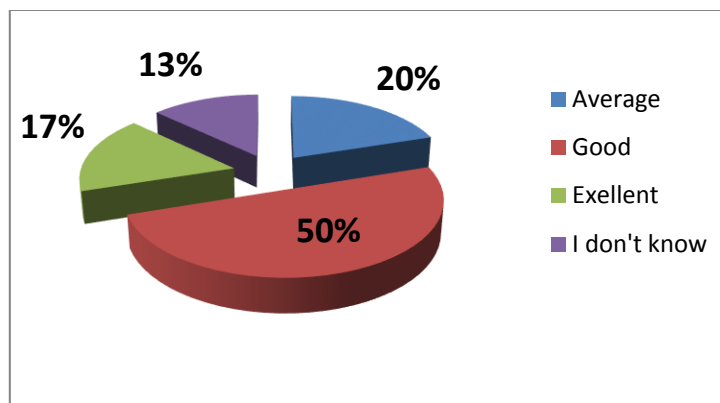


Figure 04: The Students' consideration of their level in English

We can notice from the table above that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are average in English. Some of them (17%) say that they are excellent in English. The least percentage (13%) of students shows that they do not know their level at all. We were astonished to find out that most of the students claim that their level in English is good. But, the reality says the opposite because the teachers are always complaining about the students' level.

Q 5: Are you good at?

Options	Number	Percentage
The listening skill	8	20%
The speaking skill	4	10%
The reading skill	20	50%
The writing skill	8	20%
Total	40	100%

Table 05: Students' interesting skill

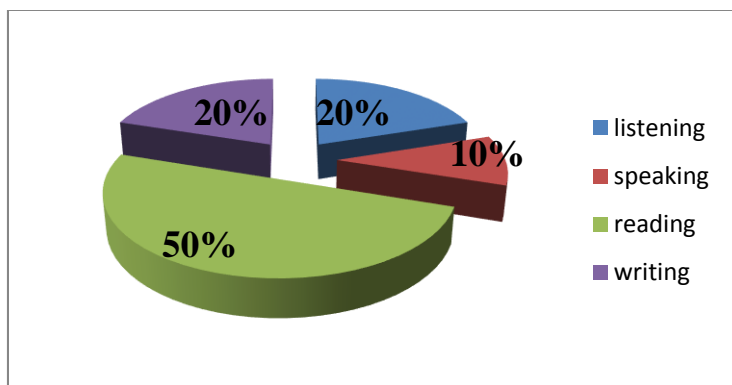


Figure 05: Students' interesting skill

When observing the results of this item, we have noticed that the majority of the participants are good and interested in reading (50%) and this is a good thing because we all know the importance of reading. The second part (40%) said that they are good at both listening and writing. The last part (10%) shows the few students who found speaking the English language a very easy skill. So, as far as reading is concerned, the good number of students interested in this skill is satisfactory (50%). This shows that students are aware of the importance of reading.

Section two: students' attitudes towards the use authentic materials in enhancing their reading skill

Q 6: Are you interested in reading to native speakers?

Option	Number	Percentage
Yes	33	82%
No	7	18%
Total	40	100%

Table 06: Students' opinion about their interest in reading to native speakers

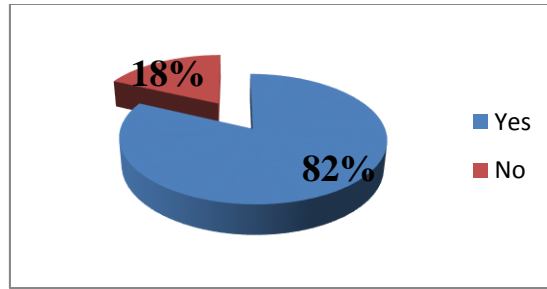


Figure 06: Students’ opinion about their interest in reading to native speakers

It has been noticed from the table above that 82% of the EFL students are interested in reading to native speakers which means that they are interested in learning the English language from its original environment in order to improve their levels and improve their reading skill. However, about 18% of the respondents are not interested in reading to native speakers. The former percentage (82%) is really encouraging because it tells us about something that we want to hear from our students; which is ‘reading is extremely important’.

Q 7: How often do you practise the reading skill?

Option	Number	Percentage
Always	10	25%
Sometimes	26	65%
rarely	4	10%
Never	0	0%
Total	40	100%

Table 07: Students’ attitude about times in practicing the reading skill

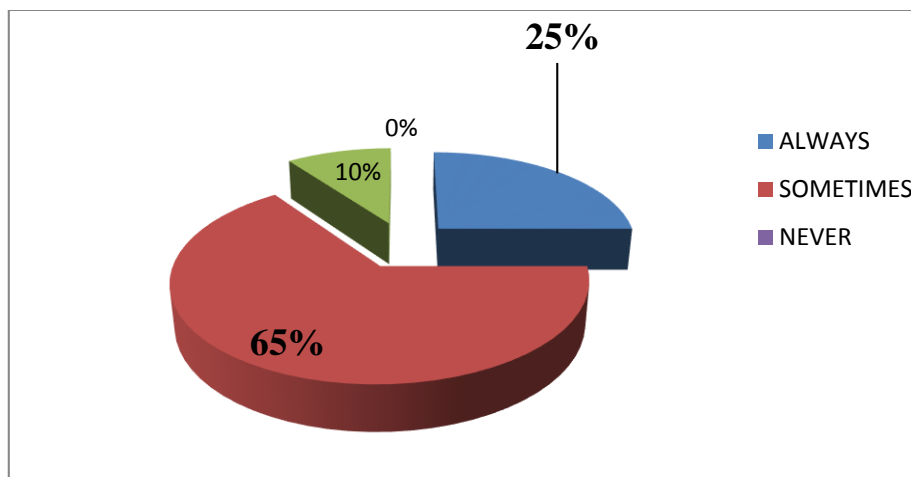


Figure 07: Students' attitude about times in practicing the reading skill

The results obtained from the above question show that most of the students (65%) **sometimes** practise the reading skill, whereas only a small number (25%) of them said that they **always** practise it. The remaining respondents (10%) claim that they **rarely** practise it. Finally, no one (00%) said that he/she **never** practises it; and this is really a good thing. In spite of the weaknesses in the different aspects of the language our students are suffering from, they still give us a glimpse of hope that they always aware of the importance of reading.

Q 8: What is your favourite type of reading?

Option	Number	Percentage
Extensive reading	23	58%
Intensive reading	17	42%
Total	40	100%

Table 08: Students' favorite type of reading

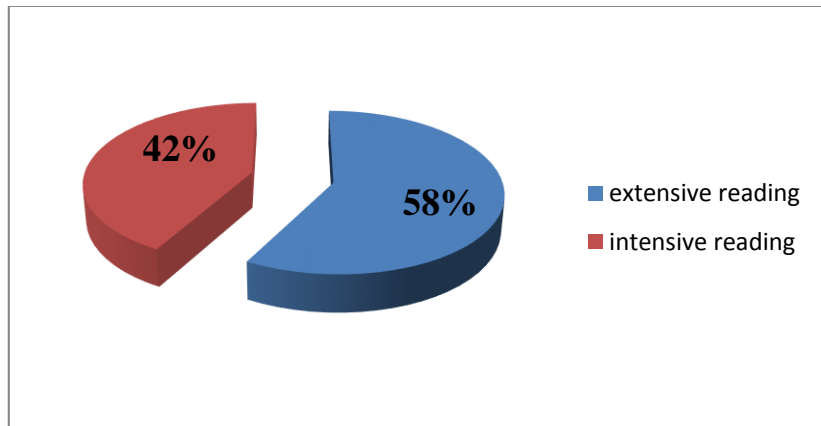


Figure 08: Students' favourite type of reading

It can be seen from the table above that 58% of students prefer extensive reading in their learning process, but the rest (42%) opted for intensive reading, and this is may be due to the poor techniques used by the teachers. Also, students prefer extensive reading because they know that it is done outside the classroom and the material is of their own choice.

Q 9: Which one of these difficulties you may find when reading?

Option	Number	Percentage
Comprehending	12	27%
Length of text	9	20%
Difficult vocabulary	20	44%
Others	4	9%
Total	40	100%

Table 09: Students' difficulties in reading skill

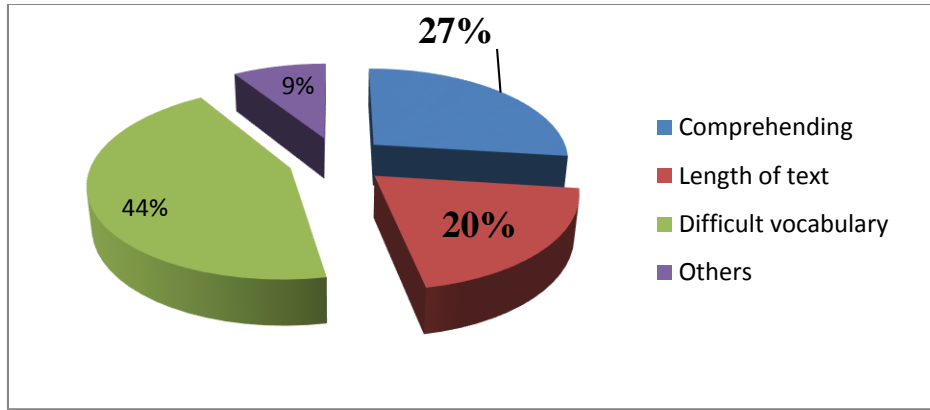


Figure 09: Students' difficulties in reading skill

The results of item four indicate that the primary problem of reading for many students (44%) was the difficult vocabulary; this may due to the less exposure to the English language. Then comes comprehension with a 27% rate because for some students when missing the meaning of the key words, this will lead them to the misunderstanding of the whole text. Twenty per cent of the students said that the difficulty lies in the length of the text. They think that the more the text is long the more it becomes difficult for them to understand. Only 9 % of the students mentioned that they have other problems, such as: the problem of retaining the meaning of certain words, also, the lack of different materials to come across.

Q 10: Is reading comprehension important in learning English language?

Option	Number	Percentage
Strongly agree	21	53%
Agree	15	37%
Disagree	4	10%
Strongly disagree	0	0%
Total	40	100%

Table 10: The importance of reading comprehension in learning English language

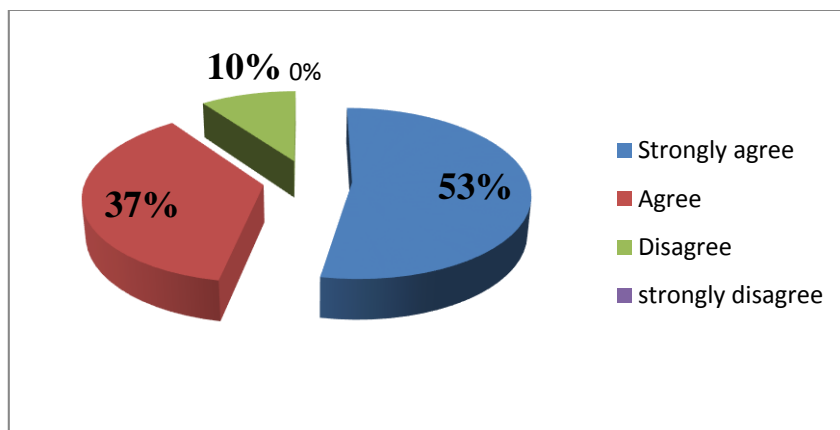


Figure10: The importance of reading comprehension in learning English language

It is commonly accepted that in order to learn a language and read it you have to use different authentic materials for learning better. Most students (53%) strongly agree with this. Others (37%) say that they only agree. But, the remaining respondents (10%) disagree and no one (00 %) strongly disagrees. So, this means that the majority of the students are developing a positive attitude towards the use of authentic material and reading comprehension. Again, when exposed to real language each time, this enables the learners to comprehend the different texts that they may come across. That is why reading comprehension has a great value in facilitating learning and teaching the English language.

Q 11: Do you use authentic materials?

Option	Number	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

Table 11: Students' attitudes towards the use of authentic materials

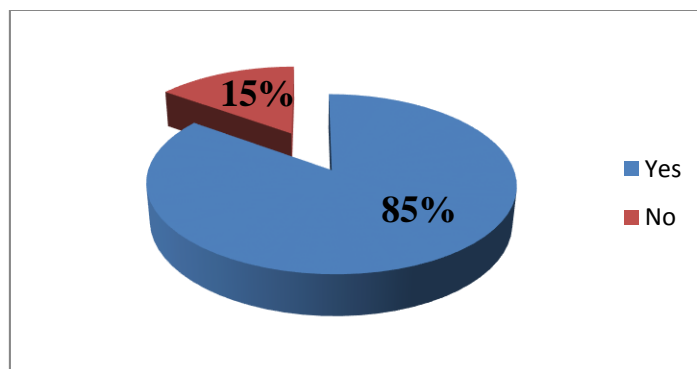


Figure 11: Students' attitudes towards the use of authentic materials

The results show that the majority (85%) of the students affirm that they use authentic materials. But, the rest (15%) opted for 'no'. They do not use it at all. We believe that the students who have discovered the importance of authentic materials are more attracted to that foreign language; because they use those materials as an effective tool in communicating with the real world of the English language. Fortunately, we have a good number of students (85%) who use them (AMs) because of their interest.

Q 12: If yes, what are the most useful materials you prefer to use?

Option	Number	Percentage
Newspapers	7	18%
Magazines	30	75%
Novels	1	2%
Text books	2	5%
Others	0	0%
Total	40	100%

Table 12: Students' preference authentic materials

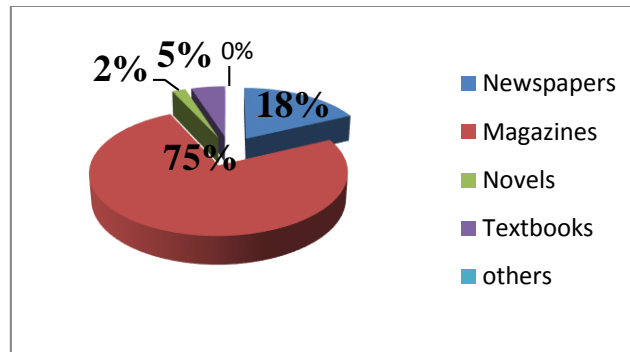


Figure 12: Students' preference of authentic materials

The table above indicates that 30 respondents (75%) prefer using magazines because if you want to learn a language you have to read it and the other 7 respondents (18%) state that they use newspapers; while some other 2 respondents (5%) use text-books. The remaining (1) respondents (2%) like novels for reading. This indicates that the majority of the participants use magazines (75%) and newspapers (18%) because they cover different topics. Not only that, we believe that readers prefer those two mediums because they are full of illustrations.

Q 13: Do these materials help you develop your reading skill?

Option	Number	Percentage
Yes	37	92%
No	3	8%
Total	40	100%

Table13: Students' attitude towards authentic materials' role in improving the reading skill

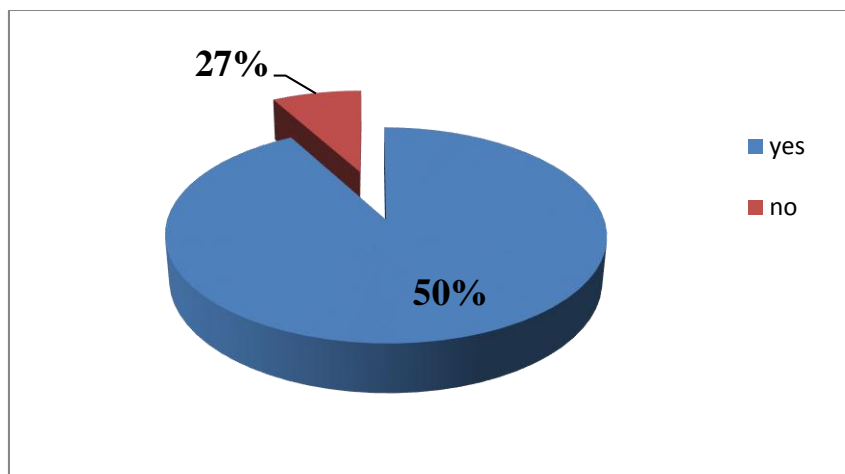


Figure13: Students' attitude towards authentic materials' role in improving the reading skill

The analysis of item thirteen indicates that students' attitude towards authentic materials is positive because they find it a kind of aid for them to improve reading skill. As they represent 92%, this means that authentic materials are beneficial in the learning process whereas only 8% of the students' are developing a negative attitude towards it mainly because it is too difficult for beginners; These statistics showed that authentic materials play a great role in improving language' skills especially reading. Considering the analysis of item 9, the participants who stated that authentic materials help them improving reading comprehension had given some examples such as: 'helping them to enrich their vocabulary knowledge'; 'knowing new words'; 'becoming good readers to become good writers; 'engaged with different aspects of the native speaker' community and has a chance to enrich new vocabulary to improve the language level'. On the other hand, for those who answered item 10 and who have shown a negative attitude towards those materials in improving reading comprehension only because of the lack of introducing those materials and other personal weaknesses.

Q 14: Do your teachers support you to use authentic materials?

Option	Number	Percentage
No	6	15%
Yes	34	85%
Total	40	100%

Table 14: Teachers' support towards students in using authentic materials

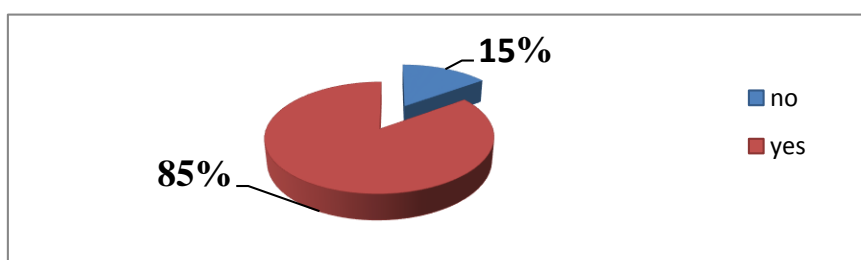


Figure 14: Teachers' support towards students in using authentic materials

The results of item fourteen indicate that the teachers support the use of authentic materials and this is what shows that the majority of participants' answers (85%) mean that teachers find authentic materials as an effective tool which can complete the students' needs and interests. More than that, they think that they contribute in improving their language proficiency while about 15% indicate that teachers do not support the use of authentic materials, may be they take into account the students' level.

Q 15: Do you use them because they

Option	Number	Percentage
Motivate you	16	33%
Complete your needs	17	36%
Help you in dealing with different skills	15	31%
Total	40	100%

Table 15: Students' reasons of using authentic materials

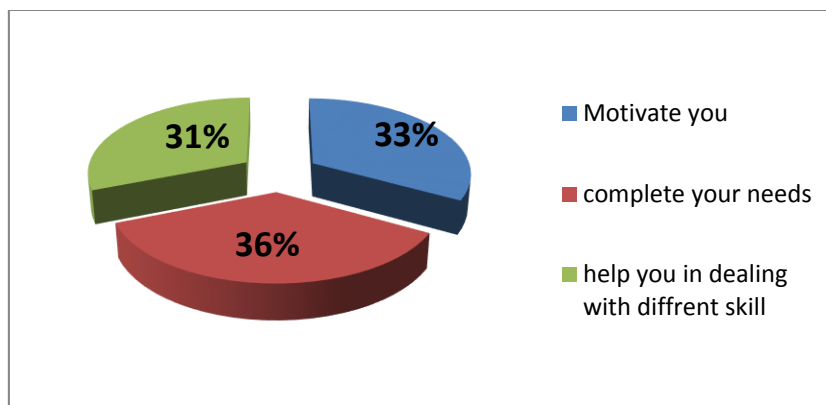


Figure15: Students' reasons of using authentic materials

The results of item number 15 about students' reasons of using authentic materials indicated that 36% of the participants' think that they (AMs) complete their needs. Thirty three per cent (33%) of them think that they motivate them, while 31% they believe that they help them in dealing with different skills. This clarified that authentic materials have different goals and each learner uses them according to his/her purpose.

Q 16: What's your attitude towards these materials in developing reading skill?

Option	Number	Percentage
Positive	36	90%
Negative	4	10%
Total	40	100%

Table 16: Students' Attitudes towards using authentic materials in developing reading skill

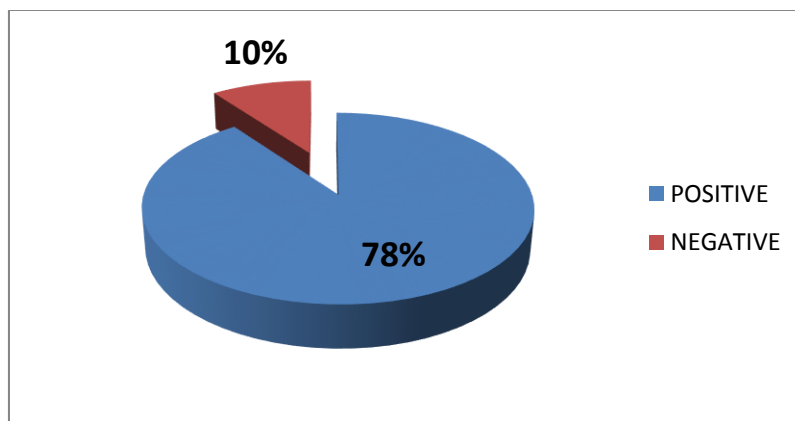


Figure 16: Students' Attitudes towards using authentic materials in developing reading skill

The results of item 16 about students' attitudes towards using authentic materials in developing reading skill have shown that 90% of the learners have developed a positive attitude towards these types of materials. Only, about 10% have developed a negative one. It can be noticed that the majority of the participants indicate that authentic materials are very beneficial and find them effective strategies where they can develop their reading skill. The last four participants (10) think that they have problems in dealing with certain materials which are difficult for them and mainly the primary reasons for that are the students' level and background knowledge.

Section Two: Analysis of the teachers' Questionnaire

3.2.1 Aims of the Questionnaire

The teachers' questionnaire is intended to investigate the teachers' opinions about authentic materials as an important factor to enhance the learners' reading skill. It also aims at investigating the teachers' thoughts about how language is being taught and the problems encountering teachers in their teaching tasks.

3.2.2. Design of the Questionnaire

The teacher's questionnaire is concerned with those who teach different modules of English language such as: oral expression and grammar. All of them are teaching in the English division at Biskra University holding different degrees. The questionnaire was distributed to ten (10) teachers. The questions were divided into two types. Some of them are closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and others are open-ended questions where teachers are requested to give explanations when answering them. The teachers' questionnaire consists of 9 items which were divided into two main sections.

Section One

The first section aims at collecting personal information about the participants. They are going to state their length of experience in teaching English as a foreign language. Also, they are asked to give their point of view about teaching this foreign language in the Algerian universities nowadays.

Section Two

The second section consists of twelve (12) items seeking information about the teachers' attitude and opinions about the use of authentic materials and its relationship with the reading skill.

1.2.3. Analysis of the Questionnaire:

Section one: Personal information

Q 1: How long have you been teaching English at university?

Option	Number	Percentage
1-3	2	20%

3-5	2	20%
5-7	2	20%
More than 7	4	40%
Total	10	100%

Table 01: The Teaching experience of English at the university

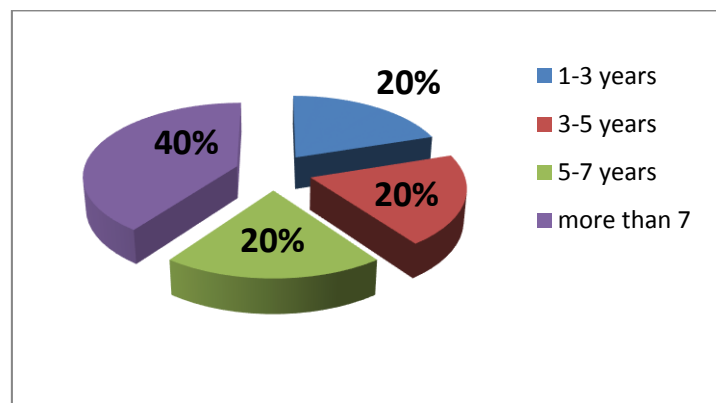


Figure 01: The Teaching experience of English at the university

According to the obtained results, four out of seven of the teachers (40%) confirm that they teach English at the university for more than 7 years, while others (20%) claim that they teach English there from 5 to 7 years. Another 20% of them state that they teach this foreign language between 3 to 5 years. Finally, the remaining ones (20%) teach it between 1 to 3 years. It has been noticed that a good number of the teachers possess an accepted experience that enables them to teach this foreign language appropriately.

Q 2: What is your opinion about teaching English nowadays?

Most of the respondents answered that teaching English nowadays is better than it was in the past since modern technologies were developed and methods of teaching are different from one teacher to another. The implementation of new techniques has played an important role in changing the way of teaching; as a result of that change the value of learning has

become more interesting. In the previous years, the English language was taught with simple materials whereas now new materials were introduced and are playing a great role in teaching this foreign language.

Q 3: For you, teaching at university is

Option	Number	Percentage
Very motivating	3	30%
motivating	5	50%
Not motivating	2	20%
Total	10	100%

Table 02: The teacher’s opinion about teaching English at the university

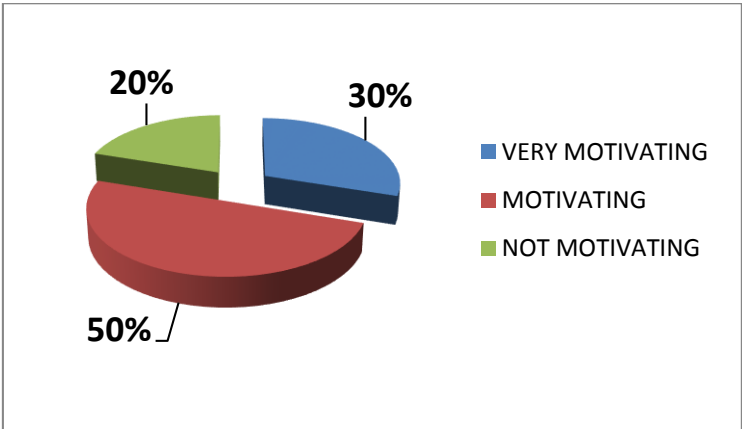


Figure 02: The teachers’ opinion about teaching English at the university

Most of the teachers (50%), affirm that teaching English at the university is motivating. they think that these days, there is an abundance of educational modern technologies and a plenty of sophisticated teaching methods and strategies; even though they differ from one teacher to another. The remaining teachers (30%) claim that they are very **motivated** to teach at the university; of course, there is another category of teachers (20%) who find teaching at the university is not motivating at all. May be those teachers are not sociable and they do not like to be with groups.

Section Two: Teachers’ opinion about the relationship between reading skill and authentic materials.

Q 4: When teaching, what is the skill you almost focus on?

Option	Number	Percentage
Listening	1	10%
Speaking	4	40%
Reading	4	40%
Writing	1	10%
Total	10	100%

Table 03: Teachers’ preference skill

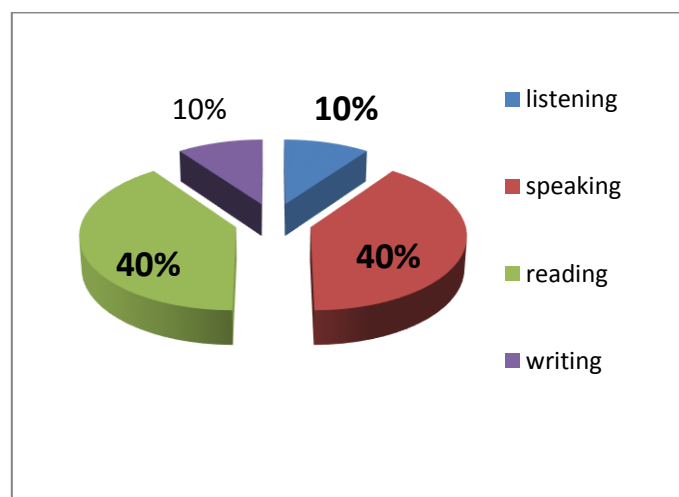


Figure 03: Teachers’ preference skill

The results show that the teachers preferred to focus on reading and speaking skills as the main sources of communication in English language, about 20% for writing and listening. Because reading and speaking are essential skills if you would be a good writer you have to read more.

Q 5: What are the problems that may face you during the reading task?

Teachers’ problems during the reading task are stated as follows: the majority of teachers considered reading as an important skill but in the same time the most difficult one. Most of

the problems they face in reading are the students' lack of attention and interest in the subject. They lose much time in attracting the students' attention during the lectures. Also no enough time is devoted to teaching reading and explaining key words and difficult vocabulary; so you should divide the lectures in doing certain activities reading then analyzing passages.

Q 6: Do you follow specific strategies when dealing with the reading task?

Option	Number	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table 04: Teachers' attitudes towards using strategies in a reading task

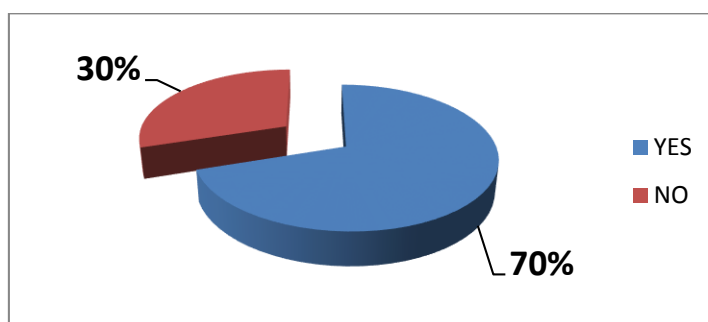


Figure 04: Teachers' attitudes towards about using strategies in a reading task

The analysis of the participants' responses about strategies followed reading task showed in the table below that 70% were positive that indicates that the teachers care in using the reading task and apply the significant steps or strategies in dealing with the reading skill. In other words, it reflects that reading has a significant role in the teachers' teaching process. They agreed that pre-reading and while-reading are very important stages in the reading task which can prepare students to what they are going to study while post-reading is just a summary of what has been done in the previous stage with discussions with teachers and doing certain activities. On the other hand, the 30% of the participants indicated that they don't apply a regular strategy in reading tasks, for them pre-reading is usually important to

introduce the topic they are going to deal with. For them, time is very short to deal with all stages and especially for those who lack experience in teaching.

Q 7: For which level (s) do you use authentic materials?

Option	Number	Percentage
Beginning level	6	60%
Intermediate level	1	10%
Advanced level	3	30%
Total	10	100%

Table 05: Teachers' use of authentic materials of levels

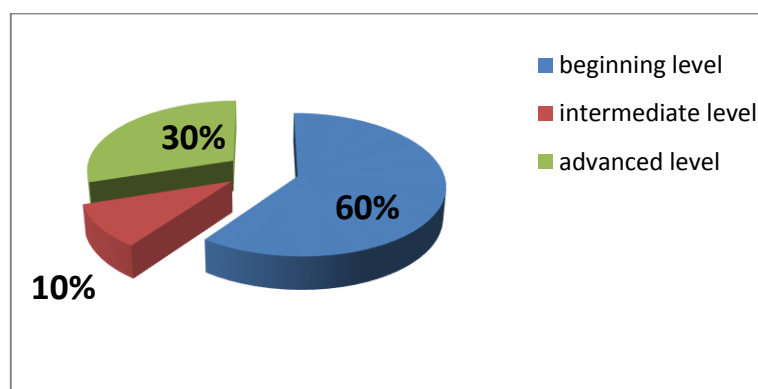


Figure 05: Teachers' use of authentic materials of level

From teachers' answers, about 60% of them stated that they use authentic materials for *beginning* level. However, 30% of them said that they use them for *advanced* level and only 10% say that they use it for *intermediate* level. It can be noticed that the majority of teachers prefer to use it for beginners in order to make them familiar with it from the beginning. Yet, as there is a good number of advanced learners also use it this paves the way for the use of authentic material at any level in a smooth way.

Q 8: To what extent do you think that authentic materials can be useful for that chosen level of learners?

Concerning the fact of introducing authentic materials into the classroom, almost all of the participants believe that authentic materials can be used to a chosen level of learners. One of the teachers stated that Beginners cannot handle such materials because they lack many lexical items and structures of the FL. This finding is consistent with the literature which shows that the suitable level for presenting authentic materials is according to Guariento & Morley' studies (2001) in that advanced and post intermediate levels are the most available levels we can introduce authentic materials. In the beginning level, teachers claimed that it is too useful to use authentic materials with beginners which make students motivation and genuine factors of the foreign languages. Also teachers' opinion about the benefits of authentic materials for lower level students; according to the participants' answers, they agreed that authentic materials can be introduced only if simplified in order to motivate the learners which indicate that teachers should select the materials according to the students' levels and needs.

Q 9: What criterion/criteria of selection would you follow?

Option	Number	Percentage
Language level	4	40%
Students' need and interests	4	40%
Course objectives	2	20%
Total	10	100%

Table 06: Criteria of teachers' selection of authentic materials

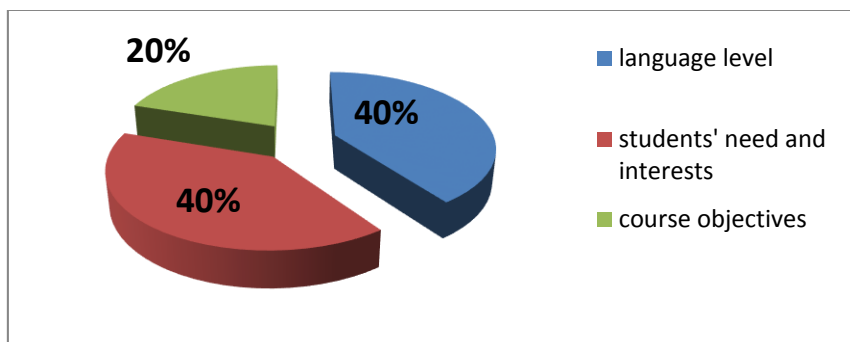


Figure 06: Criteria of teachers' selection of authentic materials

The majority of teachers (80%) indicated that the language level and students' needs and interest are the primary guidelines for material selection. Furthermore, 20% of the participants consider the course objective which dictates on the teacher what type of authentic material should be used. It can be noticed that the majority of teachers focus on the level and the needs of their students. Once the needs of the learners are clear, teachers find it easy to select the appropriate material.

Q 10: As a teacher, how can you enhance the learners' reading skill?

Teachers added that they would expose students to different varieties and styles of the language as well as different types of texts. So, teachers have to vary strategies which help students to enhance their reading skill.

Q 11: Do your students face difficulties in reading?

Option	Number	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 07: Teachers opinion about students' difficulties in reading

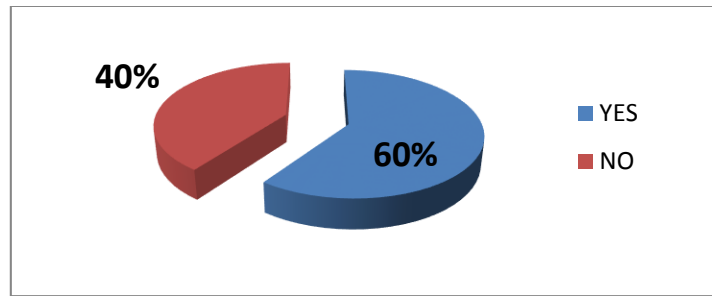


Figure 07: Teachers' opinion about students' difficulties in reading

The results shown in the table above reveal that 60% of teachers claim that most of the students face many difficulties when reading because most of the time learners face new vocabularies which they are not familiar with and then mispronounce them. Also, long and complex sentences represent another challenge for those learners. However, 40% of the teachers claim that students never face difficulties when they read text and books they learn from it. May be those teachers are very pessimistic.

Q 12: Do you agree that in order to learn a language, learners have to read a lot?

Option	Number	Percentage
Strongly agree	3	30%
Agree	4	40%
Disagree	2	20%
Strongly disagree	1	10%
Total	10	100%

Table 08: Teachers' attitude about the effect of reading on learning a language

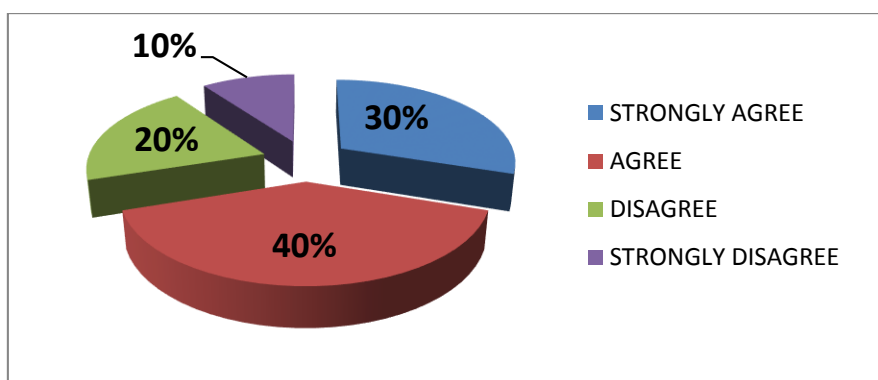


Figure 08: Teachers' attitude about the effect of reading on learning a language

Here, we can notice the highest percentage of teachers (40%) who claim that they agree that in order to learn a language you have to read a lot; because reading a lot allows you to be more experienced and makes you gain much vocabulary items and language structures than the ones who don't read. The 30% of the teachers who say that they strongly agree, they are aware of the importance of reading. The remaining teachers (20%) disagree with it; maybe they think that the other skills are more important than reading

Conclusion

The present study reveals that both teachers and students know about authentic materials and prefer to use them. They consider authentic materials as tools that can be effective and useful in introducing and presenting the target language. So, through a careful selection of authentic materials, learners will be able to develop their ability in comprehending what they read.

Findings

Considering the role of authentic materials in enhancing the EFL learners' reading skill, we suggested some findings; through the analysis of the gathered data, we realized that authentic reading materials are important and effective tools for enhancing the learners' reading skill.

On one hand, from this research we have found that some of third year EFL learners in the English branch of Biskra University are familiar with reading such materials and the rest of them are facing some difficulties because of the lack of exposure to them (authentic materials). More than that, Most of the learners agreed that using authentic materials attracts their attention and enhances their reading effectively and motivates their attitudes towards reading the different texts in order to get the real English language.

On the other hand teachers are totally aware of the importance of authentic materials and their effects on the learners' reading skill and the learning process also. Teachers agreed on the appropriate choice and use of authentic reading materials will enhance their reading skill.

Finally, Both teachers and students confirmed that authentic texts have a motivational value thus; integrating them will help the learners develop their reading skill and allow them to deal with the real life situations.

Recommendations

It would be beneficial if applying and implementing certain materials in classroom in the English branch at Biskra University, such as: English books, articles, newspapers, novels and magazines to engage students to practise the reading task:

- Training and bringing from time to time videos as a real source of English language.
- Helping learners in choosing the appropriate materials that would enhance them in practising the reading skill.
- It would be more reliable if we designed a material and implement in classroom to investigate deeply the learners' weaknesses in improving their reading comprehension
- Teachers should raise their students' awareness towards reading benefits
- Teachers have to use different tools and authentic materials to make their students feel excited in order to contribute in their learning process in general and enhance their reading skill in specific.
- Teachers should be aware of the importance of authentic materials in improving their students' reading skill.

General conclusion

Developing students' reading skill of foreign or second language learning is a difficult task. It requires more attention of teachers and regular practice of reading skill inside or outside the classroom. The best way to do that for many researchers is to use the real speech as using authentic materials. The current study focuses on the learners' opportunities to engage with the real speech of native speakers in improving their reading skill. This is confirmed by the results obtained from the analysis of data gathered from different modules of English such as grammar, oral expression, written expression and English language teachers and third year EFL students' questionnaire. So, the ultimate aim of this study is to show whether or not it is possible to develop the reading skill of learners through the use of authentic materials. We have shown that using authentic materials, learners can improve their reading skill, reduce their problems in understanding the incoming messages behind lines and have the chance to correct their pronunciation of certain words. Moreover, they can learn new vocabulary words and more than that, write fluently. The analysis of teachers' and students' questionnaire showed that the learners have chances to improve their reading skill through the use of authentic materials as effective tools in providing the real speech. Even if there are some problems which students still encounter as: comprehending, lack of obtaining these materials in classroom or outside it, lack of practising the reading skill and interest in certain topics. However, these problems can be reduced through practising the reading skill and doing certain activities during it. Teachers and learners showed a considerable awareness about the role of authentic materials in enhancing the learners reading skill through teachers' help in selecting the appropriate materials and providing such materials in classroom will be helpful to them. Students' attitudes were positive towards the use of authentic materials in improving the reading skill.

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Appendix: one

Students' Questionnaire

Dear students,

We would be very grateful if you could answer the following questions for the sake of providing us with valuable information for our study about “the role of authentic materials in enhancing students’ reading skill.”

Please, tick (√) in the corresponding box and make full statements whenever necessary, but put in mind that some questions may have more than one answer. We inform you dear colleague, that your answers will absolutely remain confidential.

Section One: Personal Information

Gender : a- Male b- Female

Age:

1) Was English your first choice?

a- Yes b- No

Why?

.....

.....

2) How do you consider your level in English?

a- excellent b- Good

c- Average d- Poor

3) Are you good at?

- Listening skill

- Speaking skill
- Reading skill
- Writing skill

Section two: Students' opinion about the role of authentic materials in enhancing their reading skill.

1) Are you interested in reading like native speakers?

- Yes
- No

2) How often do you practise the reading skill?

- Always Sometimes very often never

3) What is your favourite type in reading?

- Extensive reading
- Intensive reading

4) Which one of these difficulties you encounter when reading?

- Comprehending
- Length of text
- Difficult vocabulary
- Others, mention them

.....

.....

.....

.....

5) Reading comprehension is important in learning English language?

- Strongly agree Agree Disagree Strongly disagree

6) Do you use authentic materials?

- Yes

- No

7) If yes, what are the most useful materials you prefer to use?

- Newspapers

- Magazines

- Novels

- Text books

- Others, mention them

.....
.....

8) Do these materials help you develop your reading skill?

- Yes

- No

9) If yes, how?

.....
.....

10) If no, why?

.....
.....

11) Do your teachers encourage you to use authentic materials?

- Yes

- No

12) Do you use them because they

- motivate you?

- complete your needs?

- help you in dealing with different skills?

13) What's your attitude towards these materials in developing reading skill?

- Positive

- Negative

14) If negative, why?

.....
.....

Thank You for your collaboration

AUTHENTIC MATERIALS (A M): Nunan (1985:38), defines (A M) as follows:

‘Authentic’ materials are usually defined as those materials which have been produced for purposes rather than to teach language. They can be taken from many different sources: recordings of authentic interactions, extracts from newspapers, novels, sign maps and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been mentioned.

Another definition for authentic materials explains them as "the exposure to real language and use in its own community." Widdowson (1990).

Appendix: two

Teachers' Questionnaire

Dear teachers,

We would be very grateful if you accept answering the following questionnaire. Your answers will help us in gathering valuable information necessary to conducting a study about the role of authentic materials in enhancing students' reading skill.

Please, put a tick (✓) in the corresponding box and make full statements whenever necessary.

Thank you in advance.

Section One: Personal information

1) How long have you been teaching English at university?

.....

2) What is your opinion about teaching English nowadays?

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

3) For you, teaching at university is

a) very motivating.

b) motivating.

c) not motivating.

Whatever your answer is, please, say why?.....

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

Section Two: Teachers' opinion about the relationship between reading skill and authentic materials.

1) When teaching, what is the skill you almost focus on?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Please, say why?

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

2) What are the problems that may face you during the reading task?

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

3) Do you follow specific strategies when dealing with the reading task?

- Yes
- No
- If yes, identify them

.....

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

- If no, give reasons, why?

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

4) For which level (s) do you use authentic materials?

- Beginning level
- Intermediate level
- Advanced level

5) To what extent do you think that authentic materials can be useful for that chosen level of learners?

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

6) What criterion/criteria of selection would you follow?

- Language level
- Students' needs and interests
- Course objectives

7) As a teacher, how can you enhance the learners' reading skill?

.....
.....

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

8) Do your students face difficulties in reading?

- Yes

- No

- Whatever your answer is, say why?

.....
.....

9) Do you agree that in order to learn a language, learners have to read a lot?

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

Thanks for your collaboration

Appendix : three

الملخص

تهدف هذه الدراسة الحالية إلى تبيين أن المواد الأصلية لها تأثير كبير في تطوير القراءة لدى متلقي اللغة الانجليزية كلغة أجنبية في شعبة الانجليزية بجامعة محمد خيضر-. بسكرة. في بداية بحثنا اعتمدنا على الفرضية انه لو كان أساتذة اللغة الانجليزية لو يستعملون مختلف الوسائل الطبيعية بفعالية فإنهم ربما يساعدون الطلبة في تطوير مهارة القراءة ' لهذا يجب على الأستاذ القيام بدوره الحقيقي من اجل أن يتفاعل الطالب في القسم' فالأساتذة و جميع الطلبة مدركون للأهمية الكبيرة التي تلعبها هذه الوسائل في تطوير الفهم القراءة الطبيعية .وللتأكد من صحة الفرضية قمنا بالبحث على مجموعة طلاب السنة الثالثة (ل,م,د) قسم الانجليزية بجامعة بسكرة وبفضل فئة من الأساتذة يدرسون عدة مواد من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى أهمية دور الوسائل الطبيعية في تطوير المهارات القرائية لدى الطالب أثناء حصص متعددة . إن عملنا هذا ينقسم إلى قسمين، القسم الأول ويتضمن مفهوم الوسائل الأصلية والعناصر المهمة التي يتضمنها. والقسم الثاني يحتوي مهارة القراءة مفهوما والصعوبات التي يمكن أن يواجهها الطالب خلال تعلمه. أما الجزء الأخير فيحتوي على الجانب التطبيقي للبحث ويتضمن التحليل المفصل للاستبيان الذي قمنا بتوزيعه على طلبة السنة الثالثة وأساتذة في شعبة اللغة الانجليزية .وقد تحصلنا من خلال بحثنا هذا على أن للوسائل الأصلية دور فعال وكبير في مساعدة الطلبة في تطوير كفاءاتهم القرائية , كما أن استعمال الوسائل الأصلية الجيدة تساعدهم في التقليل من الصعوبات أثناء تطويرهم لمهاراتهم الكلامية.