THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND RESEARCH
UNIVERSITY OF MOUHAMED KHEITHER- BISKRA
FACULTY OF ARTS AND LANGUAGES
DEPARTEMENT OF DIVISION

ADVANTAGES AND DISADVANTAGES OF USING AUTHENTIC MATERIALS

IN ENHANCING STUDANTS' READING SKILL

CASE STUDY : Third Year of English Students at Mouhamed

Kheither University

A Dissertation Submitted in Fulfillment for the Requirement of the Master Degree in Science

of Language

Submitted by :   Suprevised by :

 *ANFALE MGHEZZI CHAA   *Mr.Said Slimani

2012/2013

LIST OF TABALES AND GRAPHS

Graphs:

TABLE OF CONTENTS

PARACTICAL PART

CHAPTER FOUR:

ACKNOWLEDGE MENT

DEDICATION

This modest work is dedicated to :

- My mother who has been my emotional anchor which really helped me to complete my work.

- My father has been my role-model of hard work, and who provided me with pieces of advice and lessons.

- My sisters and my brothers and their wives have contributed to the encouragement, and who have been ready for any kind of assistance.

(Meghazzi Chaà anfale)

ABSTRACT:

This work attempts to conduct a research on the advantages and disadvantages of using authentic materials in enhancing students' reading skill. That is, how teachers might use other kinds of materials rather than the course book to improve their students reading skill, with taking into consideration to the difficulties of these materials which may face the teachers and learners in teaching reading. This research consists of four chapters. The first chapter provides the learners with general idea about reading. It offers them a brief definition of this skill, and introduces to them the sub skills they should learn from it as well as the main purposes for which one might read. It also states the reading principles which help the students to be more engaged readers. On the other hand, the second chapter aims at giving an overview about authentic materials. It identifies authenticity, defines authentic materials, and moves to illustrate the main types of authentic materials which the teacher can use for teaching reading. However, the third chapter attempts to make a link between the two previous chapters under the title of the pros and the cons of authentic materials in teaching reading. Then it sets some criteria according to which teachers might select texts. It also makes a comparison between authentic and simplified materials. Moreover it demonstrates the importance of using authentic texts as well as the obstacles such materials might cause to language learners . The main objective of this research is to clarify the importance and difficulties of using authentic materials in teaching reading. Lastly, the fourth chapter is the practical part where the teachers' and students' attitudes toward using authentic materials are analyzed.

التلخيص:

يحاول هذا العمل إجراء بحث حول مزايا ومساوئ استخدام مواد أصلية لتطوير مهارة القراءة للطالب. إذ يمكن للأساتذة استخدام أنواع أخرى من المواد بدلا من الكتاب بالطبع لتحسين مهارة القراءة لطلابهم، مع الأخذ بعين الاعتبار صعوبات هذه المواد التي قد تواجه الأساتذة والمتعلمين في تدريس و دراسة القراءة. يتكون هذا البحث من أربعة فصول. يقدم الفصل الأول للأساتذة فكرة عامة عن القراءة. و قد قدم لهم تعريفا موجزا من هذه المهارة، ومع ذكر مهارات فرعية ينبغي أن نتعلم منها وكذلك المقاصد الرئيسية التي يمكن للمرء قراءتها. كما ينص البحث على مبادئ القراءة التي تساعد الطلاب ليكونوا أكثر انخراطا للقراءة. من ناحية أخرى، يهدف الفصل الثاني إلى إعطاء لمحة عامة عن مواد أصلية. حيث قدم مفهوما للأصالة، و قد أعطى تعريفا للمواد أصلية، وينتقل إلى توضيح أنواع رئيسية من المواد الأصيلة التي يمكن للمعلم استخدامها لتدريس القراءة. وأخيرا، يحاول الفصل الثالث إلى الربط بين الفصول السابقة تحت عنوان إيجابيات وسلبيات مواد أصلية في تدريس القراءة. حيث أنه يضع بعض المعايير التي تنص المعلمين إلى تحديد النصوص. كما أنه قدم مقارنة بين مواد الأصلية والمبسطة. وعلاوة على ذلك فإنه قد دل على أهمية استخدام النصوص الأصلية، وكذلك عقبات هذه المواد قد يواجهها متعلمي اللغة. وقد تمثلت الأهداف الرئيسية من هذا البحث في توضيح أهمية وصعوبات استخدام المواد أصلية في تدريس القراءة. في حين أن الفصل الرابع هو الجزء العملي حيث المعلمين والطلاب أبدو أرائهم و مواقفهم من استخدام هذه المواد في القراءة.

IV

CHAPITER ONE

An Overview on

Reading

CHAPITER TWO

An Overview on

Authentic Materials

CHAPTER THREE
The Pros and cons of Authentic material in teaching reading

Practical

Part

Chapter four

Analyze students and teacher's

Questionnaire

APPENDICES

INTRODUCTION:

1-Background:

Reading is one of the most important skills which students need for learning any language. It is by itself an inclusive skill which teaches other language skills. Through reading, learners can study writing. Being exposed to different models of paragraphs and essays, students will learn how sentences and longer pieces of written language are constructed, and how they are unified and coherent. In addition, reading teaches the speaking skill. The more students read, the more their pronunciation will be improved, and the more they will be fluent speakers. Reading might also teach listening. It can provide the learners with a large amount of new vocabularies and structures. Learning and memorizing those new words and expressions, students will be able to understand what they hear from their teachers, classmates, and even from the native speakers. For that, teachers should develop and extend reading in their classrooms by devoting enough time to it, and by providing their students with different interesting texts.? However, the issue of selecting good and interesting texts for learners seems to be problematic. It leads us to ask a critical question, which should normally be asked by any responsible teacher: can the learners develop their reading skill through the use of the very limited number of artificial texts found in their course book ? It is argued that the textbook contains very bad models of reading texts. These texts do not teach the natural language because they are full of artificial language patterns and are simplified to the point of losing the features of the real language. This, instead of being helpful for learners, especially those who are at low levels, might be an obstacle which makes them confused and doubtful about the language they read, and which thus hinder the development of their reading skill.

That is, to provide students with authentic texts which keep the natural language as it is used in its real world. Authentic materials are very useful sources which the teachers and students can depend on to improve reading in their classrooms because they offer them a wide range of varied and rich texts which motivate them to read more. Demonstrating the advantages and the disadvantages of authentic materials in enhancing students' reading is the main purpose of this research.

2-Statement of the Problem:

The issue of using authentic materials in language classrooms has been influential over past two decades. Moreover, many practitioners involved in foreign language teaching and research have argued about the benefit of using authentic materials. These benefits may range from highlighting comprehension, presenting real language , providing opportunities cultural issue, to enhance motivating and create language awareness. Here McNeill indicates that the use of authentic texts is now considered to be one way for increasing students' motivation for learning since they give the learner the feeling that he or she is learning the real language-the target language as it is used by the community that speaks it .Despite there are writers and scholars claimed about the beneficial use of authentic materials in enhancing students' reading skill, also in the other hand there are writers clarified the negative side of those materials. They regard that the idea to expose the learner to the authentic materials may cause some problems where these materials contain a complex language which cause burden to the learn in order to get the meaning. So this research has been tackled to identify the main pros and cons encountered by English teachers at Mohamed Khiedher University in using authentic materials to enhance students' reading skill.

3-**Research Question and Hypothesis:**

This research is aimed to answer two main questions which are:

The primary research question asked in the present study is the following:

What are the difficulties of using authentic materials in enhancing students' reading skill?

The secondary research question addressed in the study is as the following:

What are the most important factors of authentic materials in enhancing the students' reading skill?

Hypothesis:

This study build on two major hypotheses which are represented in:

- If teachers use the authentic materials then their students' reading level will be improved

- If teachers use the authentic materials then they will face difficulties while using them in teaching reading

4- Significance of the Study:

Because reading is a "meaning-making activity", it's important to engage learners with texts that are meaningful to them. This does not mean that they always need to be about familiar content, but that the texts are interesting and worth reading. Learners need to be able to connect to the text in some way, and have a purpose for reading it. For that, selecting texts to use for instructional and practice purposes is a particular challenge at this level where teachers attempt to use motivating and different materials in reading. One of those materials represents on the use of authentic materials. This study hopes to give the teachers the main pros and cons of authentic materials in teaching reading. Authentic materials can provide the language use within its own

natural settings. In contrast the use of those materials have some defects also where the complexities of language which hinder the learner to reach the intent of the text and so on. It is hoped that teachers are giving insights through this study about the use of authentic materials in order to provide the students with the most suitable and effective reading text.

5- **Aim of the Study:**

The central purpose of this study is to provide teachers with the cons and pros of using authentic materials in teaching reading. Where this study elicit the attitudes of English language teachers at Mohamed Khiedher University toward using those materials in their reading classes, and also this study aimed to collect the students' views about their dealing with the authentic reading materials in classroom.

6- **Research Methodology** :

- Participants :

Initially, fifteen English teachers working at Mohamed Khiedher University, eight female English teachers and seven male English teachers. The participants were not randomly selected where the questionnaire asked about their professional degree and their teaching experience. All of them agree to participate.

Secondly, fourteen English students studying at Mohamed Khiedher University .The participants were randomly selected, ten from each four groups studying in third year English.

- Procedures and Instruments:

A survey questionnaire was employed in order to answer the questions of the study (see Appendices A, B). The questions of appendix (A) distributed to teachers where this

questionnaire presented thirteen items in form of multiple-choice questions, close-ended questions, open questions, and statements. Participants were allowed to choose the appropriate answer according to their opinion. In addition, they were allowed to add their own comments. The same thing to the questions of appendix (B) which distributed to students where the questionnaire contains fifteen items in form of multiple-choice questions, close-ended questions, and open questions too. Both responses from the questionnaires were analyzed in terms of frequency and converted into percentage to indicate the teachers' and students' attitudes toward each issue accurately.

7- **Structure of the Research :**

This research which is under the title of « Advantages and Disadvantages of Using Authentic Materials in Enhancing Students' Reading Skill » has been divided into four chapters. The first chapter devotes to give an overview on reading skill. Where it gives a definition of reading from several writers and scholars then it moves to the purposes of this skill. In addition it deals with the reading strategies and the principle behind teaching reading in the classroom. The second chapter which is titled under an overview on authentic materials which give the reader an insight about those materials. It starts with the notion of authenticity then it defined what authentic materials mean, and lastly it mentions types of those materials. The third chapter which is the core of this research about the cons and pros of authentic materials. Where the advantages and disadvantages of those materials mention. The last chapter devotes for the practical part where the teachers' and students' questionnaire are analyzed.

Introduction

This chapter aims at giving a general idea about reading. It provides scholars with a definition of reading in order to make them aware of this skill and how much it is important in their language learning. It also states the main purposes the learner seeks to achieve by studying reading. Skimming, scanning, and reading for detailed comprehension are also included in this chapter as subskills that readers need to acquire from learning reading in order to read quickly and effectively. Moreover, this chapter discusses the main principles which should be known by the reader for exploiting the text to the full.

1.1. Definition of Reading :

Reading has been defined by many scholars. Some of those writers are : Goodman who claimed that :

"Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thoughts" (12).

And Cain who defined reading as :

" Reading is much more than a single skill: it involves the coordination of range of abilities, strategies and knowledge. It is an ability that we can quite easily take for granted"(2)

From the above definitions, we infer that reading is a multi-skill which is composed of different abilities and strategies. This skill relies on the interaction

between the writer who represents his or her ideas as words and structures, and the reader who interprets these words into thoughts in order to reach the meaning intended by the writer.

1.2. The Purpose of Reading :

Reading, like the other skills of language, has different purposes. When people read, they do not read just for the sake of reading. Each one of them reads for a particular need. Some of the main needs or purposes reading serves are: to survive, to learn from, and to give us pleasure.

1.2.1. Reading for Survival :

One of the most important needs that reading serves is reading for survival (C.Wallace 6). Sometimes, one find himself or herself in a critical situation in which reading is the only savior to him or her from death. For example, people have to read the expiration date written on food packs because food might sometimes be out of date, and if they eat it, they will get poisoned. People might also risk when they have medications without reading the notice found in their packs. Another example for survival is reading the road signs. If drivers can not or do not read those signs, they might expose themselves to terrible accidents and lost their lives.

   Reading for survival seems to serve a social, rather than an academic, purpose. Therefore, such a kind of reading keeps the readers in contact with their social environment. Rivers and Temperly (1978,1987) claimed that reading ensures interaction between the readers and their society by knowing what is happening and what has happened , and by knowing where or when something will take a place, for example, by reading reports, newspapers, or magazines. (qtd.in Mcdought and Shaw 90). That is, by

reading this kind of materials, the person becomes part and partial from his or her society and contributes in its daily life.

1.2.2. Reading for learning :

In addition to the important rote reading plays in protecting people's lives, it serves a wider and a more common which is to extend their general knowledge. Here, people read not to remain alive, but to cultivate themselves and to improve their levels. According to C.Wallace, reading to learn usually occurs in academic contexts in which a person learns a certain amount of information from a text (7). This means that reading for extending knowledge is normally done by students at schools and universities in winch they are more exposed to different books and articles.

Reading for learning requires many tasks. Readers are required to remember the main ideas and some of the details as well as to recognize the ` rhetorical frames' which organize the information of the text. They have also to connect that text to their background knowledge. For that, this kind of reading usually takes a long time and L.Stoller 13,14). In one word, in order to learn from the text   Crabe (C.Wallace 7; and to exploit it to the full, readers must not be passive. They should do all the aforementioned tasks to achieve this purpose.

Sometimes readers do not read just to learn something new, but to remind themselves about half-known facts or to clarify ideas and opinions that are not well understood (C.Wallace 13). For example, while an author is writing a book, he or she checks some sources, not to Learn from them, but to clarify and support his or her ideas.

1.2.3. Reading for pleasure :

Another beneficial purpose of reading is for pleasure. Reading for pleasure takes place when readers read a text for the sake of enjoyment. For instance, they read stories, novels, or any other entertaining materials. For C.Wallace, because it is not much obligatory, reading for pleasure is almost neglected in school where literature, originally written for entertainment, is read or taught only for examinations (7), Unfortunately, students are not provided with stories or any type of materials which they can read just for excitement without being threatened by exams.

According to C.Wallace, the important factor which this principle of reading in any language requires is fluency (7). That is, readers must be fluent and have a large background about the language they read since fluency increases motivation and makes reading more enjoyable.

In addition to the aforementioned, reading can serve other purposes. It helps students to acquire the language easily especially if the text is interesting and engaging. Reading texts also provide models for the writing skills, and offer students the opportunity to study different English language issues such as vocabulary, grammar, punctuation; and the way to construct sentences, paragraphs and texts. Good reading texts provide the reader with interesting topics which motivate him or her to respond to them (Harmer 68; Kamil et all. xxiii).

1.3. The Reading Skills:

Students are not always obliged to read every word in a text. Before they read, they should decide the way how to do so. If students need to get a general idea ,they can skim. if they are looking for a specific piece of information, they can scan. However, if

students need to study a text in depth, they can read in details. Skimming, scanning, and reading for detailed comprehension are the reading skills that students should acquire in order to read easily and effectively.

1.3.1. Skimming :

Skimming is one of most important skills students need to acquire. Il takes place when readers move their eyes quickly over a text to get an overview of what it is about, without stopping to look or to concentrate on any detail.

Cramer authorized that skimming is the speed reading technique, and that reading more than eight-hundred or nine-hundred words per minute is extremely skimming. Cramer also clarified that "skimming is skipping with skilled judgment" (57). This means that the readers do not read the whole text word by word, or sentence by sentence, but they skim the key concepts that they can be found in the introduction, or the conclusion using the quick eye-movement.

According to Grabc and L.Stoller, skimming is one of the most common parts of the reading tasks and a useful skill in its own right. It is by itself a group of strategies because when readers read, they predict where the important ideas might be found in the reading text. Then they use the basic reading comprehension skills on those parts of the text to form a general idea about it (13). This argue that skimming is not an easy task as many people think of it, but a very complex skill which needs much attention and concentration.

It is necessary to study and to use the skimming skill. This is what Burns claimed by saying that skimming is a technique used in reading when the readers face a large amount of information in a certain subject. Here, they need to skim the extract they read. Burns also clarified that skimming is a practical technique used in order to save the time (24). Instead of wasting time and effort by reading the whole text, readers can,

for example, read only the first and the last paragraphs, and head titles to know what the text is speaking about.

In short skimming is a very important skill students need to use. It is a quick reading through a text to understand its main ideas and to get an overview about it.

13.2. Scanning;

Scanning is a quick reading to find a specific information. To scan, students should focus on the central part of the text and to look at each line as a whole without moving their eyes from side to side, and they should stop to read in detail when they find the information they are looking for. Scanning is a very important skill which saves time especially when readers are doing researches.

Grabe and L.Stoller stated that scanning is best seen as a reading ability to search for a specific piece of information or a particular word or phrase. For example, we may scan a telephone directory to find a specific address or a phone number (13). This reveals that some of our daily life readings does not need reading in details, so that it is so helpful to use the scanning technique.

1.3.3. Reading for Detailed Comprehension :

Reading for detailed comprehension is to read a text in details. 1t is the ability to understand and to interpret the information found in the reading text. Reading for detailed comprehension is beneficial when students need to fully understand the piece of information.

According to Grabe and L.Stoller, reading for general comprehension requires the reader to be able to process words automatically and very rapidly, and to have strong skills in forming a general meaning, representation of main ideas, as well as to efficiently coordinate many processes in a very limited time. These tasks are very easy

for a fluent reader because they happen automatically and unconsciously; however, this kind of reading is difficult and complex for second language learners (7, 14, 15). That is unlike the other kinds of reading, reading for detailed comprehension needs the reader to be competent and skillful, for that it is difficult to be done by any student at low level stage

Analysis of the Reading Process.

Careful reading

Reading ↗

Quick reading ↗ Skimming (to get overall impression)

Scanning (for particular information)
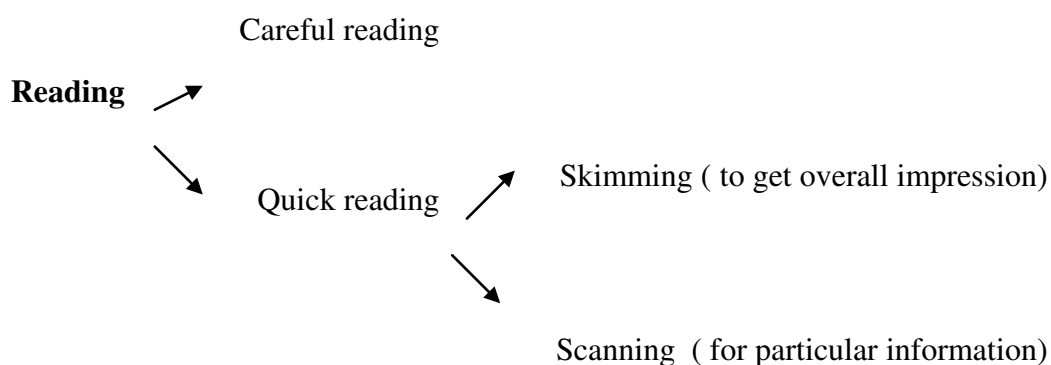
M.Wallace drew a diagram to clarify the process of reading (Urquhart and Weir qtd. in Wallace 7).This diagram shows that reading is divided into two categories: careful reading, and quick reading. However, it puts emphasis on quick reading which consists of the skimming and the scanning skills. 1t shows that skimming is the method that students need or use for achieving the general idea of the text whereas scanning is a technique used in order to get a specific piece of information that readers want from given passage.

1.3. Principles behind Teaching Reading :

Harmer has suggested some principles by which students should be guided in order to benefit from the texts they read:

1.4.1. Reading is an Active Skill :

Reading is not a passive skill. This means that students have many tasks to do when they read texts. They, for example, have to understand what the words of the text mean, to understand the arguments, and to work out if they agree with them. Otherwise, their reading will not be successful and they will quickly forget the text.

1.4.2. Students Have to be Engaged with the Reading Text :

Students who are engaged and actively interested in the reading text and the reading tasks will benefit from what they are doing. However, students who are not engaged with the text will not acquire or learn from it.

1.4.3. The Content of the Reading Text is as Important as its Language :

Students should not only be interested in the language used in the text, the number of paragraphs it contains, and how many times a particular structure is repeated. But they should also be interested in its meaning and the message it conveys. Therefore, teachers should encourage their students to respond to the message of that text, and allow them to express their feelings about its topic.

1.4.4. Having a Good Idea about the Text Content is a Major Factor in Reading :

Before they actually read the text, students need to have a good idea about its content. The book cover , the head line, and other keys many give them hints about what they are going to read. These hints help them to expect what is found in the reading text, so that their active process of reading is ready to begin. For that, teachers should give students hints about the texts to make them more engaged readers.

1.4.5. The Task should be Suitable for the Topic of the Text :

After choosing the reading text for his or her students, the teacher should carefully choose the reading tasks. Reading activities and questions must be engaging and motivating to make the text exciting and interesting.

1.4.6. The reading text should be exploited to the full

The reading text will not be beneficial if it is read just for the sake of reading. Therefore, teachers need to combine it with interesting class sequences, such as exploiting its language, and using its topic for discussion and further tasks.

<div align="right">(Harmer 70,71)</div>

Conclusion:

What is reading? What are the purposes of reading? What are the skills that should be acquired by the students? And what are the principles of reading? are the main points which were discussed by this chapter. Dealing with this chapter and with the elements it contains, teachers and learners will get an overview about reading and its importance in their language classroom; and they will therefore achieve its purpose.

Introduction:

The aim of the second chapter is to clarify the development of materials in language learning which meet the needs of the students in the classroom. This chapter discusses one of the mort important materials which is the authentic one. \Where, it takes up the notion of authenticity, and shows its real significance in a broad sense. Then it gives the precise meaning of authentic materials from different views of writers. Last but not least, this chapter presents the several sources and types of authentic materials, which the teachers and the learners might use in the classroom, and it defines each one. The idea from this chapter is to provide an overview about authentic materials by discussing the precious three points.

2.1. The Notion of Authenticity :

This part begins with Widdouson's thought which showed chat the idiom of authenticity caused confusion because of the lack of clarity (qtd. in Mishan 10). Before twenty years ago, the term of authenticity was neglected and not intended to be used in language teaching and learning. Recurring periodically over the history of language teaching, the modern era attention about authenticity in language learning came from three different areas which are: Second Language Acquisition, Language Pedagogical itself or Communicative Approaches to language learning, and Sociology (Mishan 10).

By this idea Mishan aimed at giving a historical overview about the term authenticity. Authenticity was not recognized and was not until used in language learning and teaching for its ambiguity. However, this term emerged as a result of interest of Second Language Acquisition, Communicative Language learning, and Sociology.

According to K. Johnson and J. Johnson the idea of using authenticity in teaching language appeared as an interesting issue with Communicative Language Teaching and was linked to National/Functional Syllabuses. Authenticity supports the use of natural language behavior in the classroom with a content which determines the learners' needs through the process of Needs Analysis (24). Authenticity as defined by Communicative Language Teaching is the spontaneous use of language in the classroom which reaches the aims of learners and achieves their needs.

In another context, the Communicative Language Teaching defines the concept of authenticity as those original texts that their designs and representations are remained as they are without any change. For example, the newspapers, and articles are presented in the same type-face, black-information, and the same accompanying. (Grellet qtd.in Mishan 13). Differently worded, Grellet wanted to clarify that these factors and characteristics of authenticity make the readers feel board because of the routine.

On the other band, authenticity, in fast, clarifies the reliable language produced by the native speakers for the purpose of communication (Widdowson qtd. in Mishan 15). This means that authenticity is the use of the mal language of the native speakers in order to communicate.

Another view about authenticity, which clarifies that authenticity is not procedures or a lesson plan prepared at home before coming to the classroom, but h is the goal which the teacher and learner should achieve, and it is a conscious and continuous process in the classroom (Lier qtd. in Mishan 15). Lier noted that the word authenticity is not as easy as it appears in the teaching methods, but it is a conscious way use in the classroom between the teachers and the learners in order to reach a certain "goal".

In short, authenticity has traditional and modern roots in the language learning and teaching. Wherein, it takes a big share of debate and creates some sort of problem and

16

ambiguity for determining its definition. Authenticity deals with the needs of the classroom; this means that it is associated with the text that the learners use, and with the task where the learners interact, and that it is associated with the text that the learners use, and with the task where the learners interact, and that it reveals their understanding of the lesson. Let alone the pedagogical role that authenticity plays in language learning. The previous explanation is shortened in four statements, offered by. Breen's who clarified the application of authenticity in the classroom, which are: First, authenticity of text. Second, authenticity of the learners' own interpretations. Third, authenticity of tasks conducive to language learning. And finally, authenticity of the actual social situation of language classroom (Breen qtd. in Mishan 16).

2.2. Definition of Authentic Materials:

    Enhancing texts for second language students with keeping in mind their lack of linguistic abilities and knowledge is an axis for discussion.

    In language teaching, there is a firm of using authentic materials. Commutative Language Learning defines it as those materials which are created and used by and for the native speakers, and which are not specifically for language teaching, but specifically for language learning. (Day, Bamford 53,54) .The definition of authentic materials which is submitted by Day and Bamford shows that those materials are written by and for the native speakers to cover the purpose of learning. it also clarifies the "enduring-' of using authentic materials for raising the level of the students.

    Harmer supported this definition; he stated that authentic texts are those texts produced for the native speakers, designed for the speakers of language (qtd. in Didactic approaches 57). As noted in Harmer's definition authentic materials are the production

of the native speakers which serve the purpose of communication. This is what Scarcella and Oxford claimed about, they pointed out that authentic materials are unscheduled texts written for the native speakers (qtd. in Day and Bamford 55). Related to them, authentic materials are those written texts which are not prescribed in the curriculum like the course book, but, in fact, they are materials unused in the scale school such as: newspapers, magazines, articles.

Furthermore, there is a widely accepted idea that authentic materials or texts are genuine samples which are produced for the purpose of language learning. (O'Rourke, and Carson 125). This argues that authentic materials are the original writings which work on developing the language learning through the use of the real language in the classroom.

On the other hand, Lights of Higgins defined authentic texts, as being any materials that arc not produced by the teachers, and which serve the purpose of language at work (118). 'This means that those materials are workable in the real world ; they assist the learners to be more flexible and compact with their social environment by applying what the learn from them inside the classroom.

Mednough and Shaw gave another view in defining authentic materials. They regarded them as an idiom which is applied as much as possible outside the classroom, and which relies on the right choice of the language materials, activities, and methods used in the classroom (qtd. in Leorrardi 85).This definition supports the previous explanations and views concerning the meaning of authentic materials. Hence, Mednough and Show stated that the procedures which are used in the classroom should be real in order to facilitate the work outside the classroom because those materials assist learners to build experience of how to deal with the real life.

From the point of view of Little which endorses the previous one, authentic texts are used in order to achieve a certain social purpose in a language community (qtd. in O'Rourke and Carson 125). The use of authentic materials inside the classroom lets the learners cope to real life outside the classroom.

In accordance with Richards and Renandya, authentic materials are the glib speech of the language which displays the learners to the natural cadence of everyday English, and that makes them familiar to the real script of the world (224). That is, authentic materials are "spontaneous speech of the language' that help the learners to acclimate with the real world through the use of the authentic passages that they have leant in the classroom.

Moreover, Morrow professed:

"An authentic text is a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (qtd. in Didactics approaches 57).

This clarification has a relation with the prior definitions. Wherein, Morrow noted that authentic materials are based on the use of real language, from native speakers for native listeners to cover a particular meaning in a real context.

2.3. Types of Authentic Materials

The Communication Approach to language teaching emphasizes that the materials used in language learning which cover the requirement of the students should be authentic and natural. Those materials can be found in various sources and types.

2.3.1.Newspaper: It is a regularly scheduled publication containing news of current events, informative articles, diverse features, and advertising. There are two main types of newspaper, the quality or broadsheet newspaper that generally deals more with

serious news issues, and the tabled newspaper that deals more with such subjects as sport, television actors, and shocking crime stories (Rundell 954).

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

2.3.3.Book: It is a set of printed pages fastened together inside a cover, that may contain story , poem, information, or other forms of writing.

eg: a book by Nelson Mandela, entitled, Long Walk to Freedom (Rundell 148).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusion:

Te put in nut shell, we can infer from the second chapter some ideas which concern authentic materials. This chapter began with the notion of authenticity, which gave the readers glance about the term authenticity. Then, it offered a definition of authentic materials in order to give them an idea about these critical sources. After that, it moved to the types of authentic materials which the learner and the teachers might use in the classroom. Hence, this chapter aimed at introducing the learners to these materials.

Introduction:

The last chapter represents the core of this research paper because it consists of the main points on which this work is built. It discusses five elements. First, it provides the learners with a definition of the text from some different writers' points of view. Then, it sets some criteria according to which teachers might select appropriate texts for their students. This chapter also attempts to make a comparison between authentic and simplified texts, and to clarify the values and the defects of each one of them. Moreover, it shows the importance of using authentic materials and how teachers and learners might benefit from such a kind of materials. Lastly, this chapter reveals the difficulties and the obstacles the teachers face while using authentic texts in their classrooms.

3.1. Definition of the Text:

The text can be defined as follows:

A text is "any scripted or recorded production of a language presented to learners of that language. A text can be written or spoken and could be, for example a poem, a newspaper article, a passage about pollution, a Song, a film an extract from a novel' or play, a passage written to exemplify the use of the past perfect, a recorded telephone conversation, a scripted dialogue or a speech by a politician" (Tomlinson xiii).

According to C.Wallace a text is a piece of written language which carries a whole meaning and which can be a letter, a novel', or any type of written language. A text should be seen as the physical manifestation of language which the reader works with to construct meaning, and which contains a number comman systematic graphic features on the page (8).

Therefore, a text is the presentation of the spoken language in a written form to be read by the learners or any other readers. This piece of writing has a meaning intended by the writer and understood by the reader to create interaction between them, and thus to insure the essence of writing: communication. Their text should consist in punctuation marks and other mattes which facilitate the task of reading.

3.2. Criteria for Selecting Texts:

When a teacher chooses texts for his or her learners to read, he or she has to consider some criteria for selecting those texts. Of course, there is a wide range of factors according to which texts might be selected. Examples of these criteria, which will be further discussed, can be: should the text be a tool for teaching specific language structures? Should it present a content that is familiar and interesting to the learners? Should it teach language through reading? And more importantly , should this text be authentic and not specially written for pedagogical purposes?

According to C.Wallace some teachers select texts to teach their students language structures and vocabularies. Texts which focus on this function are in filet, not primarily for reading because the most of them are written specially to 'teach the language', in that they clarify and simplify some features of the language through the repetition of given structures and words. In addition, in spite of being introduced as `reading texts', such a kind of texts are not 'identical to the kind of language we normally read'. Because they do not conform, if not distort, the basic rule and conventions of the written form either formally or functionally, they fail to perform the communicative function which is normally the main aim of the reading text (72). Texts usually offered by teachers to their students are not for the sake of reading, but for teaching grammar and vocabulary. Being accustomed to deal with chose of texts, students will not be interested in reading

itself, but in learning a particular structure in a language. This is what was stated by Williams (1984) who claimed "it is difficult to imagine anyone reading this text for either information or interest. The real reason for reading is to lean language" (qtd.in C.Wallace 73).

This kind of text focus not only on the sentence patterns or structures, but they might also emphasize the kinds of cohesive features which help the learners to recognize how the written text is composed, that is how a written text may be coherent and united by concentrating on features of structure within sentences such as pronouns or other logical connectors (C.Wallace 73). This means that the reading text may be used not only to teach language patterns, but also to teach how a text is written to help the learners to construct coherent and unified pieces of writing.

Another criterion for selecting texts is whether these texts teach language through reading. These kinds of texts are not chosen to find or to highlight particular language patterns, but to improve reading. This indicates that language is basically improved and developed through reading. Elley (1984), through a number of studies made on some Fijian second language learners, found that their reading Jacks competence. It suggested that this is likely to be due to two reasons. First, because Fijian teachers did not see reading as a means to learn the language, and second because their language instructional programmed was based on audio-lingual approach which neglects reading and its important role in learning the language. Elley found out that learners have to be exposed to English and that they learn language through reading (qtd. in C.Wallace 74).

This proves that students who do not read a lot lack competence. So that, teachers should concentrate more on this skip in order enhance students' awareness of the language they study. Because, as C.Wallace professed, the more learners read texts, the more their language is improved; and if teachers aim to motivate their students to read

more in the second language, they should select text whose content is more important than specific linguistic features (74,75). That is, they should select texts which do not only teach structures or lexis, but which seek to develop the learners' language.

Texts might also be selected according to the criterion of interest. According to C.Wallace, texts must be interesting enough to motivate the learners to read them (75). As we know, student prefers a particular text when they feel it is interesting, or when it contains a desirable content which deserves discovery. Therefore, teachers should respect their students' preference when they select texts for them. However, this might cause difficulties because students have different interests. C.Wallace claimed that because there are individual differences and preferences among the learners, the issue of interest seems to be very' difficult. Nevertheless, teachers may choose texts which are originally motivating. For example, kinds of narratives and true-life stories might be more entertaining and engaging than other texts (75). This way might thus make choosing texts in any language a much easier task.

The last and the mort important criterion for selecting texts which has caused frequent debate is whether the reading text should be authentic or especially written for pedagogical purposes. According to Harmer people have assumed that authentic texts are store interesting than the ones written for pedagogical purposes, so that they have worried about more traditional language-teaching materials which tended to get rid of authenticity and use over-simplified language which would seem to any native speaker "comical and untypical" (68). Authentic texts use the real language as it is used in its real world, so that they expose the learners to its natural use; however, texts which are written for pedagogical purposes over-simplify the language and make it insipid and ridiculous.

On the other hand, it is so diffluent for low-level students to understand materials which are purely authentic. They, for example, can not understand long prose or long extracts written in a newspaper. This is simply because these materials are full of unknown words and complex structures (Harmer 68; C. Wallace 76). Young learners need concrete things rather than absolute ones. Because they concentrate more one the form of language, they need simple texts which consist of easy words. This latter can only be provided by simplified materials.

To avoid this controversy, teachers should balance between real English and student's abilities. They can provide their students with authentic texts which correspond to their levels. They can other them menus, timetables, signs, and any other materials provided that they are as much like real English as possible.(Hanner 69). This argues that learners, in spite of being at early stages of learning, should read authentic texts as long as these texts can be understood by them.

Obviously, these are not the only criteria which might be used for selecting texts. Wallace claimed that teachers might depend on many other ones to choose appropriate texts for their students. They might also be guided by more than one of them since these criteria are not necessarily exclusive (71). Therefore, teachers have the opportunity to create other criteria and to depend on them to select their texts.

3.3. Authentic versus Simplified Texts

In the field of language teaching, there has been much controversy on whether teachers should use authentic or simplified texts.
Let us first make a distinction between these two kinds of texts.

Authentic texts are those texts which are written by native speakers for native speakers (Leonardi 85).They are not prepared for any language teaching purpose.

Examples of these texts can be: a newspapers article, a novel, a traditional fairy story (Tombinson viii). On the other hand, simplified texts are texts which have been made simpler for learners to read them easily. Simplifications can be reduction in the length of a text, omission or replacement of some difficult words or structures, shortening of a certain number of sentences, or omission of non-essential details in order to fit the learner's level (Tombinson xii).

Simplification of texts may be in two different ways. First, texts simplified from first language written materials such as stories and novels. These materials are originally written for the first language readers and they are therefore in the public domain. Examples of some English stories which have been simplified might The Black Beauty, from Russia with Love, A Tale of Two Cities, and Sibad the Sailor (R.Day and Bamford 56). Second, texts which take the form of published materials C.Wallace 76). These materials are originally written with some simplifications for a particular language learning levels.

Some teachers and editors see that authentic texts are too complex and difficult to be used for language teaching. Such texts consist of many difficult words as well as very long sentences. So that, they are so hard to be understood by learners. Widdowson (1979) claimed that the question of authenticity, as a whole, in language teaching is a complex one, and that the main factor which causes its difficulty is the "excessive number" of new words authentic texts contain (qtd.in Tombinson 221). Learners especially those who are at Iow levels, can not understand or even read texts which consist many unknown words, and that they therefore will never develop their reading skill. Students, as Tombinson stated, need simple texts, they need rules and clearly stated structures (8). This accounts for making texts simple for pedagogical purposes to facilitate the learners' reading task.

However, some other teachers believe that simplification may cause a great confusion to language learners. Tombinson stated that simplification might make words easier to be understood, but it could make the general understanding of the text more difficult because it makes that text dense with important information (xii).Any reading text is composed of major and minor details. To learn from it, readers keep the main ideas in their minds, and forget about the non-important ones. But when the information given by text is all important, they will be confused and unable to know what to concentrate on, and what to neglect. This idea was supported by Numan who professed that by simplifying the real tests for pedagogical purposes, the teachers and editors might risk making the reading task more difficult (58). Furthermore, simplified texts focus on the language form rather on its content, so that they neglect the essence of writing texts which is communication (R.Day and Bamford 58,59). This makes simplification a negative matter in teaching reading and in developing the reading fluency.

Therefore, the best way to teach language, especially reading, is to use authentic materials in their classroom. Brosnant et al (1984) claimed that students need to read real life texts in the environment around them-at the bank, on shop, on labels, in the letterbox, etc. and not texts which are made by their teachers. For Brosnant et al.. authentic texts are rich and varied. They offer the students the opportunity to deal with different texts which contain complete meaningful messages, and also help the learners to arrive easily to that meaning by making use of non-linguistic clues such as pictures, layout, and symbols (gtd.in Numan 58).Activities proposed to learners should also be authentic. Numan (1989) stated that activities should be the same as the tasks in the real world, so that they should focus on the communication rather than on the medium (59). For that, teachers should provide their students with authentic materials which bring them with direct contact with the real world.

In the above discussion, it was argued that authenticity and simplicity are opposites. However, research in this domain has found that this assumption is not true, that is authentic and simplified texts are not opposites. For instance Charles Alderson and Alexander Urquhark claimed "we are believing that simplified texts, can be authentic" (qtd.in R.Day and Bamford 59). This means that simplified texts should have the qualities and the characteristics of authentic texts. In addition Sandra Silberstain, in her volume Techniques and Resources in Teaching Reading stated that

" reading texts, even those which are edited, can and should be authentic" (qtd.. in R Day and Bamford 59). R.Day and Bamford claimed that authentic and simplified texts should be alike in term of syntax, structures, vocabulary and content. To achieve this purpose, editors must provide some kind of betters linguistic simplification. This latter leads to what is called "elaborated texts" which is preferable to simplification (59,60), Simply because elaborated texts are much closer to authentic texts than simplified texts.

3.4.The Importance of Using Authentic Materials in Teaching Reading :

Students at all levels need to be exposed to authentic material because it is of great importance.

3.4.1.Authentic Materials Facilitate the Language Acquisition:

Krashen claimed that the exposure of learners to authentic use of the target language is both necessary and sufficient for the acquisition of that language (Ellis qtd. in Tominsot 13). This means that learners should frequently be exposed to the real use of language, and that for a person to acquire a language, she or he needs a source of natural communication. Exposure of students to authentic texts is not, of course, restricted to advanced learners, but it extends to students at their first stages of learning. Tombinson

believed that it is true that beginners are not obliged to read long extracts from newspapers; however, this does not deprive them from being exposed to authentic input, provided that this input is comprehensible (13). They can use authentic materials that correspond to those levels. Sweet (1899) stated that authenticity should be maintained with lower level students by giving them simpler language samples, and that teachers should select for their students certain genres which are simpler than others (qtd.in Mishan 5) in order to facilitate the task of acquiring the language.

.4.2.Authentie Materials Keep the Nature of Language :

Authentic texts are not written to teach language structures or specific vocabularies, so that they keep the natural language as it is used in real world (46). Sweet (1899) claimed that the natural text "do justice" to the very feature of the language, while artificial systems focus on the repetition of grammatical matters, and some elements of vocabulary (qtd. in Mishan 5). That is, unlike artificial materials which are written to teach a particular point in a language, authentic texts represent the language as it is used in irs real world, hence, they put emphasis on communication rather than on form. To support this idea Swaffar claimed that textbooks do not aim to communicate information, but to teach language. This latter obliges it to use modified and shortened texts which lack the essential characteristics of authenticity (qtd.in R.Day, Bamford 60). Authentic materials tend to provide people with facts and to recite events, they thus give the readers a chance to be exposed to the reality of language. K.Johnson and H.Jolmson also pointed out that the main objective of authenticity is that it exposes learners to the natural language similar to the language enjoyed by the native speakers" (24). Authentic materials expose the learners not only to the natural use of language, but to the culture of the native speakers. This issue was highlighted by M.Rivers who stated that teachers

should use some kind of authentic materials to help the students to discover or to meet the culture of the real world of that language (44). This makes the learners aware of what is happening around them and they will therefore have an effective role in the world development.

3.4.3. Authentic Materials Prepare the Learners for Interaction in the Real World:

Authentic materials prepare the students for interaction in the real world. Tomlinson claimed that learners exposed to authentic input, will be aware of the intentions and meanings of the native speakers and writers. They will also be able to produce a language which is not only appropriate, but also effective (88). The more learners read and deal with language in authentic use, the more they know about and become familiar to the native speakers, and the more they become encouraged to interact with them. Osbom professed that one of the benefits which authentic texts offer to the learners is that they teach them how to mimic the language used in the real world. Mimicry helps the students to be near to the native speakers by imitating them and their way of study as if they are living and studying in their world (5). Thereby, learners will) be ready to interact in the real world.

3.4.4. Authentic Materials Makes the Learners Curious, Autonomous and Self-confident:

To gain confidence and curiosity, learners should experience language in authentic use. Tomlinson claimed that students from their first stages of language learning, should make discoveries for themselves by investigating samples of authentic language. Teachers should provide awareness activities through which students can make generalized discoveries about the language use and link them with authentic examples.

These generalization can, of course be more developed as the learners encounter further evidence. The awareness that students gain makes them attentive to the features of their input and, thus, helps them to acquire it easily (88 .89). Furthermore, authentic materials make the learners autonomous. This is, they become self-instructors and depend on themselves in learning the language and how to use it. According to Mishan, the ideal autonomous learner is the one who takes advantages of the wide variety of authentic sources in his or her learning (9). By this idea, Mishan wanted to argue that authentic materials can replace the teacher by offering a wide range of varied and rich texts, and they, thus, create independent learners who rely on themselves in learning the language. Mc.Garry also stated that activities about authentic text are very important because they motivate the students to learn and enable them to work independently (qtd in Mishan 69); that is these authentic activities play a great role in developing the learners autonomy. In one word, using authentic materials, students can be self-taught.

 In addition to the aforementioned benefits, authentic materials play a main role in improving the students vocabulary and reading skill. They help the learners to enhance the skimming skill by reading the passage and rewriting the main ideas in their own style. They also assist their development of translation, which means that they can translate from the spoken form to the written from (Osbom 5).

Practically, it was argued that authentic materials are so useful in teaching and learning the language. For instance, an Italian secondary school teacher professed "I have noticed that the course book I use does not seem to deal with real English"

3.5 The cons of Using authentic Materials in Teaching Reading

In spite of the widespread acceptance of using authentic materials in language learning , and the important role that those materials play in developing the learning of

English languages the use of authentic , materials causes some problems in the classroom , this is what many writers claimed about .

Avantages	Disadvantages
Expose learners to real language Encourage learners to process real texts Provide models relevant to learner's target need Increase learner's motivation and strategies. Facilitate creative teaching to exploit texts. Maintain natural coherence and cohesion of text	Language may be beyond learners competence. Mot graded or sequence for leaving Place's high demand on teacher expertise and time May be difficult to obtain a rang of texts Can be bland, boring, and demotivating. May be poorly written. Class use does not reflect original purpose

J.Richard's Table Presents Advantages and Disadvantages of Using Authentic

Materials (94)

Richard's table clarified the Benefits and drawbacks of using authentic materials , It shows that besides to the important of those materials -and which have mentioned previously in enhancing student's reading- this does not negate presence of some cons or defects in using them from this table –disadvantage column-may derive three important of authentic material which can be graded under there subtitles:

Authentic and too culturally biased authentic and complexities of the language ,

Authentic and time consuming.

3-5.1 Authentic and Complexities of the Language:

Richard point out that the language of authentic materials can be regarded as a complex, by saying "language may be beyond learners competence" (94).This quote can be explained with an other similar one wrote by Richard too. Wherein , he said " authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for teacher in lower level classes"(25) .The two Richards quotes clarified the complex of the language that authentic materials characterized by .

As it is known , those materials are used to exhibit the learner to real materials means they deal with what the natives deal with , it is real exposure to the native reading materials such as , menu , books , magazines, etc…Thus, it needs or demands effort from a learner to understand, that's why Richard said "it may be beyond the students competence" because it is not easy for the learner to deal with such native materials , where there are items and structures are difficult to be understood and even to be explained by teachers which causes problems to the teachers specially with lower level because not all students have the some competence and they are not in the same level, some of them are with high level whereas the others with lower one .

As result of this , authentic materials may be demotivate the learner with the reason that some authentic texts contain too many mixed structures where lower-levels students find difficulties in decoding the text where also these difficulties may cause boring atmosphere in side the classroom because obviously if students are not involved with the content so how they will enjoy the course .Moreover, Richards claimed that authentic materials consist unneeded vocabulary items, means second language learners are not obliged to know all what is belong to the natives thus, some items are seen to be unnecessary and learners are needles to know them because it may be these items are

used only in the natives speech community as local language not as academic one. In addition to complexities of language which mentioned above . There is also an other defect which is the time consuming.

3.5.2. Authentic Materials and time Consuming:

No one can denial the great importance of using the authentic materials in teaching reading , but also the use of those materials show that they consume a time while teachers and students deal with them .It is worth taking into consideration Richard's who wrote "place's high demands on teacher expertise and time" (94).That quote shows that the use of authentic materials need a special preparation because the students are not familiar with such materials where teachers should introduce them to their students means what kind of materials they are going to use? And how they deal with them? And so one .Authentic materials according to this quote need , also experience which means teacher with less experience may find some problem while using and dealing with those materials so the use of authentic materials need a time and experience to be well delivered. This means that the materials used by the teacher lack authentic language, so that he needs texts of real English.

3-5-3.Authentic Materials and too Culturally Biased

Here is the book of Didactics Approaches for Teachers highlighted that the materials themselves might cause particular problems in language learning. These problems only occur with written text materials. Sometimes, the texts are too culturally biased which lead the foreign people who belong to a certain language community to find them "inaccessible" to understand, not just from the side of linguistic meaning, but also from the side of the notion of the text. Where, this book in order to make the meaning of this statement clearer, it gave an example of the cricket game. How a person can play or even understand the game if he or she never watch one, or has no idea about its rules

(67). At the level of this book, authentic materials especially the written ones might cause some problems. Wherein, some texts are culturally biased. This bias makes the non-native speakers face a difficulty in understanding the text and the language used. How a person; for example, can interact with a certain game if he or she has never been exposed to it before. This example can be applied to this language problem. Moreover, this book focuses on the word "too culturally". The foreign people claim that particular parts students. (Secular, Herron, and Tomasello, qtd. in Echman 204). Authentic materials get rid of the use of the traditional classroom. In that, those materials ignore the principles of the section which means the importance of the activities, and the teacher's instructions and guidance which help the learners to know their mistakes and to have the opportunity to correct them. In addition to what is mentioned, Brish in his book pointed out that authentic materials such as academic texts, newspapers, and magazines lead to some difficulty because they use the mix blends, clipped-forms, and abbreviations which might not be found in the dictionary (158). By this, Brish wanted to show that the problem of authentic materials is in their unclear writings which the leaner might or might not be able to understand. For example the abbreviations, as mentioned by Brish, might cause difficulties to learners because they are not found in some dictionaries.

Conclusion :

We might conclude that this chapter dealt with the main points concerning authentic materials. It moved from one elements to another depending on the logical order. It first provided the learners with a definition of texts, followed by the criteria for selecting those texts. One of those criteria was whether teachers should use authentic or simplified materials. This latter was further discussed under the title of "Authentic versus Simplified Texts". After comparing authentic materials to simplified ones, this chapter stated the advantages of using authentic texts as well as the obstacles they might cause. This chapter aimed at providing the teachers and learners with an idea about the negative and positive side of authentic materials in teaching reading.

Introduction

The fourth and the last chapter is the practical part where the two questionnaires of students and teachers one going to be analyzed .This questionnaire is aimed to gather information about the use of authentic materials in teaching reading .The questionnaire is endeavored to highlight the negative and the positive slides of the authentic materials in teaching reading.

4-1 Analyze of Teachers Questionnaire :

4.1.1 Sample :

To answer the question of the study a survey questionnaire was completed by fifteen English teachers working at Mohamed khiedher University , Eight female English teachers and seven male English teachers with different professional degree.

4.1.2 **Description of the questionnaire**

This questionnaire contained thirteen items aimed to determine answers from the teachers. Where this questionnaire contained multi-choices, open questions, and statements .Responses to the questionnaire were analyzed in terme of percentage and frequency.

4.1.**3Anlysis of the Results :**

Question N° 1 : Do you prefer to use authentic materials ?

Option	yes	No
Participants	9	6
Percentage	60%	33%

Table n1 Teachers attitude about the use of authentic materials.
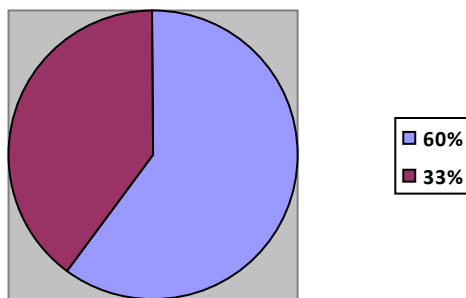
Graph n1 " Teachers attitude about the use of authentic materials

English teachers at Mohamed kheider university concerning the use of authentic

materials in teaching classroom .In their answers to the first item, 60% say « yes » they

prefer to use them in their language classes while 40% they do not prefer to deal with

those materials.

Questions N°2 : Why you do not prefer to use authentic materials ?

Options	(a)	(b)	(c)
Participants	3	2	1
Percentages	20%	13.33%	6.66%

Table n2 Teachers Reasons to do not use authentic materials
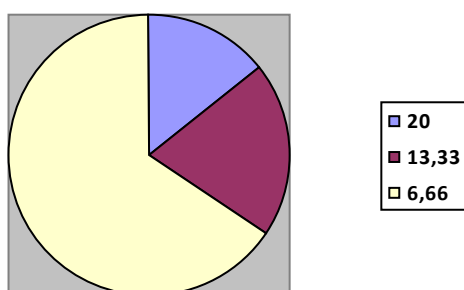
Graph n2 Teachers Reasons to do not use authentic materials

In this table teachers explained why they do not deal with authentic material in teaching

classroom .The high percentage between the three options is the time consuming about

20% agree that these materials demands a time and around 13.33% about the difficulties
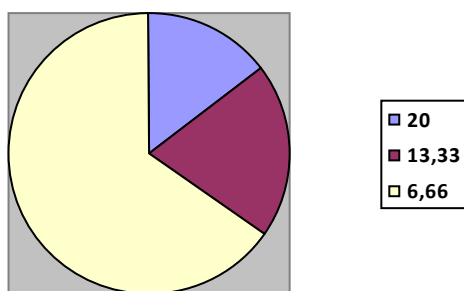
of authentic .only 6.66% agree with ideas of too culturally biased.

Question N°03 "why do you prefer to use authentic materials"?

Options	(a)	(b)	(c)
Participants	3	2	1
Percentages	20%	13.33%	6.66%

Table n3 Teacherts' reasons to use Authentic Materials

Graph n3 Teacherts'reasons to use Authentic Materials

In the third item , the overwhelming percentage (26%66) stated they as it is used in the

community that speak it , then, the analysis indicates that (20%) of respondents core

about motivating the students in learning the language by presenting such materials .

Last percentage (13.33%) represents the motivate side that authentic materials provide

to the students

Question N° 4:" In which classes do you use them?

Option	(a)	(b)
Participants	8	7
Percentage	53.33%	46.66%

Table n4 Skills where authentic Materials are used
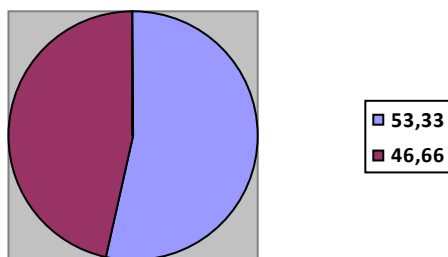
Graph n4 Skills where authentic Materials are used

The analysis of participants responses to item four found that 53.33%

would use authentic materials in reading classes, whereas (46.66%) would use them in

listening classes, although , this small difference could be due to the fact that teachers

may lack the technical support needed to provide aural input.

Question 5 " " can you use authentic materials regardless your students level ?

Option	Yes	No
Participants	0	15
Percentage	0	100%

Table n5 Teachers' attitude about students' level and authentic Materials
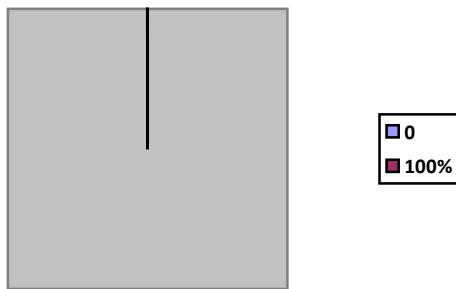
Graph n 5 "Teachers' attitude about students' level and authentic Materials

The fifths items show that (100%) of teachers claimed they can not ignore the level of

their students in order to use the authentic materials

Question N°6" At which level de you use authentic materials ?"

Options	(a)	(b)	(c)
Participants	1	7	7
Percentages	6.66%	46.66%	46.66%

Table n6 " Authentic Material's level"
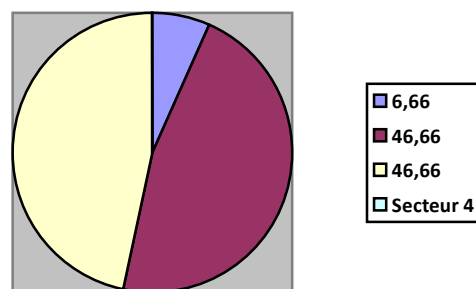
Graph n6 " Authentic Material's level"

In regards to when to introduce authentic materials into the classroom, almost all of the

participants (46.66ù) believe that authentic materials can be used at the intermediate and

advanced levels, while only (6.66%) suggest using these materials with beginners.

These findings shows that the suitable level for presenting authentic materials is very important aspect .According to Guariento and Morley " the question now ..is not whether authentic texts should to used , but when and how they should be introduce "(p348).

Question N°7 " what are the sources that you use to obtain authentic materials "

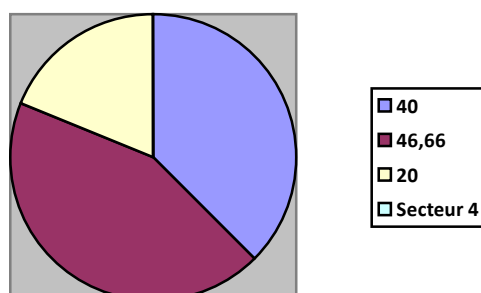| Options	(a)	(b)	(c)
Participants	6	7	3
Percentages	40%	46.66%	20%

Table n7 Source to obtain authentic materials

Graph n7 Source to obtain authentic materials

Item seven asked about the source teachers use to obtain authentic materials .The participants indicated that they would use books as a primary source for authentic materials (46.66%) .In addition (40%) would use the news papers and magazines, and approximately 20% would use the internet .An analysis of these results reveals that the books are the more commonly potential used for obtaining authentic materials .News papers and magazines come second, he internet come the third

Question N° 08" what creation of selection do you follow?

Options	(a)	(b)	(c)	(d)
Participants	5	3	2	5
Percentages	33.33%	20%	13.33%	33.33%

Table n8 Criteria for selecting authentic materials
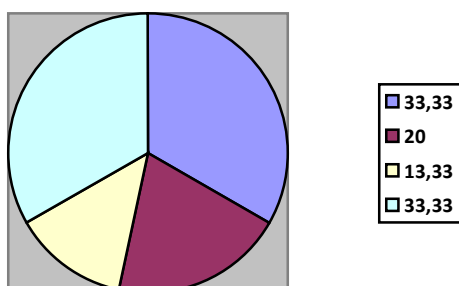
Graph n8 Criteria for selecting authentic materials

Regarding the selection criteria participants,(33.33%) indicated that the texts language

level and the objectives of the course would be the primary guidelines for materials

selection. Further (20%) of the participants would consider the students needs and

interests, whereas only (13.33%) would think about the length of the text.

Question N°9"Do you think you need training periods in using such materials"?

Options	yes	No
Participants	10	5
Percentages	66.7%	33.3%

Table n9   Teachers attitude toward authentic materials and training period

66,7
33,3
Secteur 3
Secteur 4
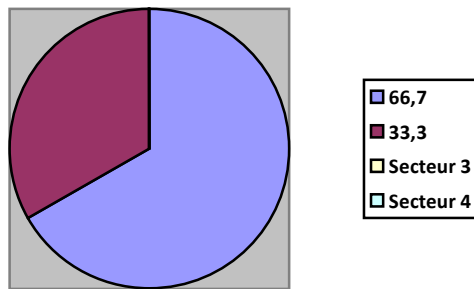
Graph n9 Teachers attitude toward authentic materials and training period

An analysis of the participants responses to item nine revealed that (66.7%) indicated

that they felt they needed training in using such materials to some extent while only

(33.3%) claimed they need training

Question N°10" what type of training periods do you need?"

Options	yes	No
Participants	5	10
Percentages	33.3%	66.7%

Table n10 Types of training periods

33,3
66,7
Secteur 3
Secteur 4
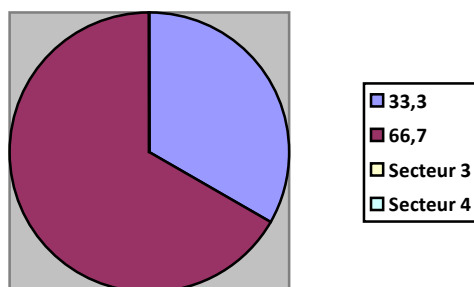
Graph n10   Types of training periods

Those who indicated that they need training were asked in item ten to specify what type

of training thy needed (66.7%) teachers claimed that they need training in designing the

activities only (33.3%) indicated that they need training in selecting the materials.

Question 11" Do you find difficult to find suitable authentic materials to use in you

classroom?

Options	yes	No
Participants	11	4
Percentages	73.33%	26.66%

Table n11 Teachers attitude to choose appropriate Authentic materials
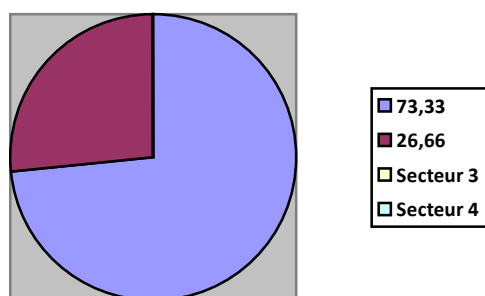
Graph n11 Teachers attitude to choose appropriate Authentic materials

It is clear that the majority of the teachers indicated that it is not easy task to choose and

find the suitable authentic materials (73.33%) said" yes" while only (26.66%)said "no"

Although the big different between the percentages shows that the choose f the

materials is not by random but it needs plan where the teachers for example do not use

materials with too many pages by make sure to simplifies or explained key language

elements ,also keep in mind that some materials are more easy dates than others.

Question 12"How do you use authentic materials?

Options	(a)	(b)
Participants	5	10
Percentages	33.3%	66.7%

Table n12 The way teachers adopt to use the authentic Materials
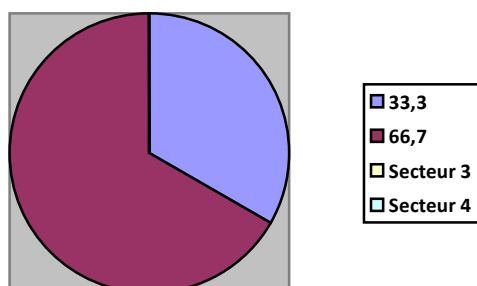
Graph n12   The way teachers adopt to use the authentic Materials

Regarding the item twelve (33.33%) participants prefer the individual use of authentic materials they handed out materials to each students and had them work individually because of some reasons .Three of them indicated "in order to know the exact level for each students". In addition other teacher claimed "to make the work more organized" and fifth participants said "not all students prefer the pair work". On the other hand (66.7 %) teachers indicated the use of pair work between their students because of some reasons too, and the ten teachers approximately gave the same reasons , six of them claimed " work in pairs is better approach because they tend to be more enthusiastic and work larder "

Other indicated " pair work creates a sort of competition " . An other said " to facilitate the task between the students" . One of the ten teachers point out " to save time and to require a shored workload " , and other indicated " to make the unit of study challenging interesting , motivating engaged , and fun " After the authentic materials has been

48

distributed , teachers give a brief explanation and point out the importance of the content to the students.

Question N° 13 : " What are the importance factors in teaching authentic materials? " In the last statement , teachers gave the important factors which used to select the authentic materials . The majority of the teachers about twelve participants indicated the same factors which is the authentic material should be suitable to the content (suitability of content) that's means , the choosing tests should interest the students and they are relevant to the students needs and also they represent the type of materials that the student will use outside of the classroom .

Moreover other teacher said " I choose the authentic materials according to the exploitability" this speech indicated that the texts should exploit the teaching proposes. Other claimed " according to the readability " means the choosing of the text related to its characteristics which means is the text too easy on difficult for the students ? and its structures are too demanding or complex with taking into consideration the vocabulary are the texts contain . The third teacher point out " the choose of authentic materials related to the representation" .

According to this participant's answer, may reduce that does the text look authentic? And this text in grab the students attention or not! and it make the students to read more or not !

Conclusion

This study explored the attitudes of the teachers toward using authentic materials and their consider in using them in enhancing the reading skill. The results reveal that the teachers indicated positive and nigative attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree.

The reasons for such an attitude- the positive one- are to improve students' skills and expose them to the real language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicate that books and newspapers would be the most used sources for obtaining authentic materials.

The teachers disagreed on the suitable level of students for presenting such materials. Most of the teachers believe that the language level of the text and the course objectives are the guiding criteria for selecting appropriate texts. Ultimately, however, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks.

4.2 THE ANALYSIS OF STUDENT'S QUESTIONNAIRE

4.2.1 Sample

This questionnaire is designed to develop by fourteen student's studding English in third years At Mohamed kheider University. Around thirty female students and ten male students answered the questionnaire.

4.2.2 Description of the questionnaire:

This questionnaire contained fifteen questions aimed to determine answer from the students. This questionnaire divided into two parts; one part from question number one to question number seven (1 to 7)about reading ,and the other part from ten to seven to fifteen (7 to 15) about the authentic materials where this questionnaire contained close-ended questions and open questions and statements. Responses to questionnaire were analyzed in term of frequency and percentages.

4.23. **Analysis of the result :**

Question p1 : do you like the reading classes ?

Option	Yes	No
participants	16	24
percentage	40%	60%

Table n1   Students' attitude toward reading classes
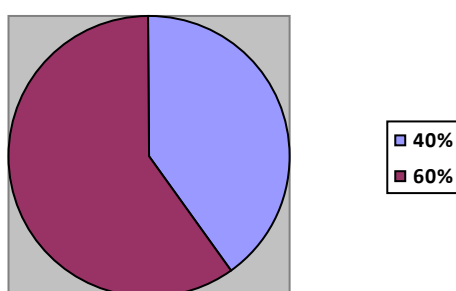
Graph n1 Students' attitude toward reading classes

According to the finding of the item one, notes (40%) of the students like the reading closes where (60%) of the students don't like it. This high percentage may refer to the fact that the students see the reading classes as borring and also is that many students these days are more visual means they prefer getting their information from TV or internet sources.

Question N2 : For what purpose you read ?

Option	(a)	(b)
participants	23	17
percentage	57.5%	42.5%

Table n2 Student's purposes for reading
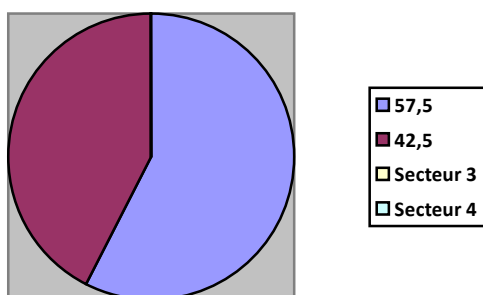
Graph n2 Student's purposes for reading

In item two (57.5%) participants indicated that they read for pleasure this is their

purpose while (42.5%) they read learning students prefer to read for pleasure because

they enjoy when they read and they do need to focus like what they do with reading for

learning which needs a concentration and critical thing while they are reading.

Questions 3 : Do you participate in reading closes?

Option	yes	no
participants	19	21
percentage	47.5%	52.5%

Table n3   Student's attitude towed participation
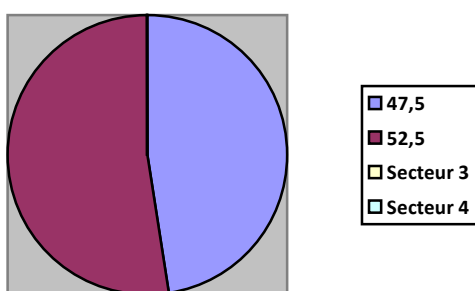
Graph n3 Student's attitude towed participation

Regarding the item three which is about the participation during the reading closes

where (47.5%) said yes we participate, and in the other hand (52.5%) don't participate.

Those who don't not like to participate. Maybe this refer to the fact that they have low confidence in their ability to read without prior planning. Although most see no conflict between the English language and their motive language (Arabic), many feel unease when they participate to read a certain text or passage.

Question N4: Do you apply the reading strategies ?

Option	yes	no
participants	30	10
percentage	75%	25%

Table n4   The use of reading strategies
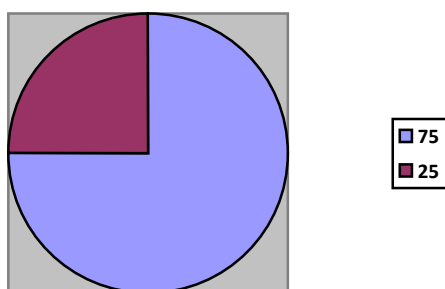
Graph n4   The use of reading strategies

The fourth item shows that the use of the reading strategies is necessary where the majority of the participants (75%) apply these strategies, and only (25%) do not deal with them.

Question 5 : You benefit from the reading skill.

Option	Strongly agree	Agree	disagree	Straggly disagree
participants	9	21	7	3
percentage	22.5%	52.5%	17.5%	7.5%

Table n5   The Benefit of reading strategies

22,5
52,5
17,5
7,5
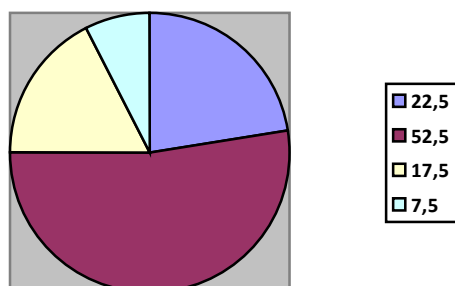
Graph n5 The Benefit of reading strategies

Taking into account this item which stated that the majority of students are befit from the reading strategies (9%) are strongly agree, and (52.5%) agree too where only (17.5%) disagree, and (7.5%) completely disagree are helpful techniques to understand the text where these skills give the opportunity to get more information quickly which save time and also they give you a very basic idea what the reading is about, and then student can decide whether or not to read it more carefully, they provide a general overview of the reading text

Question 6 : Does you teacher apply a certain principle in teaching reading ?

Option	yes	no
participants	36	4
percentage	90%	10%

Table n6: principle in teaching reading

54
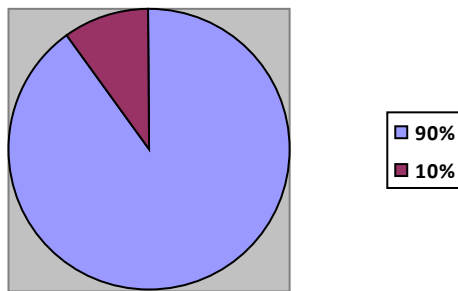
Graph n7: principle in teaching reading

the item indicate that these is consensus that more the teachers apply a certain principle

in teaching reading (90%) of students said "yes" they apply while only (10%) said "no"

This finding illustrate that the reading classes have a plan to be done not random just

reading and that's all . The teacher should have principles while given such text to read.

For example, teachers use techniques that are interracially motivating. One popular and

intrinsically motivating approach to reading instruction is the language experience

approach (LEA).

Which is as Roach Van Allen described it strategy emphasizes the relationship between

thought oral language and reading. In other way it is bridge between the learner and

print. Another technique in which learners are given choices in selecting reading

material and other techniques which used by the teachers to teach reading skill.

Question n 7: while you read, you periodically check whether the material is making

sense to you.

Option	Never	Rarely	occasionally
participants	0	10	30
percentage	0	25%	75%

Table n7: Students' attitude toward materials' sense
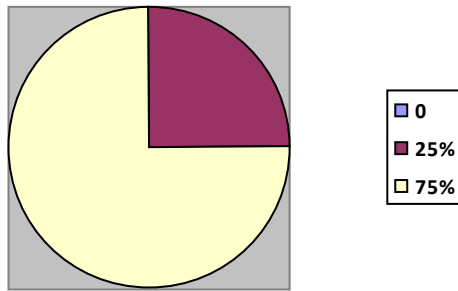
Graph n7: <u>Students' attitude toward materials' sense</u>

From the findings of item seven, students unanimously agreed that they never read without regarding the sense of the materials, all of them give their attention to the materials they deal with. (25%) indicated that they rarely check the importance of the reading material. Where the high percentage in this item (75%) in the third choice occasionally.

Questions about Authentic Materials:

Question n8: Do you know what authentic materials mean?

Option	yes	no
participants	19	21
percentage	47.5%	52.5%

Table 8: <u>Students and the authentic materials sense</u>
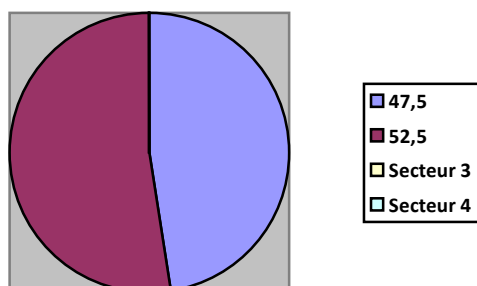
Graph n8: <u>Students and the authentic materials sense</u>

Regarding of the item eight, there is a slight difference between the two percentages.

(47.5%) of the participants are familiar with the meaning of authentic materials while

(52.5%) they are not familiar with. This findings shows that the authentic materials are

used in the classroom .

Question n9: Does your teacher use the authentic materials in reading classes?

Option	yes	no
participants	19	21
percentage	47.5%	52.5%

Table 9: <u>Students' and the use of Authentic Materials</u>
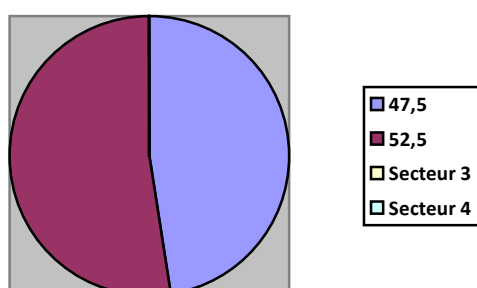
Graph n9: <u>Students' and the use of Authentic Materials</u>

The findings of item nine is the same with the results of item eight. Where (47.5%) of students indicated that their teachers use the authentic materials in teaching reading whereas (52.5%) they denied the use of those materials.

Question n10: Do you prefer the use of those materials?

Option	yes	no
participants	17	23
percentage	42.5%	57.5%

Table 10: Students' attitude in the use of authentic materials
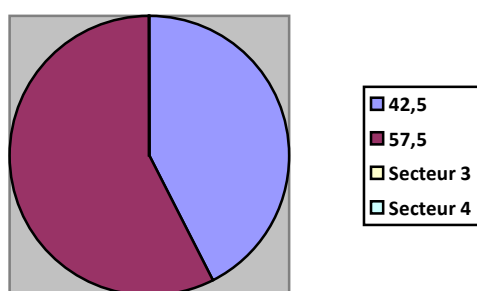
Graph n10: Students' attitude in the use of authentic materials

Item ten illustrated that (42.5%) of the students like the exposure to the authentic texts while (57.5%) they don t prefer those materials. Those who don t like the authentic materials may be they regard that the language use is not clear and it is complex. Were they need to be with high level in order to get the meaning of the text.

Question n11: What types of authentic materials you prefer more?

In this statement, only fifteen students answer it. All of them prefer the use of the internet as an authentic materials, then some of them gave an other examples which represents on: Books, magazines, and handbook.

Question n12: Do you benefit from those materials?

In this item not all the participants answered it only thirteen of them

Option	yes	no
participants	9	4
percentage	69.23%	30.76%

Table n12: Students' and the benefits of authentic materials
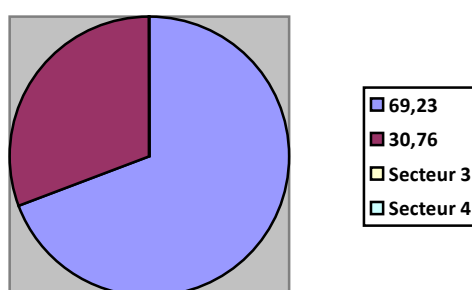
Graph n 12: Students' and the benefits of authentic materials

According to this results the majority of the participants benefit from the use of

authentic materials (69.23%) indicated this. Where only (30.76%) they see that they

don t benefit from those materials.

Question n13: If yes, how you benefit from those materials

In this statement only five students gave their answers. One of the participants said " its

allows me to know language is used by its native speakers". An other one indicated

"providing us with words and expressions used in real-life context" this which help

them when they are confronted with similar situations, they are less likely to shy away

from the need to communicate. The third student stated "authentic materials include

new features of the language". And the two participants gave the same answer , they

said "authentic texts are available everywhere" means whenever they need an

explanation they only use the internet which one of the authentic materials.

Question n14: Do you find difficulties in dealing with the authentic materials?

Also in this item not all the participants gave their answers just ten from fourteen stated

their opinion

Option	yes	no
participants	3	7
percentage	30%	70%

<center>Table 14: Students' and the difficulties of authentic materials</center>
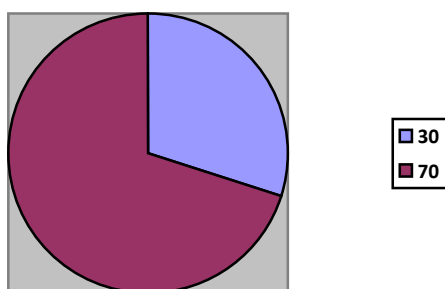
<center>Graph n 14: <u>Students' and the difficulties of authentic materials</u></center>

The majority of the findings fourteen stated about the difficulties they face with the

authentic materials (70%) while only (30%) they don t face any kind of difficulties with

those materials.

Question n15: In what sense this difficulties represent?

Four participants from seven answered this item. The first answer point out " Authentic

text contains unknown words sometimes" .Other one claimed " not all meaning of the

word can find them in the dictionary" . One of the fourth answers which add an idea to

the research, he or she said " Authentic text don t cover all the students need" this

<center>60</center>

means that some learners are instrumental; they want to pass exams and secure a highly-skilled, well-paid job for them authentic texts are unhelpful to their needs. The last one indicated " not all authentic types are interest" from this answer this participant may be he or she would illustrate that some of the types such as newspapers and magazines do not passes any instrumental value.

Conclusion:

This study explored students' attitudes toward the use of authentic materials in enhancing their reading skill at Mohamed Khiedher University. The results illustrate that despite students found positive side in those materials, also they face some difficulties in using them. The students' attitude clarified that authentic texts are valuable sources of rich language which provide them with a wide range of language used in real-life situations for and by native speakers. In the other hand, they stated that the complex language contained in authentic texts can demotivate the learners with lower level and also those who get used with the course book input.

General Conclusion :

Taking into consideration the important role that reading plays in developing the students' mental abilities and learning level, this research discussed one of the most important materials which teachers can depend on to reinforce reading in their classroom. These critical source are authentic materials. However ; this research dealt also with the negative sides of those materials. It aimed to provide the scholars with the cons and pros of the authentic materials in teaching the reading skill. Many researchers have conducted studies about the authentic materials. They support the use of authentic materials and do have different views, but they have in common one idea 'expose to real language and real life'. In the other hand, other writers too stated the defects of those materials in teaching the reading skill.

Under the title of ' Advantages and Disadvantages of Using Authentic Materials in Enhancing Students' Reading Skill''. This work was divided into four parts. The first part attempted to make scholars aware of the importance of reading in language learning, and to show them how to deal with this skill in their classroom. While the second chapter was devoted to introducing authentic materials, and to demonstrating their different types from which teachers might select appropriate texts that serve their students' need. The third part gave an idea of how scholars can benefit from authentic materials to develop their reading skill. It showed them how such a kind of materials enables learners to self-discover the language features, and how those texts become alternative of the textbook and the traditional reading comprehension clasees. Second aspect that the third chapter dealt with is the negative side of the authentic materials where some writers point out the defects which the teachers and learners may face in

reading classes. The fourth and last chapter is the practical part of this research where the teachers' and students' questionnaire analyzed.

This research was an attempt to introduce teachers and learners to authentic materials, it clarified that with careful planning and clear instructions, learners can develop the skills needed to decode, process and use it with confidence and enthusiasm. However, as Senior states, *"…we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials."* (Senior,71)

Appendix (A):   *__Teachers Questionnaire :__*

Thank you for your interest and your help in this modest work. This questionnaire for teachers is designed to gather information on the use of authentic materials in reading skill. It is endeovored to highlight the positive and negative sides of these materials in enhancing students' reading in teaching classroom.

	Background Information

1.   Gender
   Female ☐   Male ☐

1.   What is your professional degree ?
License   Master   Majister   PHD

   3.   How long have you been working as teacher ?

	Professional Development

 1- Do you   prefer to use Authentic materials ?
Yes ☐   No ☐

2.If no, say why

   a-time consuming   ☐
   b-difficult for the students to comprehend   ☐
  c- its too culturally biased   ☐

 3.why do you prefer to use authentic materials ?

   a-expose students to real language   ☐
   b-motivate the students   ☐
   c-improve the students' skill   ☐

 4.In which classes do you use them ?

   a- Reading   ☐
   b- Listening   ☐

 5. Can you use authentic materials regardless your student's level ?
        Yes ☐   No ☐

 6.At which level(s) would you use authentic materials ?
      a- beginning levels   ☐

b- inter mediate levels ☐
c-advanced levels ☐

Why ? ……………………………………………………………
………………………………………………………………….

7.what criteria of selection do you follow ?
   a- Language level ☐
   b- Length of the text ☐
   c- Students' needs and interests ☐
   d- Course objects ☐

8.Do you think you need training periods in using such materials ?
   Yes ☐   No ☐

9.What types of training periods do you need ?
   a- Selecting the materials ☐
   b-Designing the activities ☐

10.What are the sources that you use to obtain authentic materials ?
   a- Newspapers and magazines ☐
   b-Videos or songs with lyrics ☐
   c- Internet ☐

11.Do you find it difficult to find suitable authentic materials to use in your classroom ?
   Yes ☐   No ☐

12.How often do you use authentic materials ?
………………………………………………………………..
………………………………………………………………………..
…………………………………………………………………………...

13. How do you use them ?
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………

14 .What are the importance factors in choosing authentic materials ?
………………………………………………………………..
………………………………………………………………………..
………………………………………………………………………...

Thank you very much for your cooperation.

Appendix (B): _**Student's Questionnaire:**_

   This questionnaire seeks to gather your views about the use of authentic materials in teaching reading where it deals with negative and positive sides of those materials. So please fulfill this questionnaire with the appropriate answers according to your opinion.

Background Information:

Gender:

   Male ☐   Female ☐

How old are you?

Questions about Reading:

1-Do you like the reading classes ?

   Yes ☐   No ☐

2-Do you participate in reading classes?

   Yes ☐   No ☐

3-For what purpose you read?

a- for pleasure   ☐

b- for learning   ☐

4-Do you apply reading strategies ?

   Yes ☐   No ☐

5- you benefit from the reading strategies

Strongly agree   Agree   Disagree   Strongly disagree

   ☐   ☐   ☐   ☐

6- Does your teacher apply a certain principles in teaching reading?

   Yes ☐   No ☐

7- While you read , you periodically check whether the material is making sense to you

Never ☐   rarely ☐   occasionally ☐

Question about Authentic Materials:

8- Do you know what authentic materials mean?

 Yes ☐   No ☐

9- Does your teacher use authentic materials in reading classes?

 Yes ☐   No ☐

10-Do you prefer the use of authentic materials?

Yes ☐   No ☐

11- What types of authentic materials you prefer more?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………

12-Do you benefit from those materials ?

Yes ☐   No ☐

13- If yes, how you benefit from those materials?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………..

14-Do you find difficulties in using authentic materials?

Yes ☐   No ☐

15-In what sense these difficulties represent?

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you.

Work-Cited Page

Books :

Brich,M.,Bambura. **English Second Language Reading : Getting to the**

      Bottom.USA: Lawrence Erlbaum Associates,2002.

Burns,Farah Ashly. **Developing Skills History** .Singapore: Longman,2007.

Cain,Kate. **Reading Development and Difficulties**.UK: Blackwell,BPS,2010.

Day,R.,Richard,and Julian Bamford. **Extensive Reading in the Second Language**

      Classroom.USA: Combridge University Press,1998.

Didactics Approaches for Teachers of English in an International Context.Spain:

      Universiled de Salamnce los Autorces,2008.

Echman,R.,Fred,et al. **Second Language Acquisition:Theory and Pedagogy**.USA:

      Lawrence Erlbaum Associates,1995.

Ellis,Rod."The Evaluation of Communicative Tasks". **Materials Development in**

      Language Teaching.Ed.Brian Tomlinson.UK: Combridge University Press,

      1998.221.

Grabe,William,and Fredrica L.Stoller.**Teaching and Researching Reading**.Great

      Britain: Pearson Education,2002.

Gramer,Ward. **Speed Reading for Better Grades**.1978.USA: J.Waston Walch,1998

Harmer,Jeremy. **How toTeach English:An Introduction to the Production of**

Language

      Teaching. England: Addison Wesley Longman Limited,1998.

Hinkel,Eli. **Handbook of Research in Second Language Teaching and**

      Learning.USA: Lawrence Erlbaum Associates,2005.

Johenson,Keith,and Helen Johenson. **Encyclopidic Dictionary of Applied**

   Linguistics:A Handbook for Language Teaching.UK:Blackwell,1999.

Jolly,David,and Rod Bolitho."A Framework for Materials Writing".**Materials**

Development in Language Teaching. Ed.Brian Tomlinson. UK:CombridgeUniversity

   Press,1998.91,92.

Kamil,L.,Michael,et al,**Handbook of Reading Research**.UK:Routledge,2011.

Leonard,Venassa.**TheRole of Pedagogical Translation in Second Language**

   Acquisition:From Theory to Practice.Suritzeriand:Peter Long,2010.

Mednough,Jo,and Christopher Shaw.**Materials and Methods in English Language**

   Teaching:A Teachers' Guide.2"d ed.UK:Blackwell,2002.

 Mishan,Freda. **Designing Authenticity into Language Materials**.Great Britain:

   Intellectual Books,2005.

Nara, Hiroshi, and Mari Nada.**Acts of Reading:Exploiting Connections in Pedagogy**

of

   Japanese. USA: University Hawii Press;2003.

Nunan, David. **Designing Tasks for the Communicative Classroom**.UK:Comridge

   University Press.1989.

O'Rourk, Breffni, and Lorna Carson. **Language Learner Autonomy: Police,**

   Curriculum, Classroom. Germany: Peter Long,2010.

Osborn,Priscilla. **Teaching English One to One**.UK: Dicot,LRL,2005.

 Parchler,Norbert,and Kit Field**. Learning to Teach Modern Foreign in the**

Secondary

   School.London:Routledge,1997.

Pennington,C.,Marth.**The Power of Call**.USA:Athelston,1996.

Richards,C.,Jack,and Willy A.Renandya. **Methodologyin Language Teaching:An**

Anthology of Current Practice.UK:Combridge University Press,2002.

Rundell,Michael. **Macmillian English Dictionary**.Brich:Winner,2002.

Tomlinson,Brian,**MaterialsDevelopment in Language Teaching**.UK:Combridge

University Press,1998.

Wallace,Catherine.**Reading.**New York:Oxford University Press,1992.

Wallace,J.,Michael.**Study Skills in English:A Course in Reading Skills for Academic**

 Puraoses.2nd ed.UK:Combridge University Press;2004.

Willis,Jane."Concordances in the Classroom without a Computer".Materials

Development in Language Teaching.Ed.Brian Tomlinson.UK:Combridge

UniversityPress,1998.46,47.

Articles:

"Comics Strip".Wikipedia.2011.Wikipedia Foundation,Inc.13 May 2011.

<http://en.wikipedia.org/wiki/comics strip> "Handbook".The Freedictionary.2011.The

Freedictionary by Farlex,Inc.

<http://www.thefreedictionary.com/manual>

"Song Lyric".Answers.2011.Answers Corporation,Inc.

<http://www.answers.comltopic/song lyric>