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Title

The Role of Reading Authentic Materials in Enhancing EFL

Learners' Communicative Competence

The Case of Second-Year EFL Students at Biskra University

A Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, Yamina **CHERROUN**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

I Dedicate This Work To My Parents.

Acknowledgements

Abstract

Any language learner is required to achieve an acceptable level in terms of communication in that target language. The presented study aims to investigate "The role of Reading Authentic Materials in Enhancing EFL Learners' Communicative Competence." Moreover, this research tries to explore the main communicative difficulties of EFL students, and identify the main reasons behind those difficulties. In addition to, determining the teachers' and students' attitudes towards the integration of authentic materials in the EFL classroom. To explore this research a case study was conducted at the Department of English at Mohamed Khider University of Biskra (UMKB). The participants of this research are second-year EFL students and their teachers of the reading module. The results obtained from the two questionnaires revealed that reading authentic materials elevates the learners' level in terms of linguistic competence and helps to expose them to the target language context; which are the essential elements in communicative competence. Thus, authentic materials enhances EFL learners' communicative competence. In addition, the results revealed that 2nd year English students face more than one difficulty to communicate effectively in the target language. Among them: they know what to say, but they do not know-how, or they do not know how to use the body language. Moreover, the reason behind those difficulties can be lack of exposure to native English, poor linguistic competence, fear of making mistakes, lack of reading, lack of practice, and lack of use of the target language outside the classroom. In the end, according to the gathered results again we emphasize much more on the role of reading of authentic materials and its benefits in overcoming those difficulties.

Key words: authentic materials, communicative competence, reading, 2nd year, UMKB Biskra.

List of Abbreviation and Acronyms

C.C: Communicative Competence.

CLT: Communicative Language Teaching.

EFL: English Foreign Language.

FL: Foreign Language.

AM: Authentic Materials.

UMKB: University Mohammed Khider Biskra.

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Introduction

General Introduction

1. Statement of the Problem

Being communicatively competent is the main objective of all foreign language learners (FLL). To achieve a good communicative proficiency requires not only being linguistically competent, but also requires using this language appropriately according to the context in which it occurs. This is not an easy task for many second-year English as Foreign Language (EFL) learners or even the advanced ones. They either have poor language competence (poor vocabulary, poor grammar, poor pronunciation, etc). They do not know how to use this language in appropriate context (with whom, where, or when, etc), or both of them. This is maybe due to the lack of exposure to the target language in its appropriate context and to the lack of reading. To help students develop their communicative competence and overcome their communication difficulties, teachers are expected to use different authentic materials (audio, audiovisual or printed materials) to contextualize the classroom tasks.

2. Research Questions

The main research question

MRQ) How can EFL learners' communicative competence be improved through reading authentic materials?

 The sub-research questions

RQ1) What are the difficulties that face EFL students to communicate effectively/ correctly?

RQ2) What are the main reasons behind EFL students' communicative difficulties?

RQ3) What are students and teachers' attitudes towards integrating authentic materials inside EFL classroom?

3. Aims of the Study

The main aim

- To describe how reading of authentic materials enhances learners' communicative competence.

Sub-aims

- To explore EFL students' main communicative difficulties.

- To identify the main reasons behind EFL students' communicative difficulties.

- To determine teachers' and students' attitudes towards the integration of authentic materials in the EFL classroom.

4. Significance of the Study

This study is important because it will supply teachers with the advantages of one of the main types in authentic materials, printed materials, which can enlarge students' linguistic knowledge with an uncounted number of words, new structures and different ideas in various domains. It also sheds the light on the use of authentic materials inside the EFL classroom to offer students the opportunity to learn how to use their linguistic knowledge appropriately according to the context. It will also help teachers discover their students' difficulties and the reasons that prevent them from being communicatively competent. Thus, that will provide future researchers to investigate more in these problems in their next studies.

5. Research Methodology

5.1 The choice of the method

For this current research, we adopted a descriptive approach because of the nature of this study. As mentioned above, the research aimed to describe how the reading of authentic materials enhances EFL learners' C.C and to explore the students' main communicative difficulties and the reasons behind them. Also, this research tended to explore the attitudes of both teachers and students towards the use of printed authentic materials.

5.2 Population and sample

The researcher has chosen second-year EFL students because they are recently provided with "reading comprehension" module, and their teachers of reading at Biskra University. They were expected to answer different types of questions through two different questionnaires (one is directed for the students and the other is for their teachers). That allowed the researcher to find out the maximum valid and reliable results to answer her research questions. From the whole number of the population of "the students" (n=250), the researcher worked with 44 students as a sample, and with 7 teachers of reading comprehension.

5.3 Data gathering tools

The researcher used a questionnaire directed for teachers of reading to know the different authentic materials they use inside an EFL classroom and their points of view about contextualising the language class. Through this tool, she also explored the impact of reading printed authentic materials and its advantages in raising students' communicative competence. Additionally, the researcher used another questionnaire for students to identify their communication difficulties, the reasons behind them and their attitudes toward reading authentic materials to know whether they benefit from them or not.

6. Structure of the Study

This dissertation is divided into three main chapters. The first chapter is about Communicative Competence. It discusses the main concepts and definitions related to the notion of Communicative competence. The second chapter deals with 'Authentic Materials & Reading'. It is divided into two main sections: one about authentic materials and the other about reading. However, the third chapter is devoted to the fieldwork and data analysis. Through this chapter, the researcher described, analysed, and discussed the data obtained from both teachers' and students' questionnaire.

Chapter One: Communicative Competence

Introduction

Over the last decades, the focus of language learning has shifted from the traditional use of grammar and vocabulary to studying it for communication purposes. Thus, enhancing students' communicative competence has become more than an essential matter. This chapter, therefore, tends to facilitate the meaning of communication and its uses from types, stages, and so on. Then it focuses on the notion of communicative competence from various perspectives, definitions, models, etc. Finally, it moves quickly to the application of this notion besides language teaching.

1.1 Definition of communication

The most common medium that allows people to interact with each other is communication. According to Wood (1997, p. 3), communication is "a systemic process in which people interact with and through symbols to create and interpret meanings". In other words, communication is a system consisting of symbols that people tend to use to convey their words or what they want to say, Wood (1997, p.3). Communication can also be defined as a way in which people produce and negotiate meaning between each other to limit the gap or the problem and create successful conversation (AbuYoucef, 2005, p. 4). Moreover, Cleary (2008, p.VII) came to the conclusion that the process of creating meaning through exchanged messages or expressions between individuals or groups of people is communication.

O'Rourke (2009, p.10) added that communication is:

> A process involving senders and receivers who encode
> and decode messages that are transmitted by various
> media and that may be impeded by noise. The aim of this
> process is to elicit feedback in order to generate a desired
> effect or outcome.

To sum up, it is clear that most scholars agree that communication is a process used to express messages among people to connect between them in certain ways. In other words communication is way used among people to interact between them and to express their feeling, and whatever they want to say through language or any other tool that can be understood between them.

1.2 Types of Communication

Like any well-known medium, communication has many types. Each type differs from the other. According to Sen (2009, p.10), there are eight types of communication which are: Personal communication, intrapersonal communication, interpersonal communication, organizational communication, Mass communication, Social communication, transformational communication, and corporate communication. However, in this research, we are going to explain only the main ones that are needed: intrapersonal communication, interpersonal communication, mass communication, and social communication.

1.2.1 Intrapersonal Communication

This type demonstrates how an individual can communicate with himself through the thinking and feeling process. Rogers (1958, p. 159) (as cited in Sen, 2009, p. 9) has shown that if an individual does not practice intrapersonal communication, he/she is likely to lose touch with himself or herself and thus lead to a mental struggle. Moreover, this type of communication enables peoples to shape their own self-concept and develop their own conventions. Intrapersonal communication helps in shaping the internal self image. It also helps one to think, plan, analyze, and interpret ideas and gives the opportunity to think of new ideas. In addition, intrapersonal communication can strengthen for a learner his way of acquiring the language through discussing this language with his mind before producing

it to the audience, Fielding (1997). Therefore, intrapersonal communication has a great value to an individual and to an organization.

1.2.2 Interpersonal Communication

This type of communication, according to Sen (2009, p. 10) is considered a discussion between two individuals or a small group of people, in other words, a discussion between fewer people, and that is what makes communication easier to interact with and open to new topics. It is very important for an orientation, staff meeting, or information about work to be achieved through the exchange of views and ideas, and here where this kind of communication can be used. Some examples of this type are feedback and customer relations.

1.2.3 Mass-communication

According to Sen (2009, p.10), mass communication is concerned with spreading news about an organization to a certain kind of person or to the general public. This organization transits on clarification about changes in policies, new projects, mergers and acquisition, and any information that can attract the mass about the organization through staff newsletters, annual reports, or even interviews to the media.

1.2.4 Social Communication

This type of communication, according to Sen (2009, p.10), again occurs when people interact with one another in groups outside the organization, share and exchange ideas; While, it is different to communicate within an organization. Social communication demands that people know the social skill of greeting one another and making oneself known to the host/hostess or the organizers. Very often, business happens more often in such social parties than in the formal environment of an organization. One must be ready with the appropriate skills.

1.3 The Communication Cycle (CC)

A human being's communication is a very complex process. Hence, it passes through many stages to be managed among the interlocutors and explained to each receiver, Slimani, (2017, p. 135).The communication cycle contains both sender receiver to understand what an individual say and how the other side investigate that speech, and if one of those two sides is missed that will lead to a misunderstanding, Tiwari(2019)**.** The sender and the receiver are the essential elements in the communication cycle. The following figure according to Bhatnagar et al. (2010, p. 1) as cited in Slimani (2017, p. 135) explains this meaning:
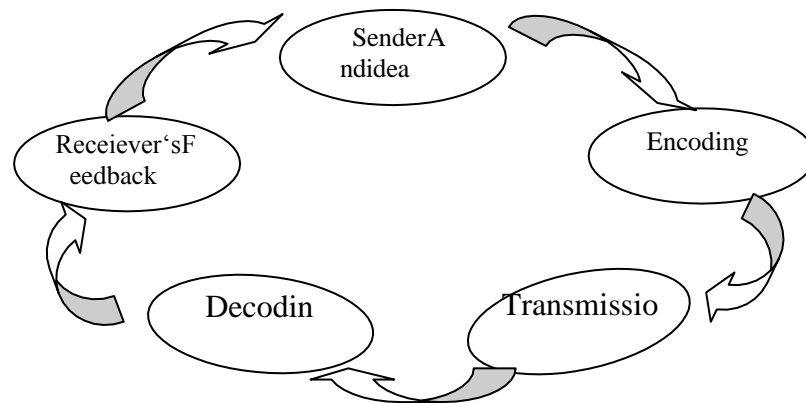
Figure 1.1-Communication Cycle Bhatnagar et al.(2010, p.2) (As cited in Slimani, 2017,p. 135)

The components of the communication cycle are explained as follows:

1.3.1 Sender and idea

According to Bhatnagar et al. (2010, p.1) as cited in Slimani (2017, p. 135), when the senders' mind starts to create an idea, that leads the process of communication to begin; thus, the selection of the message is allowed to be communicated. The idea takes a form that depends on the knowledge and abilities of the sender as well as the purpose and context of the communication.

1.3.2 Encoding

The next step in communication is encoding, according to Bhatnagar et al. (2010, p.1) as cited in Slimani (2017, p. 135). The sender translates the idea into a message, which can be verbal, non-verbal, or written. Encoding includes language selection and the selection of the medium of communication. Effective encoding requires a proper choice of the language. A verbal message needs a common language that can be understood and received clearly by both sender and receiver. A receiver who does not understand English, for example, cannot decode an English-encoded message. The choice of the medium in communication is the beginning of effective communication. That's why it should be carefully chosen. A written message should be well organized, but in an oral message, the choice of words, tone, and style are significant. Thus, successful communication depends on the right encoding.

1.3.3 Transmission

Transmission, according to Bhatnagar et al. (2010, p.1) as cited in Slimani (2017, p. 135), is the stream of the message through a chosen channel; verbal, nonverbal, written, visual, and audio-visual. A channel of communication uses a medium such as the telephone, e-mail, SMS, videoconferencing, the Internet, letters, and face-to-face conversation. The choice of the channel and medium relies much on the time and place of communication.

1.3.4 Decoding

Decoding is the stage in which the message, whether in spoken or written form, is translated into meaning. That meaning is analyzed by the receiver according to his/her own understanding. Oral communication is decoded through listening; non-verbal communication is decoded through gestures and symbols; and written text is decoded through reading. Successful communication depends on effective decoding. The sender must have high communication skills, body language, and language mastery. In the other hand, the receiver must be a good decoder (a good listener, has a high verbal mastery, being able to read between lines, and empathy), that what Bhatnagar et al. (2010, p.1) stated (as cited in Slimani, 2017, p. 135). Therefore, any lack of one of these skills leads to a misunderstanding of meaning.

1.4 Effective Communication

An effective communication depends on the ability of the sender to convey the message, and the ability of the receiver /listener to understand it, Slimani (2017, p. 147). Effective communication skills are important basics to success in many aspects of life. For example, many jobs need skill ful people in communication to attract as much as possible number of customers; thus, achieving a big number of sales .In additions, it is a way to link better interpersonal relationships with family members and friends (Skills You Need, 2017). Learning about how to develop our communication skills and adopt successful ways for that allow us to enhance our lives.

1.5 Definition of Communicative Competence

Communicative competence refers to the learners' ability in using the language correctly and appropriately according to the context in which it occurs. Communicative competence is a sociolinguistic concept that was first introduced by Hymes in 1972 as a response to "linguistic competence" that was presented by Chomsky in 1965. Chomsky's

concept was "concerned with the tacit knowledge of language structure", but "omits almost everything of socio-cultural significance" (Hymes, 1972, p. 270/280).According to the Longman Dictionary of Applied Linguistics (LDAL) (1983, p. 49), the concept of communicative competence means "the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences and to whom" (as cited in Benini, 2017, p. 63). In other words, communicative competence entails not only knowing or being competent about the language and its structure, but also knowing how and where to use it correctly. Brown (1994, p. 227) stated that "communicative competence, then, is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts." Being communicatively competent is expressed here through the ability of an individual to interpret meanings between people as well as the ability of an individual to convey the message correctly according to the appropriate context. However, many researchers defined the term "communicative competence" in different ways; for example, Paulson (1992) claimed that the term "communicative competence" was a different or opposite notion to Chomsky's concept of competence, which had a large efficiency in the field of linguistics, especially in language teaching. Thus, this term was not agreed completely among many scholars, and that was approximately due to its practical use in different fields.

Therefore, communicative competence is a linguistic term that refers to learners' competency in terms of the grammatical knowledge in the language with the appropriate use of it. Moreover, it was defined in different ways according to each scholar and his own perspective. Thus, it was designed in many forms and models, and each form introduces the essential elements needed among the language learners whose main objective is to communicate successfully in the target language (TL).

1.6 Models of Communicative Competence

The following models represent the development of the concept, "communicative competence," over many years among many researchers. We start with Canale and Swain's (1980) model, then Bachman (1990), and Bachman and Palmer (1996). Following that, Usó-Juan and Martnez-Flor (2006) developed model.

1.6.1 Canale and Swain's (1980) model

This model consists of three competences, which are: grammatical, sociolinguistic, and strategic competence. According to Králová (2017, p. 15), this model was later modified by Canale (1983) by adding the fourth competence, which is discourse competence. All the four competences were explained as follows:

- **Grammatical competence,** later called linguistic competence, is considered as the knowledge of the language, its grammatical rules, vocabulary, spelling, pronunciation, etc.

- **Sociolinguistic competence**, is defined as mastery of the language's socio-cultural code; in other words, the appropriate application of linguistic knowledge in terms of register, politeness, and style.

- **Strategic competence** considers speakers' prior knowledge about strategies that help him or her handle communication breakdowns caused by deficiencies in either in grammatical or sociolinguistic competence.

- **Discourse Competence** this competence refers to the coherence (i.e., grammatical links) and cohesion (i.e., a combination of language structures) in the spoken or written form of the language.

1.6.2 Bachman model

Bachman's (1990) model came to add more details to the concept of communicative competence. Here, he introduces communicative language ability rather than communicative competence (Králová, 2017, p. 15).

Bachman's concept of communicative language ability consists of language competence, strategic competence, and psycho physiological mechanisms (Bachman, 1990, p. 107). For the first component, language competence is further divided into several categories. He summarized them in the following figure:
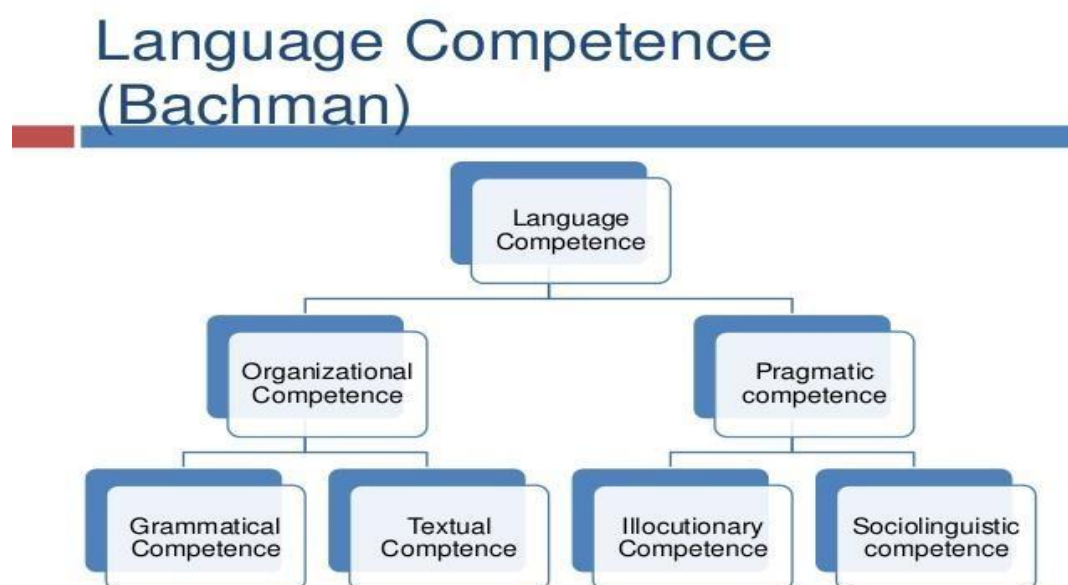
Figure1.2: Bachman's concept of language competence (Bachman, 1990, p. 107).

According to the figure above, there are two principal sections of **language competence**: organizational and pragmatic competence.

Organizational competence is divided into two sub-competences: grammatical and textual competence. However, **pragmatic competence** is divided into illocutionary and sociolinguistic competence (Králová, 2017, p. 15).

For the first principal section,

Organizational Competence is considered the best of the formal structures of the language that allow a speaker to "produce and comprehend grammatically acceptable utterances... and organize these to form texts, both oral and written" (Bachman and Palmer, 1996, p. 67). While the two organizational competence sub competences are:

*Grammatical Competence is regarded as the language's business in terms of vocabulary, syntax, morphology, and so on (Králová, 2017, p. 16).

*Textual Competence: Bachman defined this competence as "the knowledge of the conventions for joining utterances together to form a text... structured according to rules of cohesion and rhetorical organization" (Bachman, 1990, p.88). Also, this competence refers to both written and spoken language, as (Králová, 2017, p.16) mentioned.

For the second principal section,

Pragmatic Competence: Králová (2017, p. 16) explained again that pragmatic competence includes grammatical and textual competence, and it focuses on the users of the language and the contexts in which they interact with its two sub-competencies are:

* Illocutionary competence is defined as "the knowledge of pragmatic conventions for performing acceptable language functions." (Bachman, 1990, p. 90). Here, the speaker's own knowledge about the pragmatic conventions enables him or her to better practice the language to achieve successful communication.

*Sociolinguistic Competence is the ability to choose an appropriate language subject for appropriate situations. Králová (2017). Here, the coherence and cohesion in speech and the language varieties of dialects, gestures, and accents, etc. differ from one person to another and from one situation to another.

The complexity of Bachman's (1990) model is clear when we compare it to Canale and Swain's (1980) model, where they distinguish between three competences:

grammatical, sociolinguistic, and discourse, since in Bachman's model they are all parts of one competence, which is language competence.

1.6.3 Martnez-Flor and Usó-Juan

 Králová (2017, p.17) stated that the model of communicative competence by Usó-Juan and Martnez-Flor includes five components, which are: discourse, linguistic, pragmatic, intercultural, and strategic competence. As the figure shows, the discourse competence is centered on all the five components that are shaped inside separate boxes.
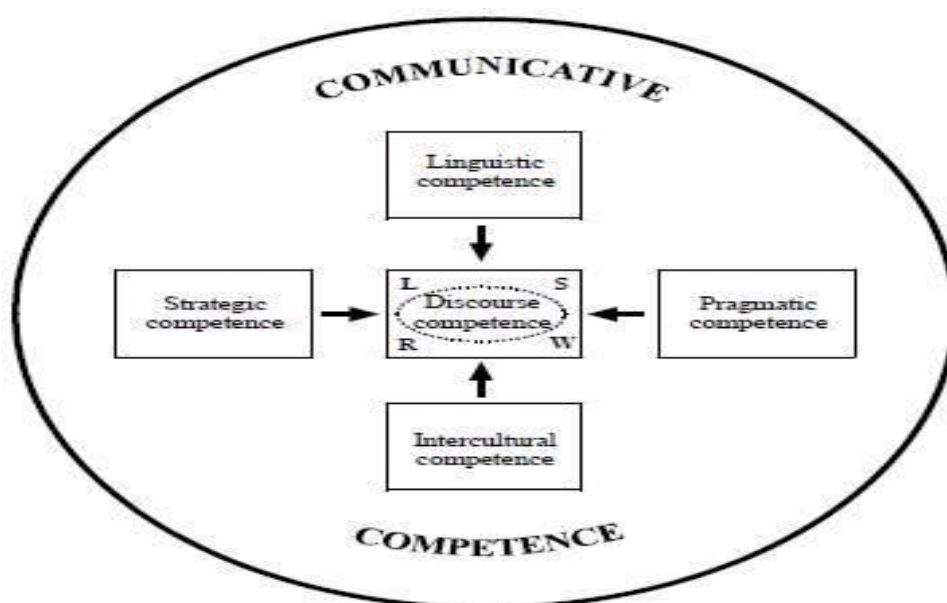
Figure 1.3: Úso-Juan and Martínez-Flor's (2008, p. 160) frame work of communicative

competence

In addition, the four letters inside the central box of discourse competence refer to the four language skills (i.e. listening, reading, writing, and speaking), as Králová (2017) stated, also Uso-Juan and Martnez-Flor claimed that "the fact of being able to interpret and produce a spoken or written piece of discourse is the means to achieve successful communication." (Uso-Juan and Martnez-Flor, 2008, p. 160). Then, for the role of discourse competence, they added that it "is located in a position where the rest of the components (i.e., linguistic, pragmatic, intercultural, and strategic) serve to build this

competence, which, in turn, shapes each of the other competences." (Uso-JuanandMartnez-Flor, 2008, p.160). In other words, discourse competence gets its central position where it is considered as a part of each component of communicative competence and each component serves in turn to build it.

1.7 Competence and Performance

Chomsky (1965) defined both grammatical competence and performance as follows: Competence refers to an individual's knowledge of the language, whereas performance refers to the use of the language in a real-world situation. Furthermore, linguistic performance reflects competence only in high or ideal situations, because normal speech consists of many differences; as such, "false starts, deviations from rules, changes of plan in mid-course and so on" (Chomsky, 1965, p. 4). These perspectives, according to Chomsky, are gathered from linguistic theory as he mentioned here:

> Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristics) in applying his knowledge of the language in actual performance (Chomsky, 1965, p. 3).

Chomsky described linguistic competence as the speaker and listeners' own knowledge of the language; on the other hand, performance is the actual use of it (actual use of this language). Also, performance reflects competence only in ideal settings.

On the other hand, Hymes (1967, p. 10/11) came out against Chomsky's linguistic theory, claiming that he ignored the functional role of language:

> Sometimes as a matter of simplifying assumption, sometimes as a matter of principle, linguistic theory has been almost exclusively concerned with the nature of a single homogeneous code, shared by a single homogeneous community of users, and (by implication) used in a single function, that of referential statement

Hymes expressed his own view, claiming that the idea of "an ideal speaker-listener" is wrong. Also, what Chomsky said about linguistic performance "omits almost everything of sociocultural significance" (Hymes, 1972, p. 280). Here, Hymes wanted to say that linguistic performance does not reflect any sociocultural significance in Chomsky's view; in other words, according to Hymes the sociocultural side needs to be present either in linguistic competence or performance.

1.8 Communicative Language Teaching (CLT)

1.8.1 Overview about CLT:

Communicative Language Teaching (CLT) is a new approach in ELT that came as a response to the need for teaching languages for communication purposes (By Remand Garcia 491) in the late 1960s and early 1970s. CLT competes with the previous methods of language teaching to declare a new revolution with them. It changed the very approach to teaching English. Thus, as Jack C. Richards and Theodore S. Rodgers mentioned in their book *Approaches and Methods in Language Teaching* (1986), "[linguists] saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures" (64). The goal of CLT in this context is to teach foreign languages (FL) for communication purposes rather than as a specialized subject.

1.9 Definition of Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is a method for the teaching of second and foreign languages. It is considered to be from the famous hypothetical model in English language teaching. The Communicative language teaching approach was "derived from multi-disciplinary practice that involves psychology, linguistics, sociology, educational and philosophical research" (Ahmad &Rao, 2012, p. 28/35). That is why it is regarded as an acknowledged methodology in language teaching. Also, Jin (2019) identified CLT as "a set of principles concerning teaching, including recommendations about method and syllabus where the focus is on building effective communication rather than focusing only on structure, use, and usage." As a result, in light of the meaning of this approach, language takes its trends not only as functional meaning but also as a social meaning, with the emphasis, here, on using the language as a tool to communicate rather than as an abstruse knowledge. When speaking, students are encouraged to rely on their own creativity and skills, as well as their strategic competence, in communicative language teaching. As a result, Savignan (2004) argues that the trend of CLT is toward success rather than failure (as cited in Benallal &Seddougui, 2019, p. 13).

1.10 Characteristics of Communicative Language Teaching (CLT)

Many communicative language researchers, as well as Freeman (2000), Brown (2001), and Richards (2006), provided us with many similar key principles of CLT and they are as follows:

- Classroom objects are mainly dependent on communicative competence. So, the target language is a medium for communication, not only directed at study goals.

- Language techniques are prepared to engage learners in using the target language for meaningful purposes.

- Fluency may take precedence over accuracy in order to keep learners engaged in language use. Accuracy can be judged in context.

- Authentic communication requires students to use language productively and receptively.

- Students should be taught opportunities and strategies to know how to improve their comprehension, their learning style and process.

- The teacher works as a facilitator in setting up communicative activities and as an advisor or leader during the activities. Students are therefore encouraged to build meaning through authentic linguistics.

1.11 The Importance of CLT in Improving Communication

Focusing on the communicative approach of the language rather than the linguistic one is the main objective of the CLT approach. Also, CLT helps to strengthen learners' communicative proficiency .Creating communicative exercises to develop and motivate students' performance in communication helps teachers to make the classroom more suitable environment (Benallal & Seddougui, 2019, p.17). Moreover, Simmons and Page (2010)proposed some activities that can be used inside the classroom and help to develop students confidence such as role-play, interviews ,information gap, games, language exchanges surveys , pair-work, etc(as cited in Benallal &Seddougui, 2019, p.17). Moreover, the most well-known way that is used by many teachers and can aid students' communicative competence is by encouraging them to speak and express their ideas and thoughts without taking consideration of the spelling mistakes and the grammatical rules, and that is effective in some ways. Widdowson (1978, p. 53) argued that "teachers must focus on communication and meaning rather than accuracy." To achieve successful classroom communication, teachers should focus on the students' performance more than their language accuracy. Thus, Gerngross and Puchta (1984, p. 98) asserted that "the teacher is a patient listener, which is the basic requirement" (as cited in Benallal and

Seddougui, 2019, p.17).Another objective of CLT is to increase fluency in language use. Teachers are asked to use both fluency and accuracy. Participating in classroom activities where students exchange ideas, develop communication skills, and correct mistakes is what enhances students' fluency. Students are required to speak and communicate in the classroom rather than just receive information. "The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active," Widdowson (1978, p. 53). Almost all communicative classroom activities should be based not only on the teacher's work but also on the students' performance; where they benefit from each other's interaction and contribute to designing the lesson.

1.12 Roles in the Communicative Classroom

Nunan (2001) argues that in the language classroom the role of both teachers and students is complementary.

1.12.1   The Role of the Learner

Nunan (2001) cited that the development of CLT has had an effect on the role of learners that they should construct. In oral presentations or small group work, students are asked to use the language in a way that Nunan distinguished as "a language which has been imperfectly mastered" (p. 86), where they have to develop the target language by working and depending on their skills rather than just listening without interacting to get mastery of it. Lerson-Freeman (1986, p. 131) (as cited in Benhannachi, 2015, p. 11) declares that:

Students are, above all, communicators. They are actively engaged in negotiating meaning—in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

Therefore, students need to communicate the language as they understand it, even if they are not competent enough; that allows them to develop their skills and elevate their sense of responsibility towards learning.

1.12.2 The Role of the Teacher

If a learner has previous ideas about language learning that are in fact opposite to the teacher's own perspective that undoubtedly may cause many misunderstandings between both of them. Thus, Nunan (2001) insisted that the teacher must be knowledgeable enough to deal with his or her students; on the other hand, the student must apply the instructions. Also, the teacher needs to communicate and discuss the topic with his/her students to activate the classroom and attract the attention of the students to be engaged with the session. Nunan (2001) supplied us with an example of the teacher "Sally" who was confused about her students' are being engaged in pair work. Next, she succeeds in convincing them to participate in a role play and says:

> At first (the students) were a bit stunned and amused at the
>
> teacher wanting them to give their opinions on content and
>
> methodology...as a result of the consultation process, all
>
> learners were quite prepared to continue with the pair
>
> work. Clarifying the rationale also made "an incredible
>
> difference" to how they went about their pair work.

As a result, the teacher has many roles in the communicative classroom. Where he/she acts as a facilitator, participant, observer, and learner (Breen &Candlin, 1980, as cited in Nunan, 2001). The role of the teacher, according to Bright and McGregor (1970, p. 4), is completely limited in developing the communicative competence of the learner, and they cite (addressing the teacher) "stop teaching and let them learn."

1.13 Features of Communicative Competence

According to Richards (1986) the features of communicative competence are as following:

▪ Knowing how to use language for a range of different purposes and functions.

▪ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

▪ Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

▪ Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Therefore, among Richards' description of communicative competences' features, it is important to design classrooms' syllabi, exercises, and texts to be adequate for the goal of using the English language in real-life, authentic situations.

1.14 Authenticity and Communicative Competence

Such situations like classrooms, for example, need to be the same as in the real world. Especially, those ones which are specifically designed to teach foreign languages (FL) that help learners to practice the language as a tool to communicate more than in any other situation. Clarke and Silberstein cited that:

> Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life (51).

Moreover, according to Larsen-Freeman and Anderson, from their notice of an ESL classroom of immigrants in Canada, they found that the teacher introduced authentic language through a sports newspaper column. When, she tends to apply the communicative approach in the classroom. As a result, according to this notice, the researchers described "authentic language" as "language as it is used in a real context" (Larsen-Freeman and Anderson158).

1.15 Reasons of Using Authentic Materials to Develop Communicative Competence.

According to Richards (1986) there are four reasons for using authentic materials to develop communicative competence:

- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.
- They provide cultural information about the target language.

To sum up, authentic materials play an important role in developing students' communicative competence, and that is an essential issue concerning acquiring the English language for an EFL student.

Conclusion

This chapter aimed to collect and explain theoretical concepts related to the term "communicative competence" as well as communication, such as definitions, types, and models. Moreover, without forgetting to shed light on their pedagogical relationships in terms of learning and teaching. This chapter also provided the most approaches that link the terms "communicative competence" and "authenticity" since this term has a deep meaning and its real comprehension materializes in an authentic situation throughs communication between individuals.

Chapter Two: Reading Authentic Materials

Section One: Reading.

Section two: Authentic Materials.

Introduction

It becomes too essential, in the learning process, to provide foreign learners (FL) with the tools they need to develop their level in acquiring the language. The wide use of authentic materials around the world let some researchers think to use those materials inside EFL classes. Although, the fact that some researchers agree about the advantages of using authentic materials inside EFL classrooms; some other researchers disagree about their use. In this chapter, therefore, we are going to introduce reading, besides authentic materials, since we are going to focus on the copied version of those materials, from its definitions, types, models, advantages, etc. On the other hand, we are going to introduce authentic materials and their definitions, models, types, etc. To shed the light on their uses inside EFL classrooms, and to make the picture clear for both teachers and students.

2.1 Definition of Reading

It is worth noting that the value of reading has been developed with the need to acquire foreign languages. Since, it is considered as a gateway to second and foreign language learning. According to Goodman (1988), reading is much more about "matching sounds to letters" (as cited in Razi, 2011, p.17). Where his definition stands in a simple description of reading in which the process of decoding or translating words into sounds is the main stage in this process. Dechant (1991), like many researchers, defined reading according to his view and divided the definition of reading into two main categories. Where he mentioned that the majority of reading definitions are related in one way or another to each category and they are: (1) reading as the interpretation of experience and (2) reading as the interpretation of graphic symbols.

2.1.1 Reading as Interpretation of Experience

This includes the students' ability to make sense of all the stimuli they encounter in the outside world (Dechant, 1991). Different experiences would be emphasized in this regard, including reading pictures, faces, clues, rocks, stars, and weather (Dechant, 1991). It is clear that nearly impossible for students to become readers of graphic symbols, which comprise the next category, before becoming readers of experience. Thus, the second category of reading is:

2.1.2 Reading as Interpretation of Graphic Symbols

Reading is limited to the interpretation of graphic symbols in this category of definition. According to Harris (1975, as cited in Dechant, 1991), reading entails comprehending and interpreting the pager's signs. Dechant (1991) clarified his explanation by relating all the previous definitions and asserting that reading refers to the picture that readers form based on the text by relating what is on the paper to their own previous experience. Based on what has come before, we can conclude that reading occurs if only, the intended meaning of the text is generated. This necessitates that the reader brings his or her entire knowledge. In other words, while reading, students must connect their pre-existing structures.

2.2 Types of Reading

The way of reading differs from one person to another. Thus, each individual and his own purposes. There are various types of reading some of them are skimming, scanning, and extensive and intensive readings.

2.2.1 Scanning and Skimming:

In general, reading differs independent of what a person reads and for what reason he tends to read. Scanning and skimming are different types of reading. According to Londale and Lewis (2007) in their illustration about scanning and skimming "when you skimming

or scanning you are not trying to read for in-depth comprehension"(p. 40/41). Mentioning

that in both skimming or scanning the reader does not focus totally on what he /she reads.

It is only a quick visual of what he /she is reading. The only difference between skimming

and scanning is in their processes and purposes. Yet, most of them are considered to be the

same. Skimming means that the reader wants to take only the principal idea from what

he/she is reading, in other words, not an in-depth comprehension. In addition, skimming is

done when a person is encountered with a huge amount of information where he /she kept

only the main ideas that he/she wants. Moreover, while skimming the reader passes

quickly through pages by paying attention to typographical cues-headings, bold faces and

italic type, indenting, and bulleted numbered lists (Skimming and Scanning-tip sheet,

2016). However, scanning seems to be the same as skimming in terms that they are both

done in a shortened period, and they both use keywords and organizational signs. Scanning

is pre-directed due to that during scanning we read to obtain specific ideas, and here is the

main difference (Lu, 2013, p. 201).

2.2.2 Intensive and extensive reading

Carrell and Carson (1997) and Nuttal (1996) in defining extensive and intensive

readings cited that "Intensive and extensive reading should not be seen as being in

opposition, as both serve different, but complementary purposes" (as cited in Richards and

Jack, 2002, p. 296). Extensive and intensive readings usually seemed to be the opposite.

But they are not where each type and its purpose.

On the one hand, intensive reading, as the name implies, is reading for details. This

type of reading necessitates a deep comprehension of the reading material. As a result,

according to Alcandra, et al. (2003), intensive reading is "characterized by deliberate

attention and deep concentration. It is looking for specifics. Its goal is to perceive

implications. It is concerned with a thorough and detailed comprehension of the text"(p.

97). Furthermore, this type can be viewed as an analysis of language in terms of language structure as well as understanding meaning, as demonstrated by Palmer (1964), who believes that "intensive reading implies [taking] a text study it lines by line referring at every moment to our dictionary and our grammar, comparing, analysing, translating, and retaining every expression that it contains"(as cited in Dayand Bamford, 2012, p. 5).

Extensive reading, on the other hand, or so-called pleasure is defined as "the reading of lengthy texts, usually for one's enjoyment this is a fluency activity that primarily involves global understanding"(Grellet, 1981, p.4, as cited in Henouda, 2020). Thus, unlike intensive reading, extensive reading focuses on the content rather than the language; additionally, it does not place as much emphasis on details as intensive reading does.

2.3 Models of Reading

In the field of SLL and FLL, it is convinced, that reading skill has large importance. Scholars have investigated the correlations between what goes on in the brain (the reading process) and the roles of teaching this skill (Dechant, 1991). As a result, they draw out the reading model that introduces a graphic attempt that represents how can a reader perceives a word, processes a clause, and understands a text (Razi, 2016). Additionally, the three most famous models, namely bottom-up, top-down and interactive will be introduced as follows.

2.3.1 Bottom-up Model

Even though this model extends beyond the scope of behaviorist research, some scholars still regard it as a behaviorist-based model. This model's supporters believe that learning to read begins with children. Learning the small parts of the language (letters) and progressing to comprehension of the entire text (Razi, 2016). This model, as Figure 2.1, shows; emphasizes written or printed text by focusing on the ability to recognize graphic stimuli, decode them to sounds, and recognize words to achieve the overall meaning

(Anderson, 2000; Anderson, 1999, as cited in Razi, 2016). Because the bottom-up model is a component of the whole model, the instructional focus is primarily on direct phonics instruction to enable students to begin combining letters and then reading words, sentences, paragraphs, and long texts.

2.3.2 Top-down model

This model has also referred to as the cognitive view or the whole-to-parts model. This model, which reflects the cognitive perspective, holds that text processing begins in the mind of the reader, who has some background knowledge and constructs an assumption of what she/he believes the text's meaning will be (Razi, 2016). As it is mentioned in Figure 2.1, the higher-ordered mental component – comprehension is shown at the top of this model, and the physical text is shown at the bottom. Meaning, rather than linguistic structure, is at the heart of this model (decoding). According to Razi (2016), teachers who advocate the top-down model focus on introducing the entire literature as a whole rather than focusing on phonics instruction. In other words, they introduce the entire literature by emphasizing on the students to read the whole sentences, for keeping students' motivation high in reading. They are asked to choose materials according to their interest rather than displaying one book to the whole class, Henouda (2020).

Bottom-up Model   Top-down Model

Reading begins in the mind
(comprehension, backgound)

Text

Comprehension

knowledge of individual
sounds, letters, words

(Text)
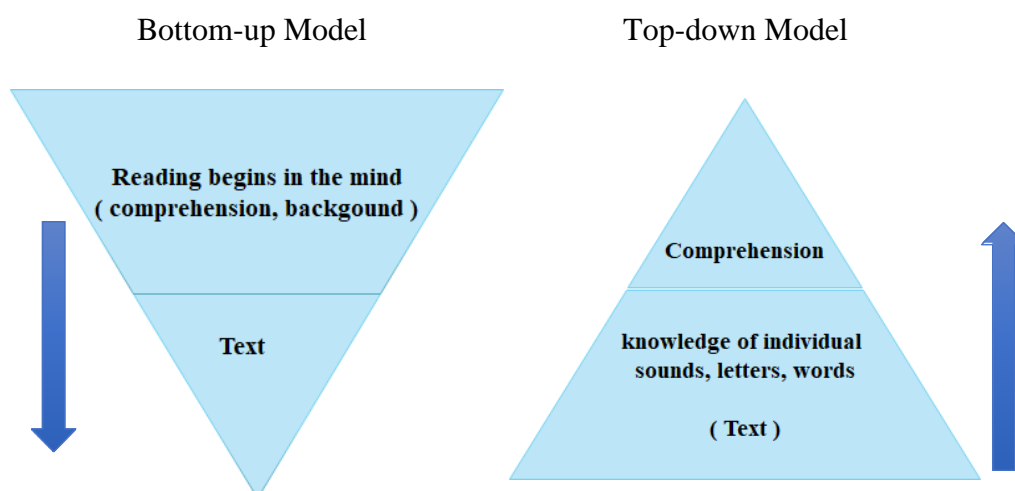
Figure 2.1. **Top-down and bottom-up models of reading.**

Adapted from "Using Technology to Teach Reading Skills", by C.E. Chen (*n. d.).*Retrieved from http://www2.nkfust.edu.tw/~emchen/CALL/unit7.htm

2.3.3 Interactive model

This constructivist-based model emphasizes the interaction of top-down and bottom-up processes, emphasizing the strengths of each. Leu and Kinzer (1987) defined this well when they said, "Reading proceeds as each knowledge source in one's mind interacts simultaneously with the print on the page and with other knowledge sources" (as cited in Dechant, 1991, p. 5). Good readers, according to this model, are those who can decode the letters of the words as well as integrate prior knowledge to interpret the text. This model does not support the imposition of a specific mold on students. As a result, each student is free to use his or her strengths to comprehend the text. Yumul (2015) observed that by following the interactive model rules, teachers encourage students to share their comprehension and knowledge to create an understanding of the text. This model is well shaped in Figure2.2.
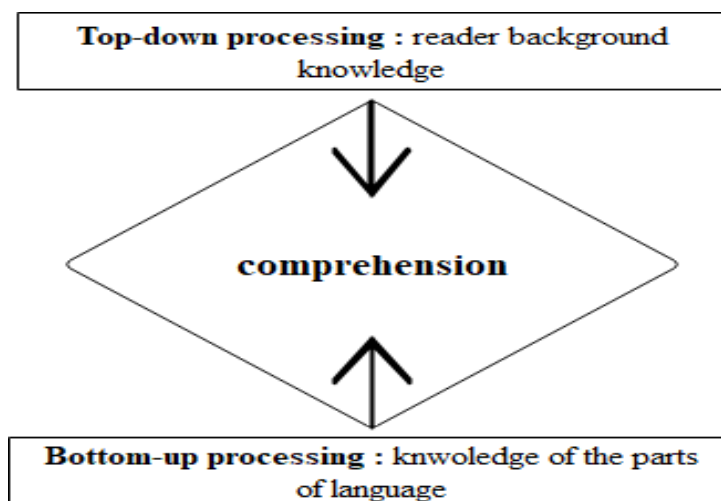
*Figure 2.2.***Interactive model of reading.**

Adapted from "Using Technology to Teach Reading Skills", by C.E.(Chen (*n.d.*).Retrievedfromhttp://www2.nkfust.edu.tw/~emchen/CALL/unit7.htm)

2.4 The Advantages of Reading.

2.4.1 Reading Helps Students' Imaginations Grow

The way the world is described in books, as well as other people's perspectives and opinions, will help you broaden your understanding of what is possible. When you read a written description of an event or place, your mind is responsible for creating that picture or image, rather than having the image placed in front of you when you watch television, Heavenridge (2015). Reading stimulates your imagination and opens the door to new possibilities.

2.4.2 Reading Improves Learners' Intelligence

In general, books provide an exceptional (high) wealth of learning at a much lower cost than taking a course. Reading allows you to consume a large amount of research in a relatively short period. According to Cunningham and Stanovich (1998) in their book *What Reading Does for the Mind*, they mentioned that excellent readers have a better understanding of how things work and who and what people were. Home library books have been strongly linked to academic achievement.

2.4.3 Reading Helps to Reduce Stress

Reading is sometimes the most effective way to relieve stress. According to a study conducted at the University of Sussex in 2009by the consultancy firm Mindlab, psychologists believe that the human mind has to concentrate on reading and that the distraction of being transported into the literary world relieves stress in the muscles and the heart of the reader. Reading has been shown to help reduce stress. Hiriyappa (2012, np) claimed that reading is the best way to relax and relieve stress in his book *Stress Management Leading to Stress.*

2.4.4 Reading Helps Students Improve their Memory

According to Wolf (2009), when you read, you typically have more time to think. Reading provides you with a one-of-a-kind pause button for comprehension and insight. It helps to keep the memory sharp. Wade (2015), Director of North-Central University's (NCU)Graduate School, stated that reading broadens a person's appreciation for other life experiences that the reader is not personally experiencing, particularly when reading topics unrelated to the reader's job or lifestyle (as cited in, Slimani, 2017, p. 55). Another NCU professor, Duffy (2015), pointed out that reading is a fundamental skill required to function in society. Words, whether spoken or written, are the basic building block upon which a child's mind develops (as cited in, Slimani, 2017, p. 55)

2.4.5 Reading Aids Students in Self-Discovery and Creativity

Bloom (2001, p. 15), in his book *"How to Read and Why?"* recommended the reading slowly, with love, openness, and sense. He emphasized reading as an important skill that undoubtedly helps in improving the readers' intelligence and imagination; as well as, a sense of intimacy, in other words, the entire consciousness. It can also heal the readers' pain. Additionally, Bloom (2001) said that books can provide us with new experiences at the same time allowing us to learn the life skills that come with them. Therefore, books are a great way to discover new things in our creative journey.

2.5 Reading develops students' communicative competence.

The need to develop reading skill has witnessed a large spread in equivalent to the need to learn foreign languages. Thus developing reading skill is much more important issue in learning languages. In the other side, the target goal from learning any language for the most of learners is to use this language for communication purposes. According to (Grabe, 1991, p.379), the reading process has six components skills which are: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure

knowledge, content/word background knowledge, synthesis and evaluation strategies, and met cognitive knowledge and skills monitoring. Those components according to him effect in a way or another in the learners' way of speaking, or the way in which the learner communicates.

   Moreover, Alderson J.C. (2000) stated that" reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence." In other words, reading requires the comprehension of words and their meaning as they are set in the text or the passage; thus the correct understanding of the structure of that passage lead to raising the language competence of the reader. Moreover, Krashen and Terrell (1989, p.131) added that "Reading enables learners to comprehend better which is an important factor that can develop language competence." Reading facilitates the way of comprehension for a learner; thus, it intensifies the language competence. The communicative competence of the learner can be developed through reading of such authentic text; for instance, and that what some researchers have shown:

>A text is usually regarded as authentic if it is not
>
>written for teaching purposes but for a real-life
>
>communicative purpose, where the writer has a certain
>
>message to pass on to the reader. As such, an authentic
>
>text   is   one   that   possesses   an   intrinsically
>
>communicative quality (Lee, 1995).

   Reading some sorts of texts enables the readers to develop their communication skill through the expressions that the author used; as a result that undoubtedly develops the readers' communicative competence. In addition, reading enables the reader to imagine the

way in which the story; for instance, occurs and how the action takes its place. Therefore, reading enables the learner to live the same circumstances of the story during reading thus gives him the skills to know how the use the target language in the appropriate context.

To sum up, most of researchers agreed about the importance of reading and its unlimited benefits for learners in developing their language competence and fostering the way of using the target language in its correct context; thus reading develops students' communicative competence.

Section Two: Authentic Materials

2.6 Definition of Authentic Materials

Several definitions of authentic materials can be found in many references. It has been observed that scholars are divided into two groups. One group insists that authentic materials should not be used for pedagogical purposes; while the other group believes that these materials, while created by natives for natives, can be used in EFL language classrooms.

Bacon and Finnemann (1990, p. 35) defined authentic materials as they are texts produced by native speakers for a non-pedagogical purpose. Where authentic material articles differ from any kind of text that can be used for both pedagogical and non-pedagogical purposes. Another definition from Adams (1995, p. 4), who defined authentic materials as any materials which have not been specifically produced for language teaching purposes. Here, authentic materials are not created specifically to fulfil academic trends where they are widely used in many other domains. However, Martinez (2001, p. 1) claimed that "authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for." Martinez's view about authentic materials here, allows using those materials not only for the purposes that they are created for, but also in the language classroom. Another definition by Rogers (1988) stated that "authentic materials are appropriate and essential in terms of goals, objectives, learners' needs and interests, and natural in terms of real-life and meaningful communication." This could help EFL learners to improve their communicative proficiency by incorporating real-life cultural traits of the target language. Moreover, Harmer (1991) explained authentic texts as real texts intended for language speakers rather than language students, but in another context, he believed that these materials can be used in EFL language classes. Because many textbooks use non-authentic materials to practice specific language points.

To sum up, authentic materials are any written or spoken kind of materials that are created by native speakers of a language without intent to use them for teaching purposes. However, some researchers argue that it can be helpful for students to use them to acquire the target language.

2.7 Authentic Material Types

With the advancement of technology and a new approach to communicative language teaching, there are many authentic materials available now, such as TV &radio commercials, interviews, poems, and films...etc. Maroko (2010, p. 7) divided authentic materials into three categories: audio, visual, and printed materials.

2.7.1 Audio Materials

According to Maroko (2010, p. 7), audio materials include those materials that learners can listen to. These can be television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather reports, radio programs involving interviews, and radio advertisements. Other material involves taped conversations; such as meetings, short stories, poems and novels, and telephone conversations.

2.7.2 Visual Materials

Again, according to Maroko (2010, p. 7),visual materials are those materials that students can observe and see. These involve photographs, paintings, drawings, children's artwork, pictures from magazines, etc.

2.7.3 Printed Materials

Those materials include newspapers (articles, advertisements, sports reports, movie reviews, TV guides, recipes, notices, etc), restaurant menus, travel guides, Greeting cards, letters, and bus schedules, Maroko (2010, p. 7).

2.8 Authentic Materials' Examples:

Ben Naji (2013, p. 20/21) provided many examples of authentic materials from various fields; which are as follows:

Radio and television: are mediums that allow students to practice various skills such as listening, observing…etc. They use effective factors that enable learners to acquire a language.

Newspapers: are copied versions of materials, they serve daily, weekly, and monthly information. They are easy to use, available, and accessible. This kind of material contains a rich amount of information concerning peoples, cultures, and many other fields.

Music and song: this kind of material is the wide used ever among many peoples. Since it describes peoples' emotions and feeling; it conveys messages about different issues.

Map: is an essential source of information. It provides a learner with new vocabulary and utterances concerning new places, peoples' culture, geographical features, etc.

Comics: are essential tools to introduce learners to the target language through using idioms, proverbs, and so on. They are very good materials that help students to reinforce their grammar and vocabulary.

Menus: is a good example of authentic materials that allows a learner to discover the target language culture through discovering new dishes and recipes.

Postcards and greeting cards: this is a kind of authentic material that is widely used among many peoples. It can help learners to elevate their literacy skills. They are also adaptable for teaching purposes.

Transportation schedules (bus, train, airline, boat): are good sources of learning a language in public places through a wide verity of new vocabulary in different domains; such as, transportation including learning how to tell about time, geographical places of a country, and asking for giving directions.

Weather reports: this kind of authentic material teaches people new vocabulary and words by giving reports and conveying information about weather and climate.

Film: this kind of source of authentic materials is the most difficult one. Through its different topics including politics, history, and issues related to countries' security.

2.9 The Importance of Introducing AMs to EFL Students

In many countries where English is taught as a foreign language, it has been observed that there is a smooth transition from the use of adapted reading material, which represents the traditional learning/teaching material, to a purely authentic one. According to Berardo (2006, p. 62), adapted non-authentic texts are not what a learner will encounter in the real world, and they frequently do not reflect how the language is used. As a result, authentic materials in EFL classes have become obligatory. Berardo (2006, p. 62) added that authentic materials are highly motivating and they provide a sense of accomplishment when used.

2.10 The Benefits of Using Authentic Material inside Classroom

Despite, the fact that there are some differences in the way of defining authentic texts. Yet, it is widely assumed among scholars that they play an important role in motivating students' learning. Learning English in its natural environment is one of the advantages of authentic material. Adams (1995, et al.) have emphasized the importance of preparing students for the real world. Here, through authentic materials, we can offer students the appropriate atmosphere approximately the same as the target language context. Where authentic texts contain the same social language that people use in such a community (such as journals or magazines) and that is what makes students feel that they use the language in the same way that native speakers do. Students find genuine and authentic materials more motivating and interesting because they will use their English in a foreign culture, Baddock (1981). Thus, using authentic materials inside the EFL classroom help students to better

understand the foreign language culture. In addition, authentic materials help learners not only to be ordinary with the target language but also help in motivating them, Morton (1999). Students 'communicative needs can be fully achieved through authentic materials which are rich in foreign cultures' aspects, Melvinand Stout (1987). So, that is an important factor for students and teachers as well to have a look at the cultures and attitudes of English people and to be successfully engaged. Moreover, Berardo(2006) Focused that the kind of authentic materials that should be used in classrooms is the kind that covers students' needs when they want to travel for example, or to study, or do any job in any context outside the classroom.

Therefore, using authentic materials inside the classroom help students in many sides; such as, they feel like they use the language in the same way as native speakers do. In addition, authentic materials are motivating and interesting for them because their content varies totally from the content of academic texts used during lectures. It is an important factor for students and teachers as well to have a look at the cultures and attitudes of English people and to understand it. Finally, authentic materials help in covering students' needs in terms of communication when they want to travel for example, or to study, or do any job in any context.

2.11 Disadvantages of Using Authentic Materials inside Classroom

Although authentic materials are beneficial for students learning, that doesn't reflect the fact that they have disadvantages for both EFL students and teachers. Authentic materials can be a heavy toll in terms of the vocabulary that they contain. Using difficult words that are used only among original native speakers of some regions, or words that do not exist in dictionaries that of course may disturb students and teachers. Some researchers asserted that, and Kenttyland (1996) one them, although authentic materials are widely used and available, they can be a huge burden on teachers, and that what was confirmed by

many EFL teachers when using these materials in their classes. They find; for example, some new words that do not exist in dictionaries which prevent them from giving the appropriate meaning of those words. In addition, students have a lack of understanding of utterances or phrases that are used among native speakers, or the use of idioms for example in some cases. According to Bell and Gower (1998), the use of authentic texts of the appropriate length, level of comprehensibility, and degree of cultural reference can extremely consume time, especially when teachers need to adopt relevant and interesting subjects that will make the high use of them. A teacher may feel satisfied after using a breaking news story from the press which is considered an interesting subject for students. But, before using it, this teacher has already spent a significant amount of time and effort planning that activity.

To sum up, authentic materials have not only positive effects but negative ones also. The use of original words used only among authentic native speakers for a specific region, or words that do not exist in dictionaries may cause deficiency for both teachers and students. In addition, the use of these materials may cause a big problem in terms of time-consuming; where teachers, found that they spend a huge amount of time preparing these activities for their students since most of these activities are challengeable to search for them.

Conclusion:

Recently many people have become interested in studying foreign languages; especially, to learn how to communicate and to use the target language in its real context. In our study, we intended to focus on the use of authentic materials inside EFL classrooms. Since these materials are produced only by native speakers for the native community. That the use of these materials; especially, the printed ones during the reading module is expected to help EFL students to use the English language effectively as native speakers

do. Thus, they become communicatively competent in the target language. This chapter, therefore, presented reading, as a skill, most FL learners must practice, its definitions, types, models, advantages, etc. On the other hand, it presented authentic materials and their definitions, models, types, etc. To mention for both teachers and students its unlimited benefits when it is integrated in EFL classes.

Chapter Three: Field Work and Data Analysis

Analysis and Interpretation of the Students' and Teachers Questionnaire

Introduction

Introduction

It is too necessary to think of the most difficulties that FL learners encounter with during their learning process. Hence, lack of communication, one of those most difficult issues. In this study we intended to overcome that problem through exploring the most difficulties related to it, and identifying the main reasons behind those difficulties. This chapter, therefore, presents the results and the analysis of the field work and the gathered data that they were token from both teachers' and students' answers on the distributed questionnaires. These ends were seeking for describing the role of using authentic materials, as facilitating tools, in enhancing EFL learners' communicative competence.

3.1 The Research Methodology

3.1.1 The choice of the Method

For this current research, we adopted a descriptive approach because of the nature of this study. As mentioned above, the research aimed to describe how the reading of authentic materials enhances EFL learners' C.C and to explore the students' main communicative difficulties and the reasons behind them. Also, this research tended to explore the attitudes of both teachers and students towards the use of printed authentic materials.

3.1.2 Population and Sample

The researcher has chosen second-year EFL students because they are recently provided with "reading comprehension" module, and their teachers of reading at Biskra University. They were expected to answer different types of questions through two different questionnaires (one is directed for the students and the other is for their teachers). That allowed the researcher to find out the maximum valid and reliable results to answer her research questions. From the whole number of the population of "the students"

(n=250), the researcher worked with 44 students as a sample, and with 7 teachers of reading comprehension.

3.1.3 The Data Gathering Tools

The researcher used a questionnaire directed for teachers of reading to know the different authentic materials they use inside EFL classroom and their points of view about contextualising the language class. Through this tool, she also explored the impact of reading printed authentic materials and its advantages in raising students' communicative competence. Additionally, the researcher used another questionnaire for students to identify their communication difficulties, the reasons behind them and their attitudes toward reading authentic materials to know whether they benefit from them or not.

3.2 Administration of the Questionnaire

In order to gather fully and completed answers for our research dissertation. We intended to organize two questionnaires which were administrated to both teachers of reading and their students (2nd year EFL students) at English department of Biskra University UMKB during the second semester of the academic year 2021/2022.The teachers' questionnaire has fully achieved the required number of participants (7 participants). Otherwise, the students' questionnaire has achieved only the necessary number of them (44 participants) from the whole population; due to the fact that some students did not answer the questions. Moreover those questionnaires aim to:

3.3 Aims of the Questionnaire

The aim of both teachers and students questionnaire is to get some fact based information in general, and to describe how reading of authentic materials enhances learners' communicative competence in specific. Also, both questionnaire aim to explore EFL students' main communicative difficulties, and to identify the main reasons behind

them.   Moreover, through those questionnaires we wanted to determine teachers' and students' attitudes towards the integration of authentic materials inside the EFL classroom.

3.4 Description of the Students' Questionnaire

This questionnaire is introduced to second year EFL students at Biskra University (UMKB); in order to collect necessary data that is requested in this research. Again this questionnaire contains of (18 items) divided into three sections. We have chosen different types of questions in order to give more opportunity to students to answer them. It is also a combination of some closed-ended and others open-ended questions; in addition, multiple choices and Likert scale. This questionnaire is divided into three sections as it is mentioned above and they are explained as follows:

Section One: General Information

It consists of four questions (from item 1to 4). It was designed in order to specify: The students' age?, to see how is their learning progress?, the choice of English as a field of study, the skills they are weak in and they would like to improve the most, and how do they prefer to learn the English language.

Section Two: Students' Communicative Competence

It consists of sex questions (item 5 to 10). It was designed in order to specify: to what extent do 2nd year students think that having a good oral communication is important. How much do they think are able to communicate in English. What are the difficulties that they face when communicating in the target language. What are the main reasons behind their oral difficulties. Which modules are the most useful to help them to communicate. Also, which skills do they think are the most important to achieve a good communicative ability.

Section Three: Reading Authentic Materials

This section consists of eight questions (item 10 to 18). It was designed in order to specify: To what extent do 2nd year students think that reading is important for developing

their communicative competence, how often do they read, what types of materials do they

prefer to read, do they face any difficulties when they read in English, what are the main

reasons behind their reading difficulties, what are the strategies that their teacher of reading

uses to help them develop their reading ability and to overcome their reading difficulties,

how often does their teacher of the reading module use such types of texts, to what extent

do they think that reading authentic texts can be beneficial for them to develop their C.C.

Hence, this questionnaire required using the Excel program to analyse the obtained results.

3.5 Description of the Teachers' Questionnaire

This questionnaire is introduced to 7 EFL teachers of reading. All of them work at the

English department of Biskra University. It contains of (17 items).They are divided into

three sections. We have chosen different types of questions in order to give more

opportunity to the teachers to answer them. This questionnaire is a combination of some

closed-ended and others open-ended questions; in addition, the teachers are requested to

tick in the appropriate boxes and choose the requirements in some further questions with

giving explanations when it is necessary. The questionnaires' sections are as follows:

The First Section: General Information.

It consists of five questions (from item 1 to5). It was designed in order to specify:

the teachers' degree, how long they have been teaching reading, how do they find teaching

reading, either teaching reading an interesting subject for 2nd year students or no, also what

are the benefits from teaching reading to EFL students.

The Second Section: Communicative Competence.

It consists of 6 questions (from item 6 to 11). It was designed in order to specify: how

teachers of reading consider developing EFL students' communicative competence, what

do they think about the level of their students in communicative competence, what are the

main reasons behind the students lack of communicative competency, the activities of

reading module are based on what either Structural activities (practicing the language and form), or Communicative ones, the main strategies that the teacher use to help his/ her students to develop their communicative competence, and is it important to contextualize EFL classroom or no , and how.

The Third Section: Reading Authentic Materials.

This section consists of sex questions (from item 12 to 17). It was designed in order to specify: how can teachers of reading define authentic materials, what types of reading materials they use, how often do they use authentic materials in their module, what types of authentic materials do they use, according to their opinion can reading authentic materials develop learners' communicative competence, and finally what are their objectives from teaching reading module. At the end, we used the Excel program to achieve the results obtained from this questionnaire.

3.6 Analysis of the Students' Questionnaire

Section One: General Information

Item 1.Would you specify your age, please?

Gender		Respondents	Percentage
a.	19-22 years old	24	54%
b.	22-25 years old	16	36%
c.	More than 25 years old	4	10%
Total		**44**	**100%**

Table3.1: Students' Age
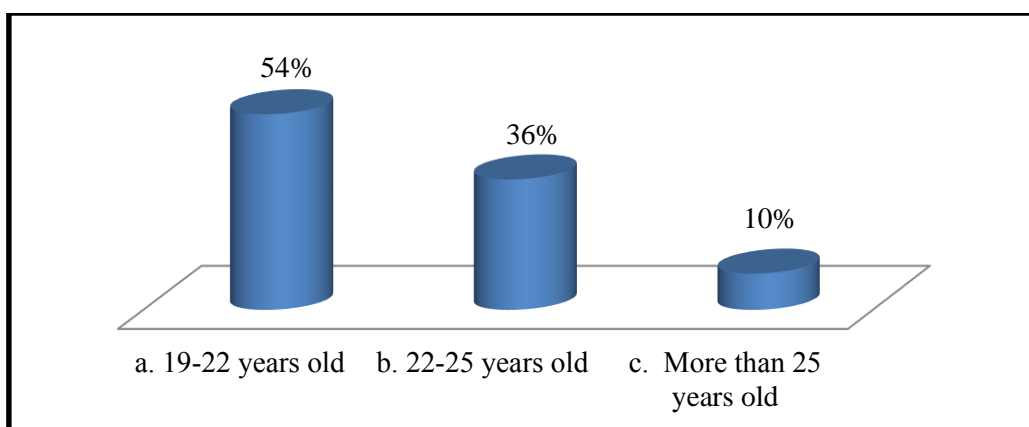
Figure 3.1: Students' Age

As it is mentioned in the results above, the majority (54%) of second year EFL students at Biskra University (UMKB), who are between the ages of 19-22 years old, represent the whole number of participants in this study. Hence, that, what reflects the natural progressing of the learning process of those learners. Concerning the other category of students it is for those who are between the ages of 22-25 years old, and they are represented by 36%. Those learners may have missed some years of their education before joining the University.

Item2.Choosing English as a field of studying was:

Option	Respondents	Percentage
a. Your own choice	39	89%
b. Your parents' choice	2	4%
c. Some one's suggestion	3	7%
Total	**44**	**100%**

Table 3.2: Students' Choice of English as a Field of Study
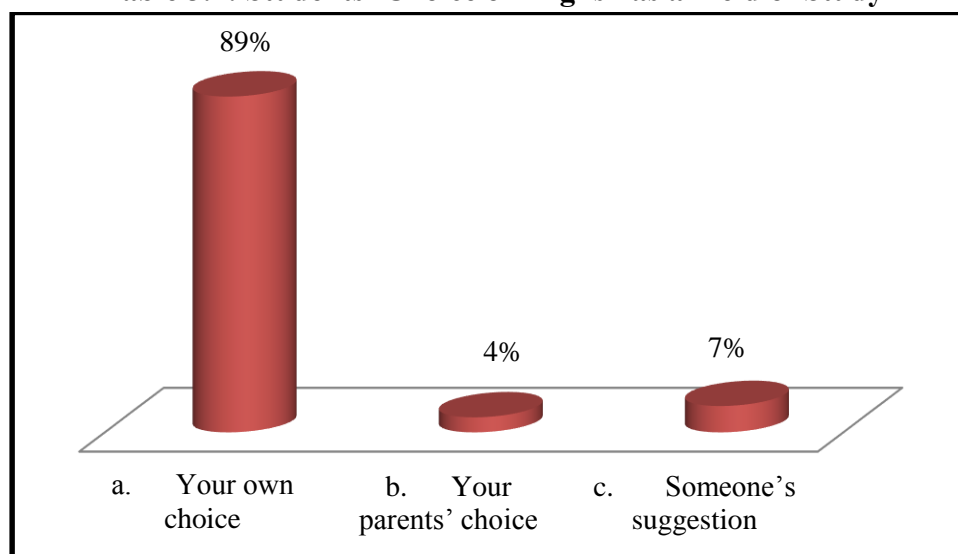
Figure 3.2: Students' Choice of English as a Field of Study

It is obvious from the results; the overwhelming majority of the students 89% (39 participants) have chosen to learn English by their own choice. Because they love this language, may be, or they have a tendency towards studying it.

Item2.1 if it was your own choice; was it because:

Option	Respondents	Percentage
a. Your job role requires it	6	15%
b. You want to be an English language teacher	16	41%
c. You need it for online communication purposes	0	0%
d. You need it for travelling purposes	10	26%
e. You want to achieve better results in speaking assignments	7	18%
Total	**39**	**100%**

Table 3.2.1: Students' Justification for Choosing English as a Field of Study
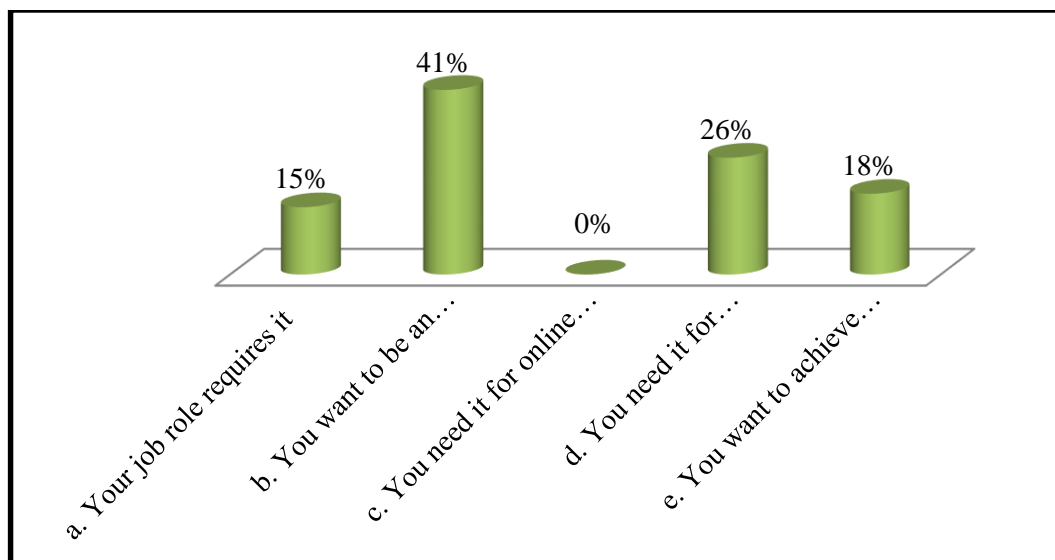
Figure 3.2.1: Students' Justification for Choosing English as a Field of Study

As it is shown the majority of students (41%) have a tendency towards teaching English as a foreign language .That what reflects may be the awareness of those learners about the importance of this language. Thus, we can say that the placement of the English language will have a wide spread in the next few years due to its popularity between learners. Moreover, approximately 26% of students declared about their purpose from choosing English as a field of study; which, was because they need it for travelling purposes. However, only few numbers between 6 and 7 of students, approximately 15% and 18%, who said that they need English because the role job requires it, or because they wanted it only for speaking and practice no more.

Item3.In which of the following skills you are weak and you would like to improve the most?

Option	Respondents	Percentage
a. Listening	7	16%
b. Reading	4	10%
c. Speaking	20	45%
d. Writing	13	29%
Total	**44**	**100%**

Table 3.3: The Learning Skills that Students are Weak in and They Would Like to Improve
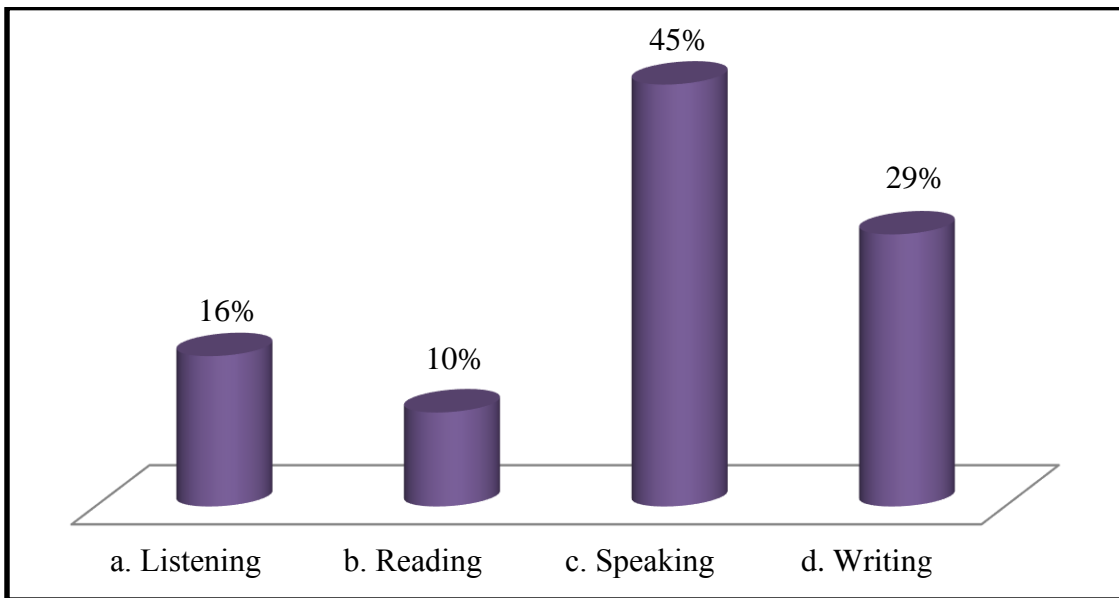
Figure 3.3: Learning Skills Students are Weak in and They Would Like to Improve

According to the results obtained from the above table and figure, the majority of students (45%) said that the speaking is the most skill they want to improve. Thus, those students want to improve their speaking skill maybe because they want to achieve a better communicative performance. In the other side, (29%) of students want to improve obstacles in writing skill, and 16% of them face problems in listening skill. While, only a small percentage of students about (10%) who find problems in reading, and they want to overcome them.

Item4. How do you prefer to learn the English language?

Option	Respondents	Percentage
a. Learning about the language itself (the grammatical aspects, vocabulary, etc)	1	2%
b. Learning how to use the language appropriately (how to communicate)	6	14%
c. Both of them	37	84%
Total	**44**	**100%**

Table3.4: Students' preferences for Learning the English Language
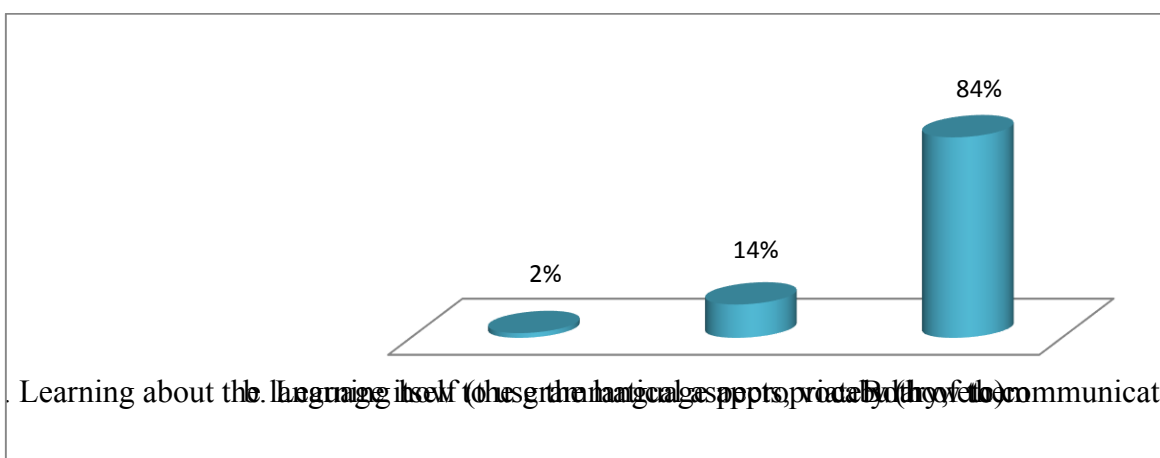
Figure 3.4: Students' preferences for Learning the English Language

According to the results mentioned above, it is obvious that most of the students 14% want to study English language to know how to communicate, and to use it appropriately. While, only few of them 2% they want only to learn about the language itself (the grammatical aspects, vocabulary, etc). However, most of learners 84% agreed about the use of language for both, to learn about the language itself from grammar, structure and so on, and for communication purposes, to speak, interact, etc. Here are the students' **justifications:**

Justify your answer, please

a) For 'Learning about the language itself'

- "Because I know how to use the language to communicate."

This participant already knows how to use the language for communication purposes; thus he does not need it yet. He needs only to learn about the language structure.

b) For 'Learning how to use the language appropriately'

- Because most of students already know the rules of grammar, so they need to practice it now.

- Communication is the most important nowadays.

- I want to travel around the world.

It is clear that those learners, of this category, want to learn English to use it in further domains and to practice it.

c) For 'Both of them'

- Language without basics and rules is not a language. Studying a language without communication and practice can never be achieved. For me, I would prefer 30% rules and 70% communication and practice.

- Well... without grammar and vocabulary cannot communicate so they complete each other..both of them are necessary to learn the English language

- Both of them are complementary

- Because both are essential

- Because I love this language a lot

- Because language learning involves both learning the grammatical rules and learning how to communicate using the target language , both are interwoven , they should be learnt in parallel

- We have to learn both of them to native speakers

- Well , each one of them needs the other one ; you can't use language as a tool of communication without knowing it's vocabulary for example

- Both are to improve and refine my weak language, and one must know how to use it properly

- I want to travel around the world

- Because learning a language requires learning all its essential components

It is clear that those learners, of this category, want to learn both of language structure, grammar, vocabulary, etc, and learn it for communication purposes. Thus, they want to build a strong basic in the language to use it correctly

Section Two: Students' Communicative Competence

Item5.To what extent do you think that having good oral communication is important?

Option	Respondents	Percentage
a. Very important	37	84%
b. Important	7	16%
c. Not important at all	0	0%
Total	**44**	**100%**

Table 3.5:The Importance of Having Good Oral Communication
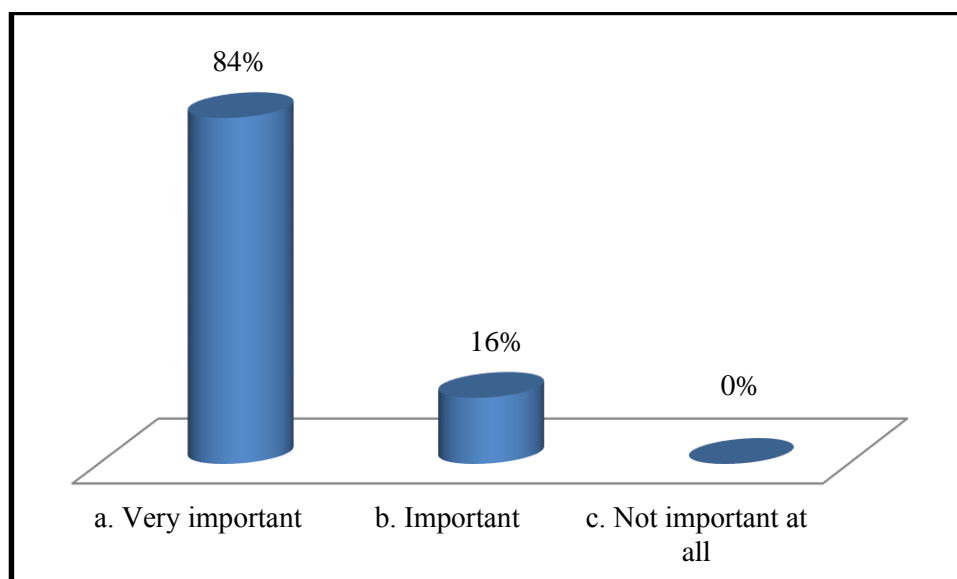
Figure 3.5: The Importance of Having Good Oral Communication

This question shows, about 84% of students greed that it is very important to have a good oral communication; because oral communication is required in any FL learning process. While only 7 students between 44 one, the whole number of participants, who said that it is only important. Moreover, no one said that it is not important at all (0%). As a result, those data show the awareness of the students and their big necessity of having a good oral communication. The students' justification was as follows:

(Some of The students' answers are as following)

a)   For 'Very important'

• "If u don't learn, it will be hard to communicate with your students in your future job." Having a good oral communication is very important for your future career.

• "Because the spoken language is very important, like how people can evaluate your level in speaking if u don't have an oral communication" that participant aimed to say that people judge your level in the target language according to your oral communication.

• "To improve the speaking and listening skills", here that student emphasis that having good oral communication could help in improving the other skills besides of it.

• "It is important because you will need it not just in your studies but in your daily life as well" achieving good oral communication gives you the opportunity to enhance your way of living.

• "Because language is communication" that participant summarized the whole language as it is in parallel the same with communication.

b)   For 'Important'

• Because it's important to improving our language.

• If I want to an English teacher I have to fluent in oral.

• to communicat easier.

• Because it is integrated with all the other skills both in academic and professional life and needed at a daily basis.

According to these answers having a good oral communication is important due to it helps in improving the students' language , achieving a high level of fluency , helping to speak the language easier, etc.

Item6. How much do you think you are able to communicate in English?

Option	Respondents	Percentage
a. Very well	2	4%
b. Well	20	46%
c. Average	20	46%
d. Poor	2	4%
Total	**44**	**100%**

Table 3.6: Students' Ability to Communicate in English
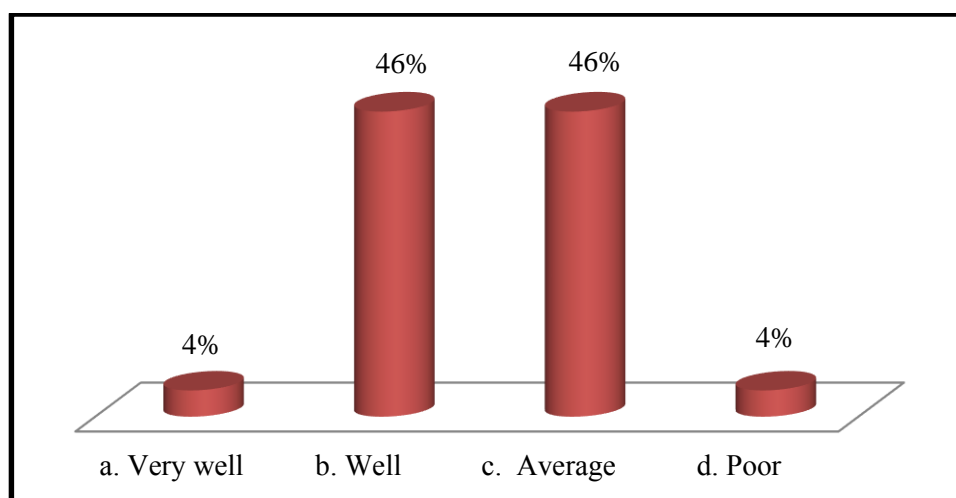
Figure3.6: Students' Ability to Communicate in English

Behind proposing this question we wanted to know, how well students are able to communicate in English. As far as, we notice from these results all the learners asserted that they are able to communicate, but in deferent levels. One category of learners 46% said that they have a "well" average in communication skill. May be due to, their every day practice. However, another category of students with the same percentage 46% declared they have an "average" level in communication with that language. Perhaps, because most of them have not yet built a strong communicative skill or they are not yet very satisfied with their level. The next results will show their justification for that answer. In addition, only two students 4% said that they have a "very well" level; in the other hand, only two other students 4% affirmed that they still have a poor level.

If it is average or poor, is it because of:

Option	Respondents	Percentage
a. Poor knowledge about the grammar rules	4	10%
b. Poor vocabulary	9	20%
c. Poor pronunciation	2	4%
d. Lack of practice	20	46%
e. Lack of exposure to the native English	9	20%
Total	**44**	**100%**

Table 3.6.1: Reasons behind Students' Poor/ Average Ability to Communicate in
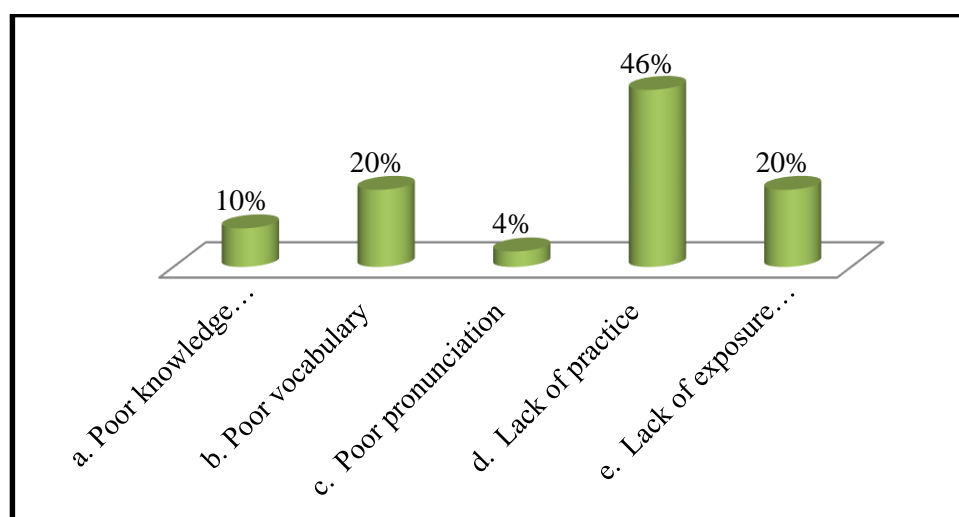
English

Figure 3.6.1: Reasons behind Students' Poor/ Average Ability to Communicate in English

As the data shows the reasons behind students' poor/ average ability to communicate in English .As it mentioned, most of students agreed that lack of practice is the first reason behind their lack of interact and communication 46%. Then, the students' poor of vocabulary and lack of exposure to the native English with the same degree 20%. Next, Poor knowledge about the grammar rules is also another reason, four students affirmed about it; in addition to the reason of lack of pronunciation with 4%. Other responses were as follows:

If others, please specify

- "I can communicate smoothly, the thing that lowers my self-confidence is whether I am producing natural English that resembles the one spoken by English speakers or forgetting the words (vocabulary)." Lack of confidence is another factor for students' poor level in communication.

- "Because I listen to the songs greatly and I am addicted to the English and Spanish series sometimes." Informal language that they get familiar with through various social media effects on the academic language of some students.

- "I guess it's because the continuous practice." Lack of every day practice is the reason behind poor ability to communicate the target language as that participant asserted.

Item7.What are the difficulties that you face when communicating in English? (You maychoose more than one answer).

Option	Respondents	Percentage
a. You do not understand what you hear or read	1	2%
b. You do not know what to say.	2	4%
c. You know what to say, but you do not know how.	10	24%
d. You know what to say and how to say it, but you cannot say it.	7	16%
e. You do not know how to use body language	5	11%
f. More than one difficulty	19	43%
Total	**44**	**100%**

Table 3.7: Students' Difficulties When Communicating in English
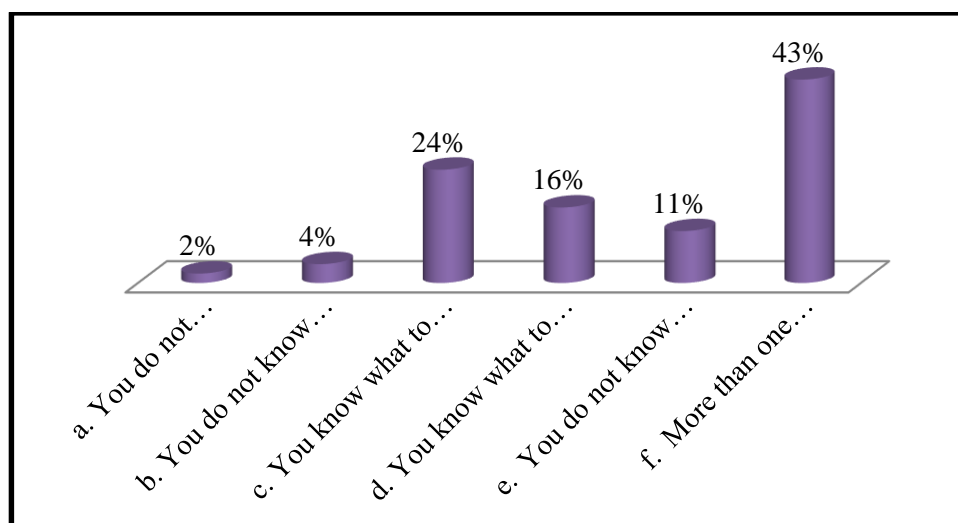
Figure 3.7: Students' Difficulties When Communicating in English

It is clear that many second year EFL students are facing problems in acquiring the language. As it is mentioned in the table and the figure, the majority of them 46% have more than one difficulty. In addition, some students 24% have only the difficulty of that they know what to say, but they do not know how. May be that problem is due to lack of exposure to the target language and interacts. Moreover, 7 students, approximately 16%, who know what to say and how to say it, but they cannot explain it. However, only one student from the whole number (44 participants) who do not understand totally what he/she hear or read.

Item8. According to you, what are the main reasons behind your oral communication difficulties? (You may choose more than one answer).

Option	Respondents	Percentage
a. Poor linguistic competence (vocabulary, grammar and pronunciation) Fear of making mistakes	4	10%
b. Fear of making mistakes	3	7%
c. Fear of negative feedback	0	0%
d. Lack of practice and preparation	2	4%
e. Low self-confidence and/or shyness	1	2%
f. Lack of exposure to the native English	1	2%
g. More than one reason	33	75%
Total	**44**	**100%**

Table 3.8:Students' Reasons behind Their Oral Communication Difficulties
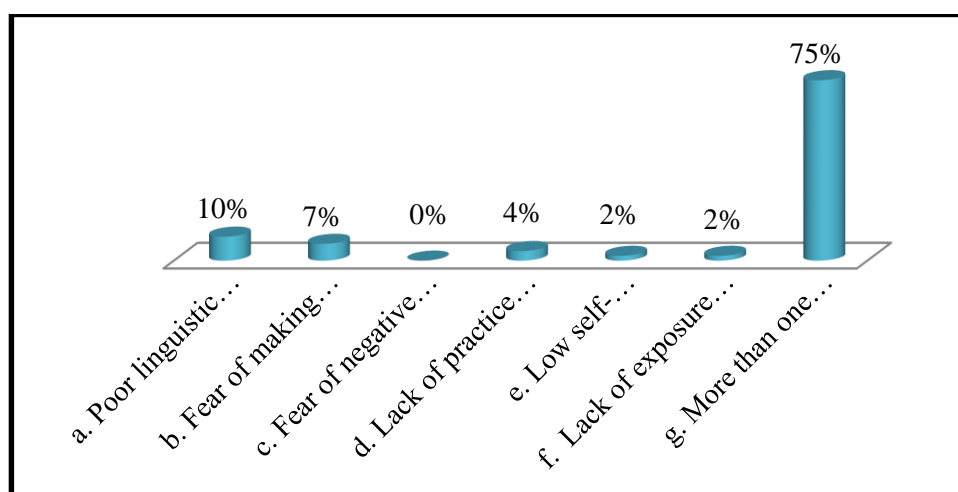
Figure 3.8: Students' Reasons behind Their Oral Communication Difficulties

Again, when we tended to ask this question, we wanted to discover what exactly the reasons behind the students' oral communication difficulties. We found that the reasons behind those problems differ from one participant to another, as it is mentioned in the data above. However, the majority of students 75% have more than one reason for that problem. That may be duo to that second year EFL students are still not well familiar with the target language, so they still need more practice and more performance for being competent enough.   Other reasons presented by students, but they are not mentioned in the table above are as following:

If others, please specify

- I feel shy when I make a mistake and I cannot continue speaking

- Speaking in foreign language hesitation

- Fear of the reaction the hearer

- I need to be confident

- Inconfortable conditions

- When we try to speak English outside the class, most people say the language is foreign and not you

- All the words mix up in your mind or you can't find the right words whenever you talk

It is clear that many factors contribute on students' oral difficulties. One of those factors is the psychological side of the learner, self confidence, fairness, shyness and so on.

Item9. Which module(s) you are studying do you think is (are) the most useful to help you communicate in English? (Here are some of student's answers)

- Oral Expression and civilization (Presentations)

- Mainly oral expression and comprehension

- Oral expression and culture of the language

- Linguistics, written expression

- Oral reading study skills

- Reading

- Oral ex grammar (to choose the correct tense)phonetics

- Oral, writing and grammar

- it depends on how the teachers use specific techniques and methods to make us speak.

- oral expression

- Oral expression... reading

- Written expression

- Oral expression , Reading techniques

- Oral, reading, phonetics

- Oral expression module

The oral expression is the most useful module that helps students to communicate in English. Where, most of students emphasized in their answers that that module allows them to better express what they want to say and orally communicate better. In addition, though oral process they can more perform the language and heal the way of their pronunciation.

Item 10.Which skill(s) do you think is (are) the most important to achieve a good communicative ability? (You maychoose more than one answer).

Option	Respondents	Percentage
a. Listening	3	7%
b. Speaking	7	16%
c. Reading	1	2%
d. Writing	0	0%
e. More than one skill	33	75%
Total	**44**	**100%**

Table 3.9: The Most Important Skills Required Achieve Communicative Ability
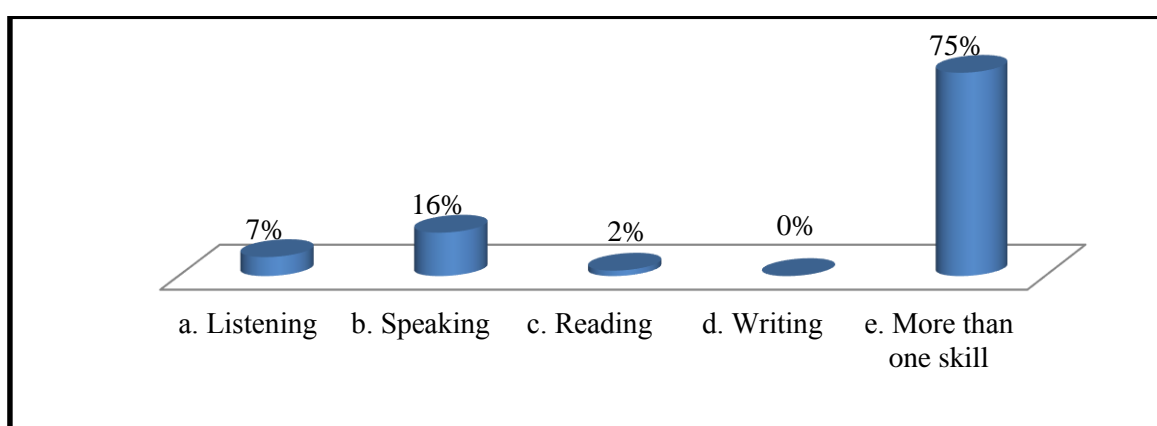
Figure 3.9: The Most Important Skills Required to Achieve Communicative Ability

It can be noticed that, most of the students (more than 33 respondents); approximately 75% agree about the necessity to practice all the four language skills to better perform the communication ability. However, 16% of the participants, about 6 to 7, students said that only the speaking skill can improve communication abilities. In the light of these obtained results, we can say that all the language skills from listening, reading, speaking, and writing are effective in acquiring the English language especially, in developing communication abilities.

Section Three: Reading Authentic Materials

Item 11.To what extent do you think that reading is important for developing EFL students' communicative competence?

Option		Respondents	Percentage
a.	Very important	33	75%
b.	Somehow important	10	23%
c.	Not important at all	1	2%
	Total	**44**	**100%**

Table 3.10:The Degree of the Importance of Reading for Developing EFL Students' Communicative Competence
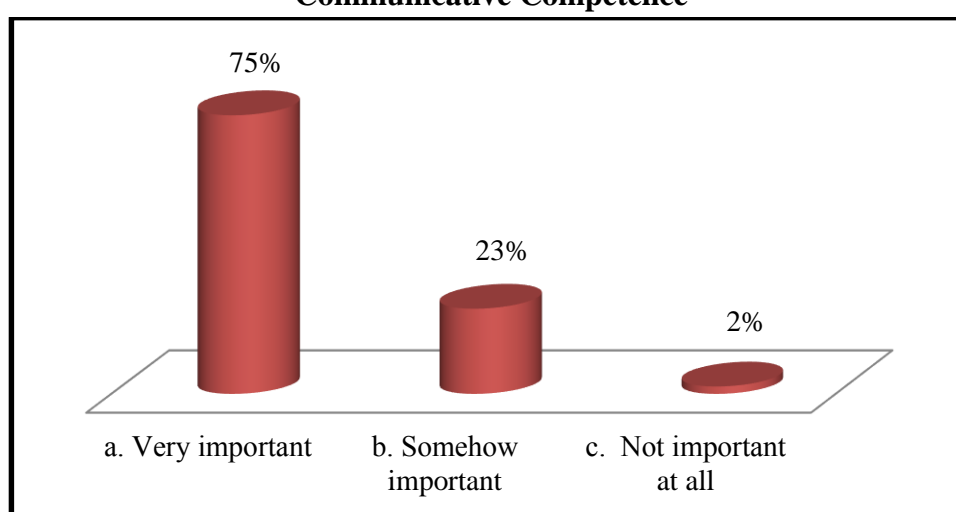
Figure 3.10: The Degree of the Importance of Reading for Developing EFL Students' Communicative Competence

According to the results obtained from the above table, the overwhelming majority of students 75% said that reading is very important in developing their communicative competence. Some students said that reading is very important because "when you read you reach your vocabulary and knowledge in languages", and some of them add "reading help you to learn new vocabularies, new ideas, how to connect between sentences, etc." So, from these results we can notice the majority of participants emphasized on the importance of reading in developing their communicative competence. However, a few categories of participants, 23 %(about 10 students from the whole number 44 students)

said that reading is somehow important. Here are some students' justification about reading is "very important", "somehow important", and "not important at all."

Justify your answers, please

a) For 'Very important'

- "The more you read the wiser you become" Reading gives the vocabulary you need to communicate.

- Because reading helps to improve vocabulary , speaking , and helps students to acquire grammar rules easily

- When you read, you see how words are spelled; it enriches your feedback

- Students will be able to know how to write and communicate properly by knowing the right spelling of words and acquire more vocabulary

- Reading is a good resource to know more about the language.

- Because reading helps you to learn new vocabularies, new ideas, how to connect between sentences...

- You learn new words and expressions and how English speakers communicate

- Just like any other skill, it helps in communication.

b) For 'Somehow important'

- It is important, because it develops vocabulary , culture ... Which have a vital role in communication

- It makes you learn new vocabulary and how to use them

- Reading is good for gaining vocabulary and grammar it could develop ur Fluency but u need listening skill to enhance accent and now how words are pronounced

- We learned new words. New information. and new description method

Item 12.How often do you read?

Option		Respondents	Percentage
a.	Always	2	4%
b.	Sometimes	24	55%
c.	Rarely	15	34%
d.	Never	3	7%
	Total	**44**	**100%**

Table 3.11: The Frequency of Students' Reading
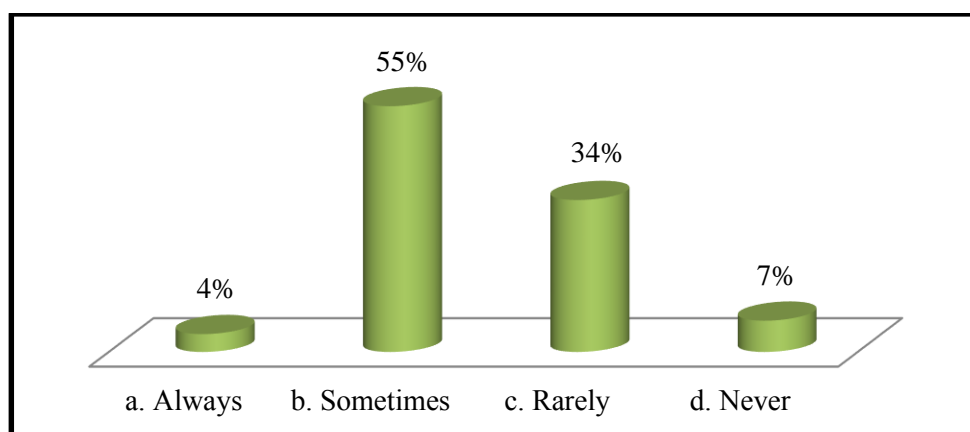
Figure 3.11: The Frequency of Students' Reading

This item was designed to investigate the degree to what extent second year EFL student read. The results were different where 24 students about 55% affirmed that they sometimes expose themselves to read. In addition, 15 students about 34% asserted that they rarely read. However, only 2 students who said they always read. As a result, we can deduce that these differences in percentages reflects that most of students still need to read even they agree about its high importance according to the previous results.

Item 13.What types of materials do you prefer to read?

Option		Respondents	Percentage
a.	Literary books	8	18%
b.	Short stories	23	52%
c.	Magazines	4	10%
d.	Educational docs	9	20%
	Total	**44**	**100%**

Table 3.12: Students' Preferable Reading Materials
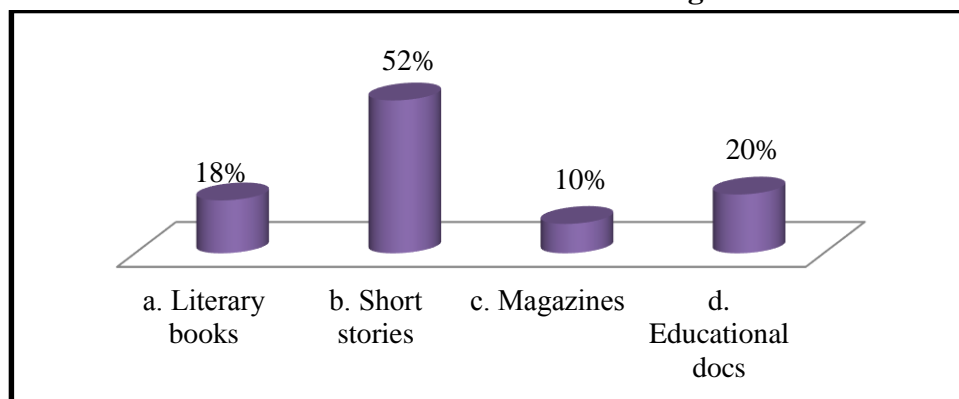
Figure 3.12: Students' Preferable Reading Materials

According to the results obtained from the above table and figure. That explain the students' preferable reading materials, it is clear that each student and his tendency towards those materials which of course differ from one person to another. For the educational documents and literary book about 18% to 20% of participants prefer this kind of materials. While, 52% as the highest degree of participants, (23 student) who choose "short stories ". Most of students choose that sort of materials may because it is the most enjoyable for them. Here are some other referable reading materials according to students 'answers.

If others, please specify

- Article about the modern methods of teaching as they relate to my current profession.
- Self development, fiction, and business books.
- online articles
- Manga, Manhwa, Manhua
- Novels
- Few magazine and short stories and subtitles

Item14. Do you face any difficulties when you read in English?

Option	Respondents	Percentage
Yes	33	75%
No	11	25%
Total	**44**	**100%**

Table 3.13: Students' Responses about Whether They Face Difficulties When Reading in English or Not
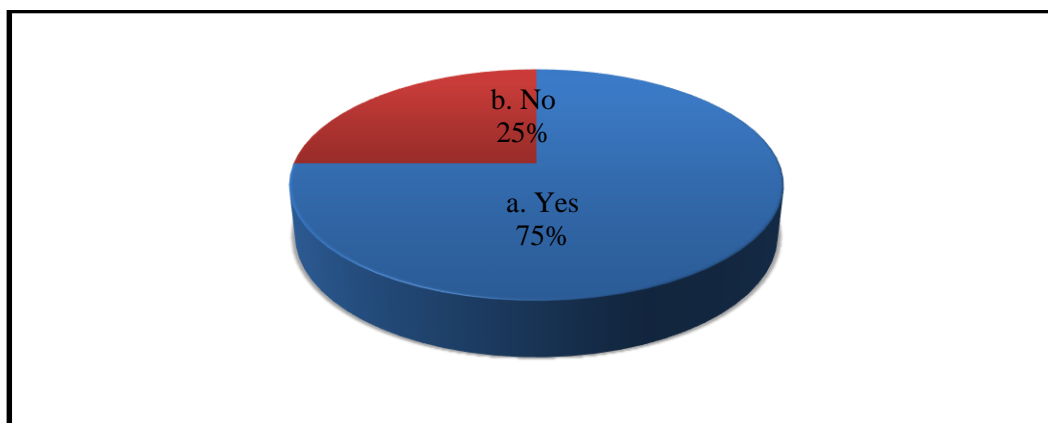
Figure 3.13: Students' Responses about Whether They Face Difficulties When Reading in English or Not

According to these results, it is obvious that the most of students 75% have difficulties when they read .That may be due to the lack of understanding the target language. Otherwise, the rest of them 25% said no we do not have.

If yes, what kind of reading difficulties that you face? (You may choose more than one answer).

Option	Respondents	Percentage
The inability to recognize the types of text and/or the unfamiliarity with the topic of the text,	3	9%
The inability to connect the ideas of the text with each other and/or the inability to connect background knowledge with the new one	0	0%
The inability to understand complex language forms (words, sentences)	5	15%
The inability to understand new vocabulary	12	36%
More than one reading difficulty	10	31%
All of them	3	9%
Total	**33**	**100%**

Table 3.13.1: Kinds of Students 'Reading Difficulties
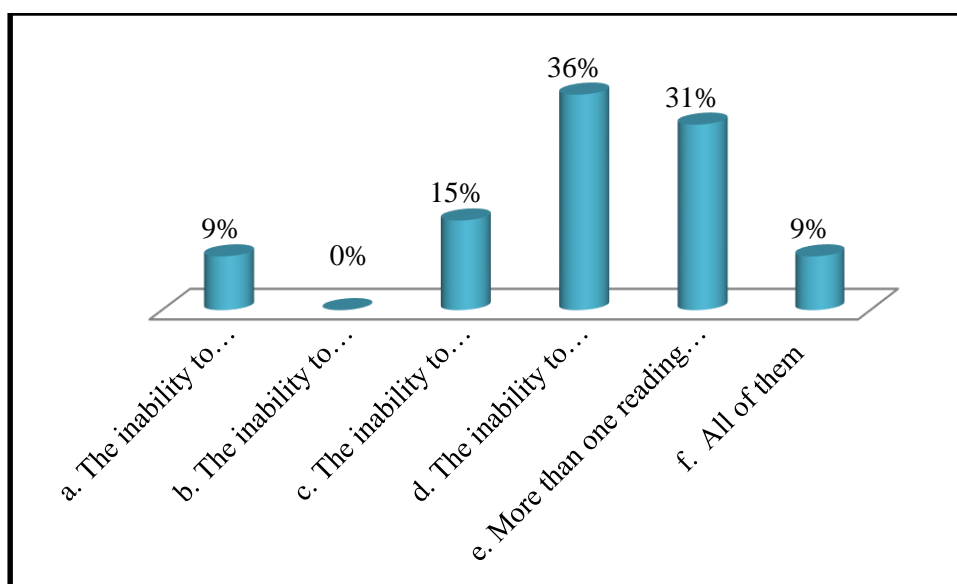
Figure 3.13.1: Kinds of Students' Reading Difficulties

As it is mentioned in the results here, the inability to understand new vocabulary is the first reading difficulty, 36% (about 12 students) face this kind of difficulty while reading .Most of students have this problem perhaps because of lack ofexposure to the target language .In addition 31% (about 10 students) announced that they have more than one difficulty.

Item 15.According to you, what are the main reasons behind your reading difficulties? (You maychoose more than one answer).

Option	Respondents	Percentage
a. Lack of exposure to different text genres and different text structures	11	24%
b. The lack of opportunities for practicing reading	9	20%
c. The disuse of some effective reading strategies	4	10%
d. Learning in overcrowded, disorganized, and noisy classrooms	4	10%
e. Having poor background knowledge	8	18%
f. All of the above	8	18%
Total	**44**	**100%**

Table 3.14:The Main Reasons behind Students' Reading Difficulties
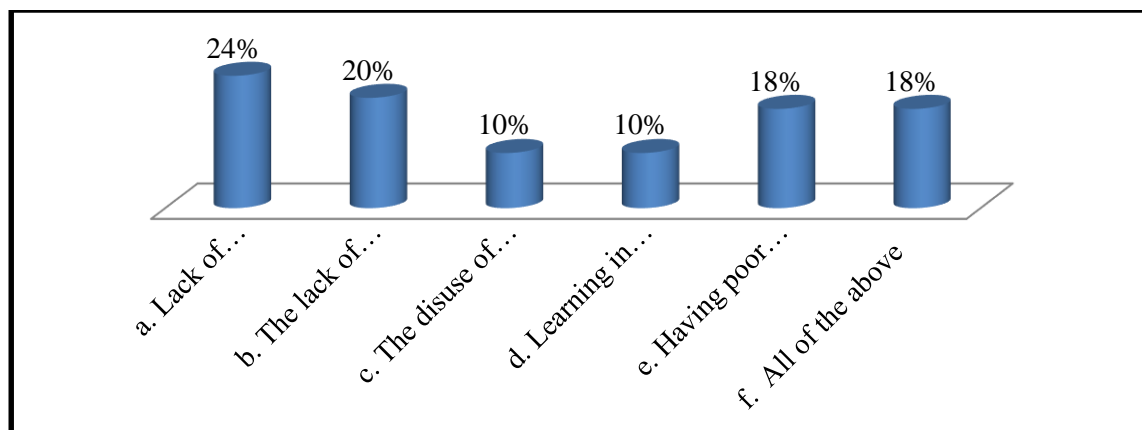
Figure 3.14: The Main Reasons behind Students' Reading Difficulties

According to these data, lack of exposure to the different text genres and different text structures is the main reason behind students reading difficulty; approximately 24% (11 students) asserted that reason. Moreover, lack of opportunities for practicing reading is the second reason after the main one, according to the table, with 20% (about 9 students who affirmed that reason). In addition, eight students (18%) said that having poor background knowledge is their reason behind reading difficulty; in the other side, another eight students said that all what is mentioned in the table above considered as a reason for their difficulty.

Item 16.What are the main strategies that your teacher of reading uses to help you develop your reading ability and to overcome your reading difficulties?

Option	Respondents	Percentage
Exposing you to different text genres (types)	6	14%
b. Assigning reading tasks inside and outside the classroom	2	4%
Assigning reading aloud activities	2	4%
Providing constructive feedback	2	4%
Using authentic texts from magazines, newspapers, geographical or historical docs)	3	7%
More than one strategy	19	43%
All of them	10	24%
Total	**44**	**100%**

Table 3.15: Teacher's strategies to Develop and to help Students' Overcome their Reading Difficulties
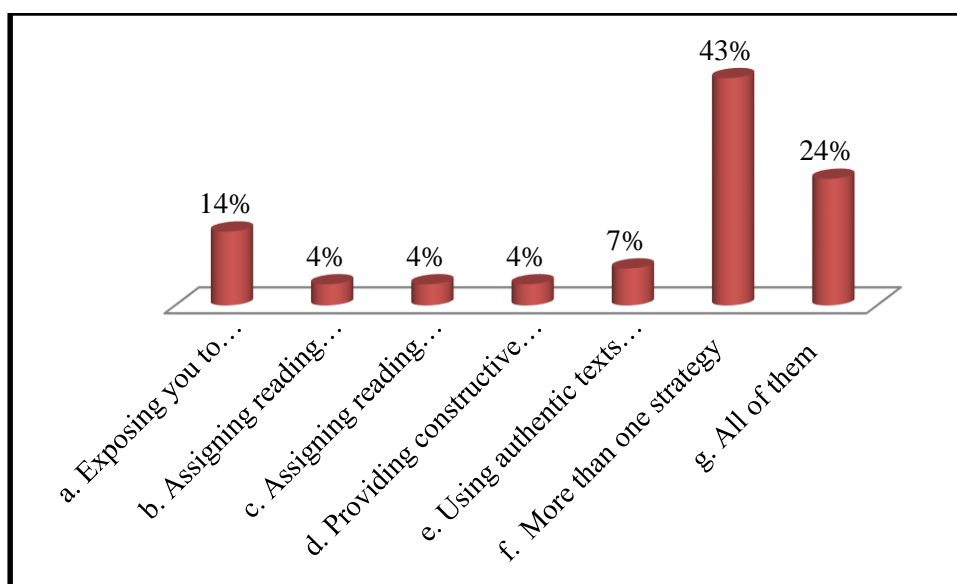
Figure 3.15: Teacher's strategies to Develop and to help Students' Overcome their Reading Difficulties

As it is obvious, the majority of students 43% (19 students) affirmed that their teachers of reading use more than one strategy to overcome their reading difficulty. In addition 24% (about 10 students) said that their teachers use all the strategies mentioned on the above table. We can conclude that, most of teachers of reading are doing big efforts in order to enhance their students' level in reading and overcome all the problems that they encounter with.

Item 17.If you know that authentic texts are materials which were originally written for authentic speaking audience, and which are directed for non-educational purposes, how often does your teacher of the reading module use such types of texts?

Option	Respondents	Percentage
Always	4	10%
Sometimes	19	43%
Rarely	18	40%
Never	3	7%
Total	**44**	**100%**

Table 3.16: The Frequency of Teachers' Use of Authentic Texts in Reading Module
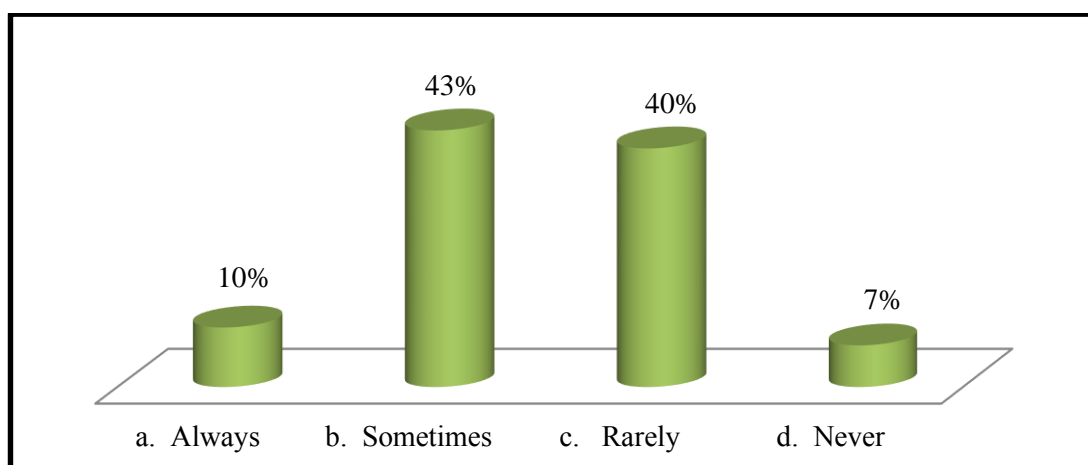
Figure 3.16: The Frequency of Teachers' Use of Authentic Texts in Reading Module

The results obtained from this item show that, from 43% to 40% students declared that between sometimes and rarely their teachers of reading use authentic text in reading module. These results reflect that the teachers of reading module sometimes or rarely they use those materials in their classes, may be because that they exchange between them and other sorts of materials and texts.

Item 18.To what extent do you think that reading authentic texts can be beneficial for students to develop their communicative competence?

Option	Respondents	Percentage
a. Very beneficial	27	62%
b. Somehow beneficial	16	36%
c. Not beneficial at all	1	2%
Total	**44**	**100%**

Table 3.17: The Benefits of Reading Authentic Texts for Developing Students' Communicative Competence
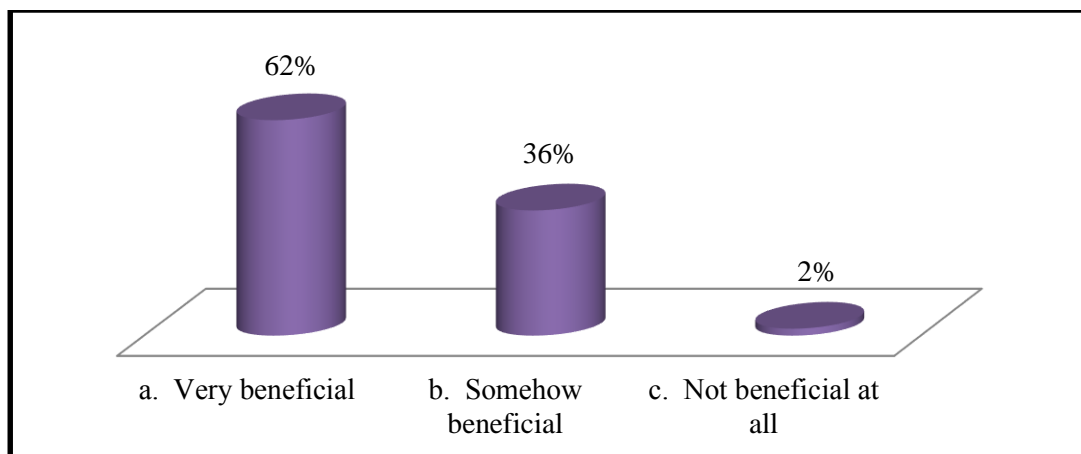
Figure 3.17: The Benefits of Reading Authentic Texts for Developing Students' Communicative Competence

Behind questioning this item we wanted do know to what extent can reading authentic texts be beneficial for EFL students to develop their communicative competence. As it is mentioned 62% (27 of students) asserted that it is very beneficial maybe because this category of learners is highly familiar with this kind of materials. Moreover, 36% (about 16 students) said that it is somehow beneficial. However, only 2% (one student) claimed that it is not beneficial at all.

The obtained answers were very helpful for this research topic due to the various students' point of view; we would introduce some of them as follows:

Students' justifications

a)   For 'Very beneficial'

•   For the first student said that reading authentic texts "improves linguistic knowledge", so he emphasized that this type of reading improves students C.C in this side (linguistic competence).

•   For the second student said that reading authentic texts can be beneficial for students to develop their communicative competence; Because "they help students to learn how to communicate in real situations"

- For the third one, he added that reading authentic texts "help us to explore native speakers and how they write and think"

- For the forth student also emphasized that "you will have an overview about how native speakers use the language and you can learn also how to use it"

- In addition another participant focused that "Reading helps in many ways, it makes you know new vocabulary, how sentences are formed and reading loudly can improve your speaking skill". Here he/she shed the light on that reading of those materials help in enriching the readers' linguistic competence.

- Moreover, another student said that "Because you will know how native English speakers use words and expressions depending on the context ".Here this student added that the benefits of reading authentic text extent to help more in building the readers' communicative competence; to know more about the appropriate use of the language as native speakers do.

b) For 'Some how beneficial'

- In this category of answers, one student justified that "Authentic reading texts are beneficial because they provide students of how language is being used in real life situation; it makes language sound so natural when they get used to read authentic texts". Reading authentic texts helping the learner to be somehow in adequacy as the same target language context.

- Another student justified "because it makes students vary the source of knowledge."

- And one another participant said "to be somehow like native speaker."

c)   For 'Not beneficialat all'

In this category of answers only one person added that the readings of authentic texts are not beneficial in building students' C.C because "Young learners tend to read different books such as Mangas' magazine". So, young learners as he/she claimed they don't have tendency toward this type of written text.

3.7 Analysis of the Teachers' Questionnaire

Section One: General Information

Item 1.Would you please specify your degree?

Option	Respondents	Percentage
a. Magister	3	43%
b. Doctorate	4	57%
Total	7	100%

Table 3.18: Teachers' Degree
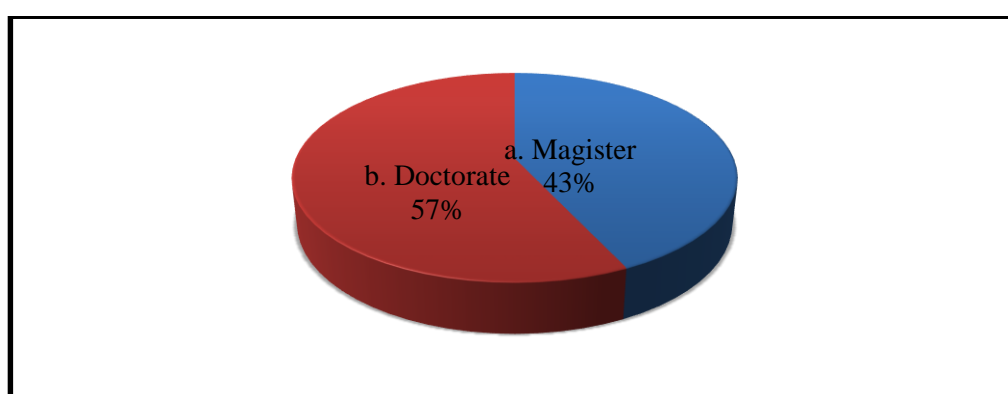
Figure 3.18: Teachers' Degree

As the table and its figure show that the highest percentages (57%) of participants have the doctorate degree. Otherwise (43%) of the teachers participants in this study have Magister degree. That indicate may be that the number of newest teachers; who already have got master degree than succeed in the doctorate exam is more than the oldest ones. Because only in the few years ago the educational system has changed from the classic system to LMD (License, Master, doctorate).

Item2. How long have you been teaching the Reading module?

- One year
- 5 years
- Three years
- One year
- Two years

- I taught it for 1 semester in 2019

Among teachers' answers, we can conclude that the reading module have not a long period of time; when the department of English language at Biskra University (UMKB) started to apply it as an official module in the students' timetable.

Item3. How do you find teaching reading; is it difficult to teach students reading? Justify your answer, please

- No, it is not.
- No, it is not a difficult one.
- Not at all, it helps not only the students but teachers also to improve their information of the world and use language to understand the world
- Difficult yes, but very enjoyable experience it was.
- The subject is not difficult at all, but it is the students' unwillingness to learn.
- It is enjoyable, fun module. It is easy
- It is challenging as students are not used to this kind of courses

The teachers' views about teaching reading module as the most of them said that is not difficult at all; in contrast, it is enjoyable and easy module. However, it requires some challenges (as some teachers, during our questioning, declared that the only difficulty is when searching about topics for students). Also it requires some efforts among learners.

Item 4.Do you find reading skill an interesting subject for 2nd year EFL learners?

Option	Respondents	Percentage
a. Yes	7	100%
b. No	0	0%
Total	7	100%

Table 3.19: Teachers' Opinions about Reading as an Interesting subject for 2nd Year EFL   Learners
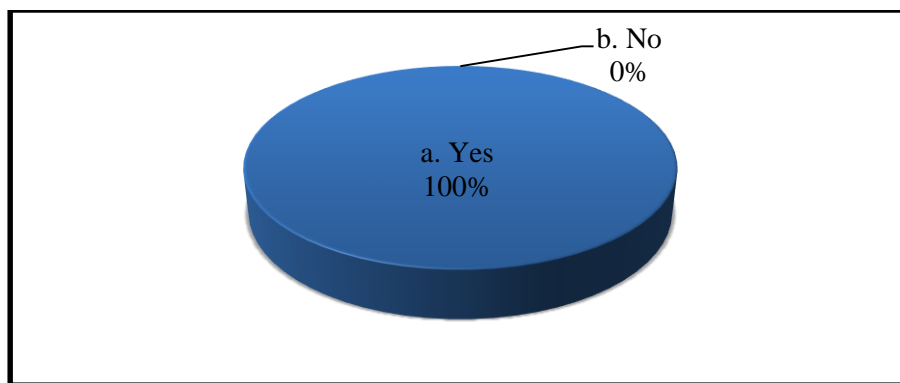
Figure 3.19: Teachers' Opinions about Reading as an Interesting subject for 2nd Year EFL Learners

All the teachers (7 teachers) here said yes (100%) for reading as an interesting subject for 2nd year EFL learners, as the table and figure show. While no one took an opposite view. That may be because of its unlimited beneficial for EFL students.

Item5. According to you, what are the benefits of teaching reading to EFL students?

Option	Respondents	Percentage
a. It increases their vocabulary size	0	0%
b. It ameliorates their fluency	0	0%
c. It exposes them to different language styles	0	0%
d. It enhances their communicative competence	0	0%
e. All of them	7	100%
Total	7	100%

Table 3.20: The Benefits of Teaching Reading to EFL Students
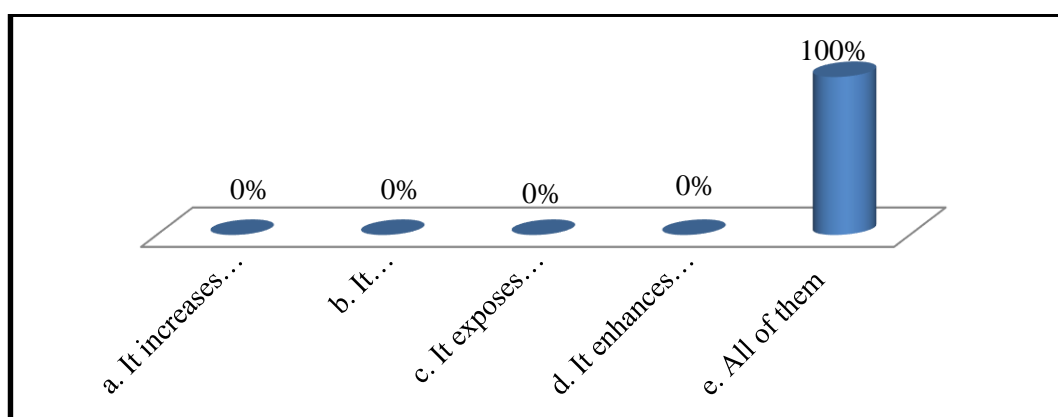
Figure 3.20: The Benefits of Teaching Reading to EFL Students

As the results show, again the majority of participants (all of them 100%) agree that the benefits of teaching reading are all of the benefits mentioned in the table above. Thus, reading skill has more than one benefit for EFL learners. Additionally, some other teachers provided other benefits which are as following:

Others:

- It gives them the chance to read in English in class different texts if they do not devote time to read at home.

- To teach the other skills through reading ,writing, and speaking specifically

- Also it enhances critical reading and thinking

- Reading is a basic skill for EFL learners

These results conclude that the reading process is more than an important skill for 2nd year EFL students. That undoubtedly has great effects in developing their level.

Section Two: Communicative Competence

Item 6: How do you consider developing EFL students' communicative competence?

Option	Respondents	Percentage
a. Very important	6	86%
b. Important	1	14%
c. Not important at all	0	0%
Total	7	100%

Table 3.21: Teachers' Consideration of Developing EFL Students' Communicative Competence
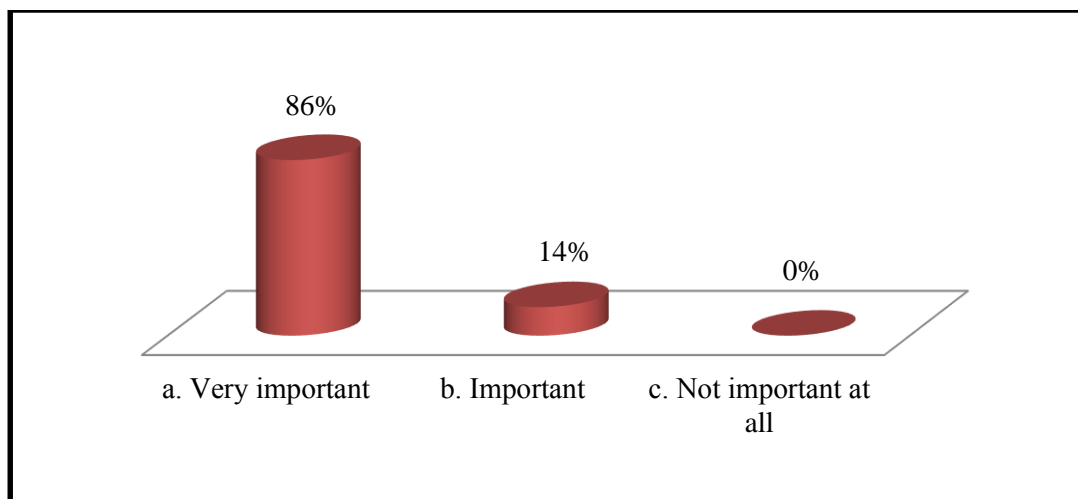
Figure 3.21: Teachers' Consideration of Developing EFL Students' Communicative Competence

The majority of teachers 86% asserted that developing EFL students' communicative competence is a very important issue. That what reflects its necessity in developing students' level in the target language. Some of teachers' justifications were as following:

a) For 'Very important'

- "The main aim of teaching English for students is to develop their communicative competence especially we are teaching under the era of the communicative approach and that's the major aim". This teacher asserted that the main goal of teaching English as a foreign language is for communication purposes that is why C.C is very important.

- Here this teacher affirmed that "We use the language to communicate"; thus C.C is mainly related to communication process.

- "Language is primarily communicative"; thus the main aim of teaching any language is to use it for communication.

b) For 'Important'

- "It is important that any student will be able to create social and academic network via his communicative competence." Here, C.C strengthens the learner's social and academic relationships.

Item 7.As far as 2ndyear students are concerned, what do you think about their level of communicative competence?

Option	Respondents	Percentage
a. Excellent	0	0%
b. Good	2	29%
c. Average	4	57%
d. Weak	1	14%
Total	7	100%

Table 3.22: Teachers' Evaluation of Their Students' Level of Communicative Competence
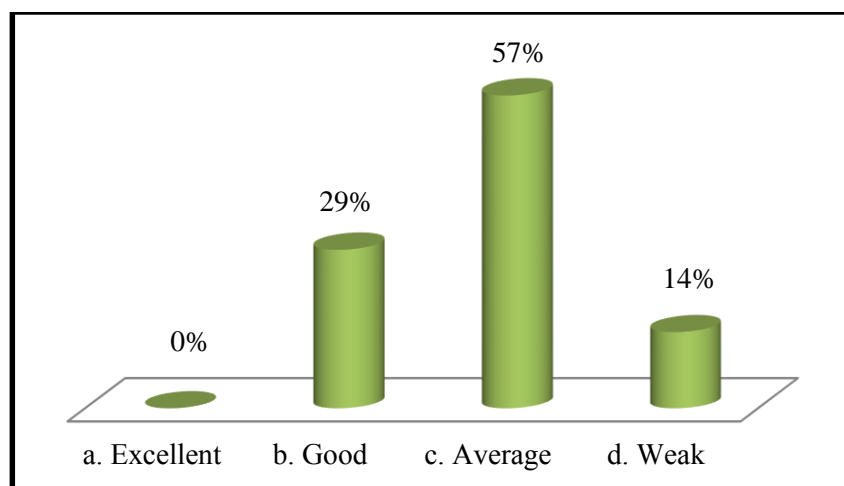
Figure 3.22: Teachers' Evaluation of Their Students' Level of Communicative Competence

According to the teachers' view about their learners' level of communicative competence is average. 57% (about 4 out of 7) teachers declared that. Moreover, 29% of the participants said that their students' level of C.C is good. That may be due to the fact that the teachers of reading vary in the quality of topics that they provide for their learners inside classroom.

Item 8.If you are not satisfied with your students' communicative proficiency; according to you, what are the main reasons behind that?

- I think it is due to lacks of real conversations using English.
- Many reasons, some are linguistic ones, some are psychological ones, and so on.
- Lack of reading and lack of practice
- Lack of exposure to and use of the target language outside the classroom

The teachers here provide us with the most reasons behind students' lack of communicative competence according to their opinions. So those reasons vary from problems related to lack of practice and exposure to the target language to problems related to psychological issues and so on.

Item9.As a teacher of reading module, are your reading activities based on:

Option	Respondents	Percentage
a. Structural activities (practicing the language and form)	1	14%
b. Communicative ones (interaction and communication with learners)	6	86%
Total	7	100%

Table 3.23: The Basis of Teachers' Reading Activities

Figure 3.23: The Basis of Teachers' Reading Activities

According to the results obtained from this question which aimed to investigate the kind of activities that teachers of reading tend to focus on during their lectures. As it is mentioned, most of teachers (6 out of 7) approximately 86% who said that their activities are based on communicative ones (interaction and communication with learners). That is because of those teachers want to interact with their students and teach them how to communicate. However, only 14%, who said that their activities are based on structural ones. **Here are some teachers' justifications:**

a) For 'Structural activities (practicing the language and form)'

- "It is because of Time limitations", the problem of time prevents some teachers here to interact with their students.

b) For 'Communicative ones (interaction and communication with learners)'

- "I always choose texts with activities which are different than only structural ones. I have sections for speaking especially in the pre-reading phase an sometimes at the end of the reading task. I also integrate writing when they summarize the text or when they give their opinions about something related to the text. Vocabulary activities are included; fill in the gaps activities as well and so on." This kind of teachers tends to teach the reading module besides the four language skills ,and that is too effective for students

- "Both of them, to practice the language in terms of the structure and form and to communicate orally" this is another option for that teacher who tends to integrate both the structural and the communicative activities during his/her lecture.

- "To help them become strategic readers". Here, another justification from another teacher who has a different perspective from teaching reading for communication purposes.

Item 10.What are the main strategies that you use to help your students develop their communicative competence?

Option	Respondents	Percentage
a. Developing their linguistic competence	0	0%
b. Exposing them to different text genres and structures	1	14%
c. Assigning reading tasks inside and outside the classroom	1	14%
d. All of them	5	72%
Total	7	100%

Table 3.24: The Main Strategies Teachers Use to Develop Their Students' Communicative Competence
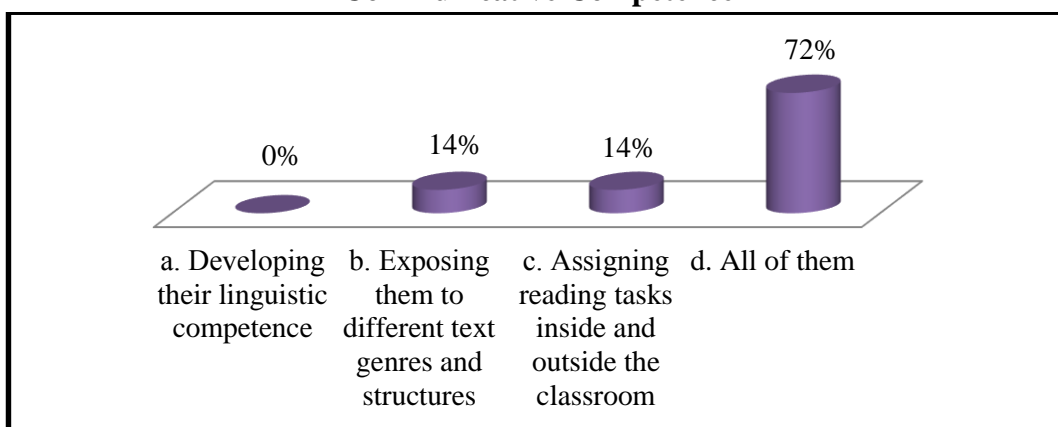
Figure 3.24: The Main Strategies Teachers Use to Develop Their Students' Communicative Competence

As it is obvious, the majority of teachers (72%) choose all the suggested options that are stated in the table as the main strategies that teachers use to develop their students' communicative competence. However, only few of them 14% (one teacher) who exposes his/her students to different text genres, or another one 14% who tends to assigning reading tasks inside and outside the classroom.

Item 11.In your opinion, is it important to contextualize EFL reading classroom? If yes, please how?

- Yes, of course. All the reading process should be taught with the contextualization process which is the heart of the communicative approach and context is crucial to develop the communicative competence.
- One way is to give them texts to read related to their interests ,and the things they need to link them to real life and work place
- Yes ,students need to be taught texts in relation to various situations to build up their vocabularies
- Yes, students should be oriented towards what helps them in their academic and professional career

According to these answers, the participants asserted a lot about the necessity to contextualizing EFL classrooms. Moreover, their strategies vary from one to another. According to them, providing students with texts related to real life and work place, and dealing with words, utterances, or topics related to authentic situations are some ways to contextualize EFL classroom.

Section Three: Reading Authentic Materials

Item 12.How can you define authentic materials?

- They are everyday documents and tools that students use.
- They are authentic in terms of language and the material itself which they have to be real-life world language and texts if we relate it to reading of course.
- They can be true documents belonging to specific domain. They can be also pictures, TV shows, maps, etc.
- Any materials used by teachers as a second hand, i.e. They are not meant to be used in teaching in first place. This includes all what is produced by natives and directed to them
- Those materials written by native speakers for native speakers
- AM is any sort of material written in English such as articles, videos, texts. AM, bridge the gap between classroom language use and real life situations through bridging familiar linguistic situations.
- Any material that is not originally designed for classroom teaching and learning activities

According to these answers, we can conclude that, the teachers of reading module are aware about the use of those materials, as they said "They are not meant to be used in teaching in first place", also they can be a tool used "to bridge the gap between classroom language use and real life situations through bridging familiar linguistic situations." Here, we can say that authentic materials (AM) are from the beneficial sorts that can be used to contextualize EFL classroom (in belonging to the previous item).

- I think it is due to lacks of real conversations using English.
- Many reasons, some are linguistic ones, some are psychological ones, and so on.
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The teachers here provide us with the most reasons behind students' lack of communicative competence according to their opinions. So those reasons vary from problems related to lack of practice and exposure to the target language to problems related to psychological issues and so on.

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Option	Respondents	Percentage
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Total	7	100%

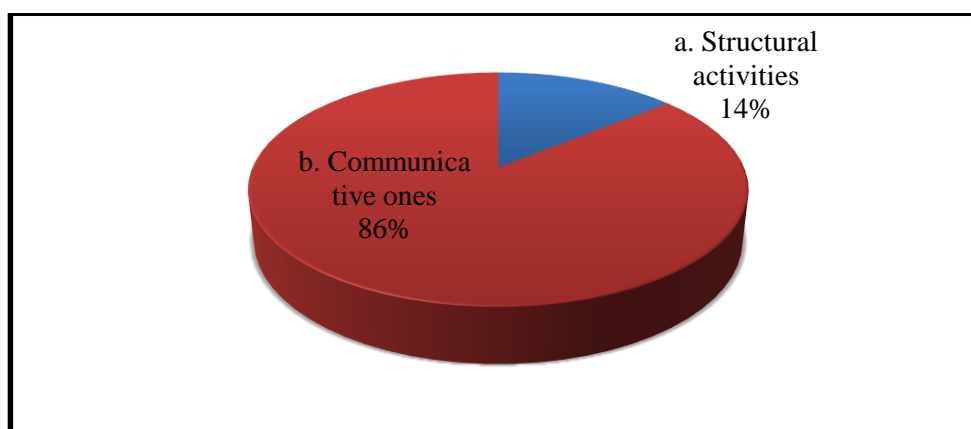**Table 3.23: The Basis of Teachers' Reading Activities**

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Item 10.What are the main strategies that you use to help your students develop their communicative competence?

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h. All of them	5	72%
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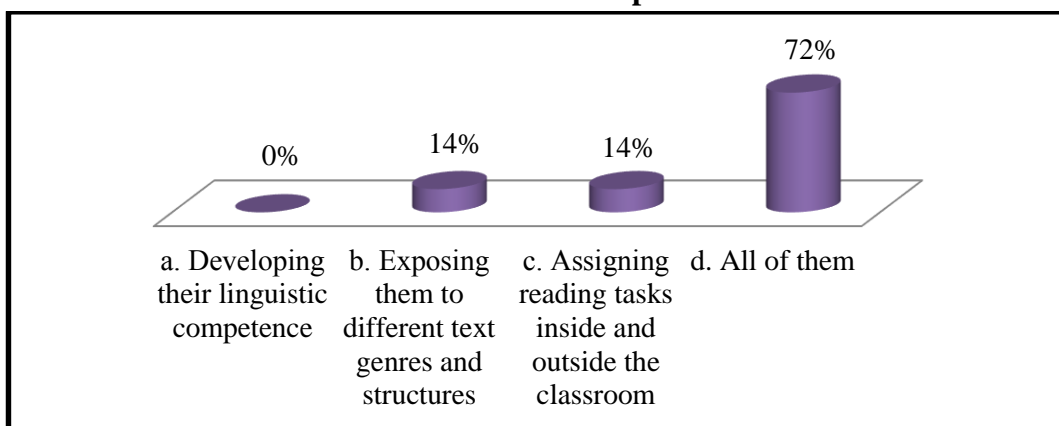
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- Yes, of course. All the reading process should be taught with the contextualization process which is the heart of the communicative approach and context is crucial to develop the communicative competence.

- One way is to give them texts to read related to their interests ,and the things they need to link them to real life and work place

- Yes ,students need to be taught texts in relation to various situations to build up their vocabularies

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- They can be true documents belonging to specific domain. They can be also pictures, TV shows, maps, etc.
- Any materials used by teachers as a second hand ,i.e. They are not meant to be used in teaching in first place .this includes all what is produced by natives and directed to them
- Those materials written by native speakers for native speakers
- AM is any sort of material written in English such as articles, videos, texts. AM, bridge the gap between classroom language use and real life situations through bridging familiar linguistic situations.
- Any material that is not originally designed for classroom teaching and learning activities

According to these answers, we can conclude that, the teachers of reading module are aware about the use of those materials, as they said "They are not meant to be used in teaching in first place", also they can be a tool used "to bridge the gap between classroom language use and real life situations through bridging familiar linguistic situations." Here, we can say that authentic materials (AM) are from the beneficial sorts that can be used to contextualize EFL classroom (in belonging to the previous item).

Item 13.What types of reading materials do you use?

Option	Respondents	Percentage
a. Texts/passages from authentic documents	4	57%
b. Texts/passages from non-authentic documents	0	0%
c. Both of them	3	43%
Total	7	100%

Table 3.25: The Types of Reading Materials Teachers Use
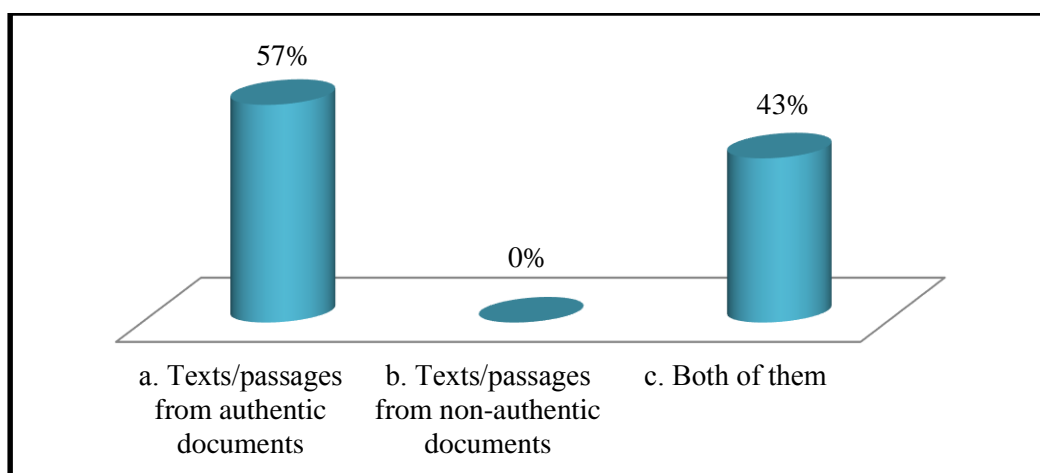
Figure 3.25: The Types of Reading Materials Teachers Use

This item tends to investigate the types of materials that teachers of reading mostly use. In relation to the results obtained above. It is clear that the texts/passages from authentic documents are the mostly kinds (57%) (4 participants) that teachers of reading depend to use during their session. Because they grasp students' interest since they treat issues related to real life subjects. Moreover, some other teachers (43%) (3 participants) use both texts from authentic and non authentic documents; because they want to vary from time to time according to the course objectives. Here are some teachers' justifications:

a) For 'Texts/passages from authentic documents'

- "It is useful to use authentic documents to assure students grasp the aim behind a lecture." A.M help in holding the objectives of the session.

- "I try the maximum to use the authentic texts because once they are related to the students' real life, they are more beneficial and students are engaged more. They read about what they see and live in their everyday lives." A.M attract students' interest because they are related to real life issues.

- "They improve the thinking of the students." Here, that teacher has a tendency towards the use of texts/passages from authentic texts; because they treat subjects that can enhance students' way of thinking.

b) For 'Both of them'

- I worked with them both in regard to some objectives and because of some limitations .Non-authentic materials are easy to use and save to meet certain aims according to students' level .Authentic ones are challenging to use and they have to be well selected to fulfil the objectives

- Choosing the materials depends on the course objectives

- it depends on the objective of the lesson

For the first teacher, he uses texts from both authentic and non authentic materials; because they are both easy to use according to his own view. In the other hand, the other two teachers use both authentic and non authentic in depends to the course objective. So they exchange between them from time to time.

Item 14.How often do you use authentic materials in reading module?

Option	Respondents	Percentage
a. Always	4	57%
b. Sometimes	1	14%
c. Rarely	0	0%
d. Depends on the objective of the course	2	29%
Total	7	100%

Table 3.26: Frequency of Teachers' Use of Authentic Materials in the Reading Module
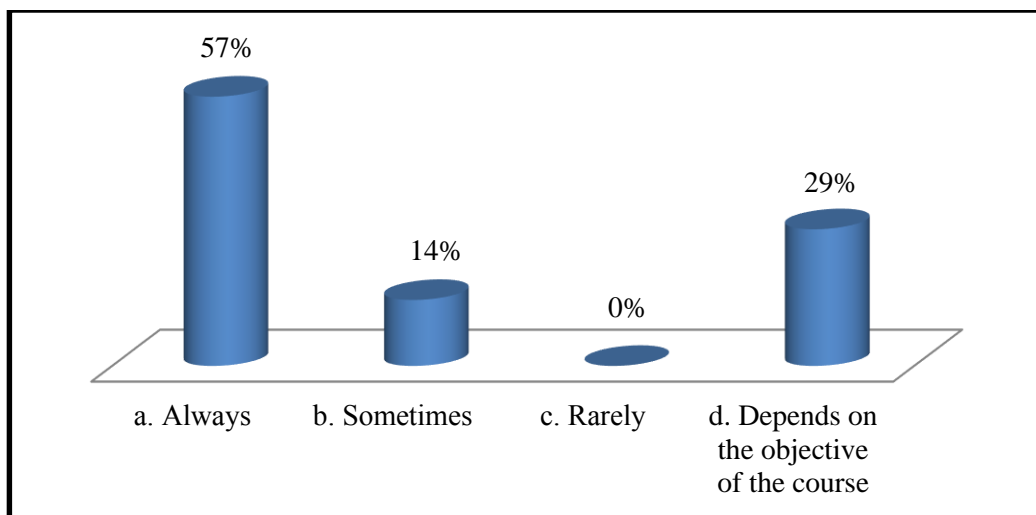
Figure 3.26: Frequency of Teachers' Use of Authentic Materials in the Reading Module

As it is shown, 57% of teachers (4 participants) are always use A.M during their sessions. Moreover 29% about (2 participants) use AM in the reading module in depends to the course objective. The usual use of those materials among teachers of reading considered may be, as a rich source for them where they rely to use them for the most of the time.

Item 15.What types of authentic materials do you use?

- Reading books.
- Any text that is authentic and they can be passages, journal articles, interviews, etc.
- To put the text into a context, the texts are anchored using pictures only.
- Mostly, magazines and newspapers articles.
- All sorts descriptive, narrative, argumentative, etc.
- Articles, scientific texts etc.
- Newspaper articles.

It is obvious that the teachers of reading use all sorts of authentic materials" copied version" those are available for them from magazines, newspapers, articles, scientific texts, etc.

**Item16. In your opinion can reading authentic materials develop learners'
communicative competence**?

Option	Respondents	Percentage
a. Yes	7	100%
b. No	0	0%
Total	7	100%

**Table 3.27: Teachers' Opinions towards Reading Authentic Materials in Developing
Learners' Communicative Competence**
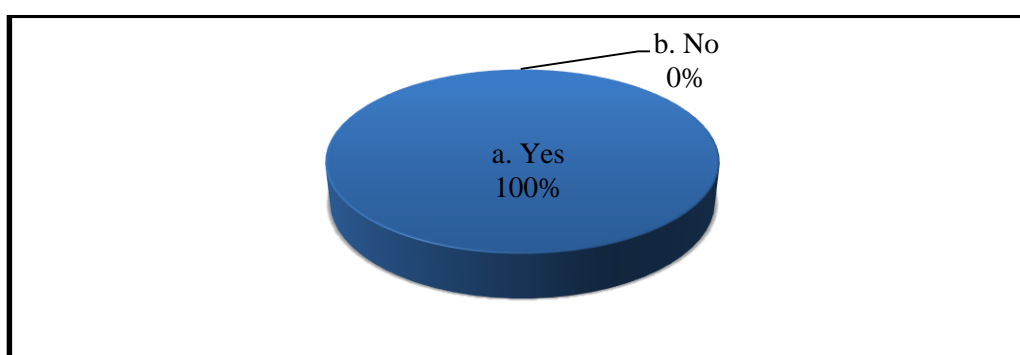
**Figure 3.27: Teachers' Opinions towards Reading Authentic Materials in Developing
Learners' Communicative Competence**

The overwhelming majority (100%) of participants (7 teachers) said yes that reading
authentic materials texts develop learners' communicative competence. Because, they
increase both the level of competency in the language for learners and provide them with
the appropriate use of the language according to the real context; since, AM topics deal
with subjects that are taken from real life experiences. Here are some teachers'
justifications about their opinion concerning that question:

If yes, please say how?

- Being exposed to authenticity and doing different communicative activities, their communicative competence will be developed.

- It familiarizes them with language as used in real life .This help to develop their C.C as what to communicate (words, meanings, genres, etc) and how to use them properly, so that not to be misunderstood .
- The more students read the better communicators they turn out to be.
- Through providing them with the suitable vocabularies.
- Language is represented in its real context.

Teachers' explanation of how those materials can be beneficial, informs us with the fact that AMs provide learners with many benefits among them: being familiar with the target language context in a way or another, enriching students with new vocabularies, and so on.

Item17. What are your objectives for teaching reading module?
- Make EFL students understand what they read.
- We teach the course requirements first, and we can add of course anything that students can benefit from.
- Teaching students how to scan texts ,make predictions, set the purpose of the writer, identifying questions the text in tends to answer, achieve accurate reading comprehension, etc.
- At first it was for the sake of familiarizing them with reading meeting them to learn new vocabularies. Then I worked on reading as a source of new acquired knowledge and competences.
- Enhance critical reading.
- To develop students' language use proficiency.
- To help learners become strategic readers.

In conclusion, the objectives from teaching reading differ from one teacher to another. As it is shown, all those objectives as well as developing students' language use proficiency, teaching them new vocabulary, and motivating them to become good readers, etc. They can help in developing the learning process of 2nd year EFL students.

3.8 The Interpretation of the Results

The answers of both students and their teachers were very helpful to explore the research questions and achieving the target goals of this study. The gathered data showed that the copied versions of authentic materials are very beneficial in developing students' communicative competence. The research questions are: How can EFL learners' communicative competence be improved through reading authentic materials. What are the difficulties that face EFL students to communicate effectively/ correctly. What are the main reasons behind EFL students' communicative difficulties, and what are students and teachers' attitudes towards integrating authentic materials inside EFL classrooms their answers were as follows:

The main research question was: how EFL learners' communicative competence can be improved through reading authentic materials; where this research question aims to describe how the reading of those materials enhances learners' communicative competence. The data showed that this type of material provides learners with uncounted numbers of utterances they need. Also, it helps them in using the target language appropriately as the native speakers do.

The first sub-research question was about the difficulties that face EFL students to communicate effectively/ correctly; where it aims to explore EFL students' main communicative difficulties. The results revealed that 2nd year English students face more than one difficulty to communicate effectively in the target language, and among them: they know what to say, but they do not know-how, or they do not know how to use the body language.

The second-sub research question was about the main reasons behind EFL students' communicative difficulties; where it aims to identify the main reasons behind students' difficulties. The data showed that the reason behind those difficulties is also more than one

reason, and among them, are lack of exposure to native English, poor linguistic competence (vocabulary, grammar and pronunciation), fear of making mistakes, lack of reading and lack of practice, lack of exposure and lack of use the target language outside the classroom.

The third sub-research question was about the student's and teachers' attitudes towards integrating authentic materials inside the EFL classroom. Where this research question aims to determine teachers' and students' attitudes towards the integration of those materials. The results again showed that both students and their teachers have a positive attitude towards the uses of A.M, and they both benefit from them.

As a result, through the interpretation of the gathered data, we have found the answers to our research question. For the main research question, we have found that the reading of authentic materials plays an essential role in overcoming students' problems and developing their communicative competence. Through that, it helps them in using the target language appropriately. For the first-sub research question which is about the students' difficulties, the results revealed that one of those difficulties is that they do not know how to use body language. Moreover, for the second sub-research question, the reason behind those difficulties of them is that they have a lack of exposure to native English. Additionally, for the third and last research sub-questions, the answers about the students' and teachers' attitudes toward the integration of authentic materials were completely positive.

Conclusion

At the last chapter of this study, we have discussed the practical side of it; that followed the two previous theoretical chapters. The data tools that were used are two questionnaires, one is directed to 2nd year EFL students and the other is for their teachers of

reading module. The obtained data, in this last chapter, were interpreted and analysed descriptively.

General Conclusion

Since improving students' communicative competence is more than an important issue. Also, EFL students suffer much more on that side. These facts led us to conduct this research; entitled "The Role of Reading Authentic Materials in Enhancing EFL Learners' Communicative Competence." For that last, we have organized, through this research, two main chapters, communicative competence, and reading authentic materials.

For the first chapter, we have introduced the meaning of the notion of communicative competence and the concepts related to it; as well as, its models, its importance, etc.

For the second chapter, is divided into two main sections: the meaning of reading skills and their importance; addition, to the meaning of authentic materials and their importance, types, examples, and so on.

For the third and last chapter, which is concerned to answer the research questions and aims; we have discussed and presented through it the results obtained from the two questionnaires. The gathered data revealed that the copied versions of authentic materials elevate the learners' level in terms of linguistic competence and help to expose them to the target language contexts; which are the essential elements in developing communicative competence. The difficulties of learners to communicate effectively in the target language are more than one difficulty among them: learners know what to say, but they do not know-how, or they do not know how to use body language. The reason behind those difficulties was also more than one reason, and among them, were lack of exposure to native English, poor linguistic competence, fear of making mistakes, etc. In addition, both students' and teachers' attitudes were positive toward the integration of authentic materials inside the EFL classroom.

To sum up, this study aims to describe the role that the readings of authentic materials play in developing students' communicative competence. This research is divided into two chapters, communicative competence, and reading authentic materials. This last is also subdivided into two main sections, one is for reading, and the other is for authentic materials. For the last chapter, we discussed the results; which presented the important role that A.M play in enhancing students' C.C. Also, we discovered the most difficulties that 2nd-year students face to communicate effectively and the reasons behind them. In addition to, the most attitudes that student and their teachers' have toward the integration of A.M.

Recommendations

At the first, through this study we wanted to provide the EFL learners with some suggestions of solutions to help them overcome their problems. Thus, those recommendations are putted hopefully to take into considerations among both teachers and students may be to enhance the educational process of those learners. Here are some of recommendations:

- The role of the teachers is to discover their students' skills and help them to use those skills appropriately to succeed in their learning process, and this is not an easy task in fact. Where most of the teachers have to challenge to use authentic materials to provide their learners' need and develop their skills. As the implementation of authentic material considered as a challenge for most of them, it has become necessary to develop this tool amongst those students.

- As this study has shown the reading skill has an effective role for students to enlarge their knowledge in linguistic competences' side. Thus, it is very necessary to intensify the readings' sessions for them; besides, the necessity to use all the materials to contextualize the EFL classroom.

- To rise the willing to reading for students it is very necessary to vary in the sources of materials from authentic to non authentic and so on to keep those students as much as possible away from poring and let them motivated to read.

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Appendix 01

A Questionnaire for Second-Year EFL Students

Dear student,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate the issue of "The role of Reading Authentic Materials in Enhancing EFL Learners' Communicative Competence". Your collaboration will be a great help for us to gather the needed information for this study. Please, tick (√) in the appropriate box (es) and give full answer(s) whenever it is necessary.

Thank you for your time and contribution.

Prepared by:

Yamina CHERROUN

Supervised by:

Mrs. Nadjette MOUSSAOUI

2021-2022

Section One: General Information

Q1. Would you specify your age, please?

  a) 19-22 years old ☐   b) 22-25 years old ☐   c) More than 25 years old ☐

Q2. Choosing English as field of studying was:

  a) Your own choice ☐   b) Your parents' choice ☐   c) Someone's suggestion ☐

If it was your own choice, was it because:

  ☐ Your job role requires it

  ☐ You want to be an English language teacher

  ☐ You need it for online communication purposes

  ☐ You need it for travelling purposes

  ☐ You want to achieve better results in speaking assignments

Q3. .In which of the following skills you are weak and you would like to improve the most? Classify them accordingly:

Listening   b) Reading   c) Speaking   d) Writing skill

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Q4. How do you prefer to learn the English language?

  ☐ Learning about the language itself (the grammatical aspects, vocabulary, etc)

  ☐ Learning how to use the language appropriately (how to communicate)

  ☐ Both of them

Justify your answer, please

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Section Two: Students' Communicative Competence

Q1. To what extent do you think that having good oral communication is important?

  a) Very important ☐   b) Important ☐   c) Not important at all ☐

Would you justify your answer, please?

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Q2. How much do you think you are able to communicate in English?

a) Very well ☐   b) Well ☐   c) Average ☐   d) Poor ☐

If it is poor, is it because of:

☐ Poor knowledge about the grammar rules

☐ Poor vocabulary

☐ Poor pronunciation

☐ Lack of practice

☐ Lack of exposure to the native English

If others, please specify

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Q3. What are the difficulties that you face when communicating in English? (You may choose more than one answer).

☐ You do not understand what you hear or read

☐ You do not know what to say.

☐ You know what to say, but you do not know how.

☐ You know what to say and how to say it, but you cannot say it.

☐ You do not know how to use body language

Q4. According to you, what are the main reasons behind your oral communication difficulties? (You may choose more than one answer).

☐ Poor linguistic competence (vocabulary, grammar and pronunciation)

☐ Fear of makingmistakes

☐ Fear of negative feedback

☐ Lack of practice and preparation

☐ Low self-confidence and/or shyness

☐ Lack of exposure to the native English

If others, please specify

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Q5. Which module(s) you are studying do you think is (are) the most useful to help you communicate in English?

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Q6.Which skill(s) do you think is (are) the most important to achieve a good communicative ability?

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

Section Three: Reading Authentic Materials

Q1. To what extent do you think that reading is important for developing EFL students' communicative competence?

a) Very important ☐   b) Somehow important ☐ c) Not important at all ☐

Justify your answer, please

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Q2. How often do you read?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Q3. What types of materials do you prefer to read?

Literary books ☐ Short stories ☐ Magazines ☐ Educational docs ☐

If others, please, specify

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Q4. Do you face any difficulties when you read in English?

a) Yes ☐   b) No ☐

If yes, what kind of reading difficulties that you face? (You may choose more than one answer).

☐ The inability to recognize the types of text and/or the unfamiliarity

☐ with the topic of the text,

☐ The inability to connect the ideas of the text with each other and/or the

☐ inability to connect background knowledge with the new one

☐ The inability to understand complex language forms (words, sentences)

☐ The inability to understand new vocabulary

☐ All of them

Q5. According to you, what are the main reasons behind your reading difficulties?

☐ Lack of exposure to different text genres and to different text structures

☐ The lack of opportunities for practicing reading

☐ The disuse of some effective reading strategies

☐ Learning in overcrowded, disorganized, and noisy classrooms

☐ Having poor background knowledge

☐ All of the above

Q6. What are the main strategies that your teacher of reading use to help you develop your reading ability and to overcome your reading difficulties?

☐ Exposing you to different text genres (types)

☐ Assigning reading tasks inside and outside the classroom

☐ Assigning reading aloud activities

☐ Providing constructive feedback

☐ Using authentic texts from magazines, newspapers, geographical or historical docs)

☐ All of them

If others, please specify

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Q7. If you know that authentic texts are materials which were originally written for a native speaking audience, and which are directed for non-educational purposes, how often does your teacher of the reading module use such type of texts?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Q8. To what extent do you think that reading authentic texts can be beneficial for students to develop their communicative competence?

a)   Very beneficial ☐   b) Somehow beneficial ☐ c) Not beneficial at all ☐

Justify your answer, please

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Thank you for your cooperation

Appendix 2

A Questionnaire Directed For Teachers of Reading

Dear teacher,

You are kindly requested to participate in this questionnaire, which serves as a data collection tool for a study, entitled "The role of Reading Authentic Materials in Enhancing EFE Learners' Communicative Competence." Your responses will be of a great help for the success of this study. They will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration.

Prepared by:

Yamina CHERROUN

Supervised by:

Mrs. Nadjette MOUSSAOUI

2021-2022

Section One: General Information

Q1. Would you please specify your degree?

a)   Magister   ☐

b)   Doctorate   ☐

Q2. How long have you been teaching the Reading module?

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Q3. How do you find teaching reading; is it difficult to teach students reading? Justify your answer, please

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Q4. Do you find the reading skill an interesting subject for 2nd year EFL learners?

Yes   ☐   No   ☐

Q5. According to you, what are the benefits of teaching reading to EFL students?

a) It increases their vocabulary size   ☐

b) It ameliorates their fluency   ☐

c) It exposes them to different language styles   ☐

d) It enhances their communicative competence   ☐

e) All of them   ☐

If others, please, specify

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Section Two: Communicative Competence

Q1. How do you consider developing EFL students' communicative competence?

a) Very important ☐   b) Important ☐   c) Not important at all ☐

Justify your answer, please

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Q2. As far as 2rd year students are concerned, what do you think about their level of communicative competence?

a) Excellent ☐   b) Good ☐   c)Average ☐   d) Weak ☐

Q3. If you are not satisfied with your students' communicative proficiency; according to you, what are the main reasons behind that?

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Q4. As a teacher of Reading module, are your reading activities based on

   a) Structural activities (practicing the language and form) or

   b) Communicative ones (interaction and communication with learners)?

Q5. What are the main strategies that you use to help your students develop their communicative competence?

a) Developing their linguistic competence   ☐
b) Exposing them to different text genres and structures   ☐
c) Assigning reading tasks inside and outside the classroom   ☐
d) All of them   ☐

If others, please, specify

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Q6. In your opinion, is it important to contextualize EFL reading classroom? If yes please how?

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Section Three: Reading Authentic Materials

Q1.How can you define authentic materials?

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Q2. What types of reading materials do you use?

    a) Texts/passages fromauthentic documents ☐

    b) Texts/passages from non-authentic documents ☐

    c) Both of them ☐

Justify your answer, please

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Q3. How often do you use authentic materials in a reading module?

  a) Always ☐   b) Sometimes ☐

  c) Rarely ☐   d) Depends on the objective of the course ☐

Q4. What types of authentic materials do you use?

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Q5. In your opinion can reading authentic materials develop learners' communicative competence?

  Yes ☐   No ☐

If yes, please say how

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Q6. What are your objectives from teaching reading module?

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Thanks for Your Help and Collaboration

الملخص

أي شخص متعلم لغات فهو مطالب بالوصول إلى مستوى مقبول في مهارة التواصل في هذه اللغة. وعليه فان الدراسة المقدمة تبحث في "دور النصوص الأصلية في تحسين الكفاءة التواصلية لدى الطلاب"ومنه فان الهدف الأساسي في هذه الدراسة هو وصف دور قراءة النصوص الأصلية في تحسين مهارة الكفاءة التواصلية. هذه الدراسة تبحث كذلك في عدة عوامل من بينها:اكتشاف صعوبات التواصل لدى الطلاب وكذا البحث في الأسباب وراء هذه الصعوبات بالإضافة إلى التعرف على موقف كلا من التلاميذ والأساتذة اتجاه استعمال ودمج النصوص الأصلية. للبحث أكثر في هذه الدراسة تم تنظيم استبيان لفئة محددة من طلاب السنة الثانية جامعي وأساتذة القراءة بأقسام اللغات الأجنبية بجامعة محمد خيذر بسكرة.النتائج المتحصل عليها أظهرت أن موقف كلا من الأساتذة والتلاميذ بخصوص إدماج النصوص الأصلية كان جد ايجابي ومقبول حيث أن أساتذة القراءة اكدو على استعمال هذا النوع من النصوص و فعاليته في رفع الكفاءة اللغوية وتعريض التلميذ للغة الأجنبية والذين هما عاملين أساسيين في الكفاءة التواصلية.أما بالنسبة للصعوبات التي يواجهونها التلاميذ في التواصل باللغة الانجليزية والتي هي في الحقيقة عدة صعوبات ومن بينها :أنهم يدركون ما يقولون لكن لا يعرفون كيف يعبرون عنه ,فهذا راجع إلى عدة أسباب "أكثر من سبب واحد" .فمن بينها ضعف الكفاءة اللغوية (مشاكل في المفردات القواعد النطق) وكذا الخوف من ارتكاب الأخطاء وقلة التمرن والتحضير.في الأخير نستطيع تشجيع أساتذة القراءة على استمرار استعمال هذا النوع من النصوص "النصوص الأصلية" كما أكد الأغلبية على فعاليته وهذا طبقا لما أظهرته النتائج والإحصائيات المجمعة لرفع الكفاءات التواصلية للطلاب و حل المشاكل المتعلقة بالتواصل.

الكلمات المفتاحية : الكفاءة التواصلية ,النصوص الأصلية ,القراءة ,أقسام اللغات الأجنبية, جامعة محمد خيذر بسكرة.