

# JIMMA UNIVERSITY



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

POST GRADUATE PROGRAMME (M.A. IN TEFL)

AN INVESTIGATION OF TEACHERS' UTILIZATION OF AUTHENTIC  
READING MATERIALS TO HELP DEVELOP STUDENTS' READING  
COMPREHENSIONS SKILLS: THE CASE OF GRADE 9 STUDENTS  
AT GUDAYA BILA, GUDAYA JARE AND ZENGI SECONDARY  
SCHOOLS.

BY:

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JUNE, 2018

JIMMA, ETHIOPIA

AN INVESTIGATION OF TEACHERS' UTILIZATION OF AUTHENTIC READING MATERIALS TO HELP STUDENTS' READING COMPRESSION SKILLS IN EFL CONTEXT IN THE CASE OF GRADE 9 STUDENTS AT GUDEYA BILA, GUDAYA JARE AND ZENGI SECONDARY SCHOOLS.

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An investigation of teachers' utilization of authentic reading materials to help develop students' reading comprehensions skills: the case of grade 9 students at gaudy bila, gudaya jare and zengi secondary schools.

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**APPROVED BY BORD OF EXAMINERS**

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## **ABSTRACT**

The main purpose of this study was to investigate teacher's utilization of authentic reading materials to help develop students' reading comprehension skills in Gudeya Bila secondary school ,in GudeyaJare Secondary school and in Zengi Secondary schools .Descriptive survey design which involved both quantitative and qualitative techniques of data collection ,and analysis ,was employed in the study to achieve the research goal .Thus, ten English teachers from three high schools were taken as the participants of the study .Questionnaires for English teachers ,classroom observation and interview questions with English teachers as data collection instruments were used and analyzed using qualitative and quantitative descriptive statistics .The overall finding of this study showed that ,the majority of the teachers strongly disagree that they were unfamiliar to the utilization of authentic reading materials in EFL class to help develop students' reading comprehension skills. Therefore, teachers found it difficult to incorporate authentic reading materials in to their pedagogical teaching methodology in EFL class context as a tool to help develop students' reading comprehension skills .Finally, this study recommends all of EFL teachers to maximize their awareness and capacity on how to incorporate and utilize authentic reading materials in EFL class context .Moreover, other researchers also have to investigate their research on teachers utilization of authentic reading materials in EFL class context in a large scale.

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## **Acronyms:**

**EFL** =English as a foreign language

**AM** = Authentic Materials

**KWL**= know want learn

**L1** = Language one

**ESL**= English as Second Language

**CLT**= communicative Language Teaching

**CBL**= Content Based Learning

## **Operational Meaning**

**Authentic Materials** = spoken or written language data that has been produced in the course of genuine communication.

**Context**=Real situation of EFL Learning /Teaching.

**Reading Comprehension**= is the process of making the text meaningful.

**Authenticity** =Genuineness, Realness, truthfulness, Validity, Reliability of materials.

**Content analysis** = one of the secondary research tool commonly important in collecting Secondary data.



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# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background

Guarantor W and Morley, J - (2001) claims that the purpose of using authentic materials is to prepare students for their social lives. In other words, the authentic materials are used in order to close the language gap between classroom knowledge and real life. Maria Speller (2002) supports this analysis, which has been accepted by Guarantor and Morley. Similarly, Speller thinks that the language used in text books are only valid in a classroom environment whereas the requirement of real life English is different and this difference has not yet been closed by the use of text book because, as we all know, learners have to deal with the language of brochures, office work, magazine, internet, and news, video, TV programs etc.

There is one more question that needs to be answered: how is the role of authentic materials in the classroom important? Teaching Department at Macquarie University, Sydney, Australia. McGregor (2007) looks at the topic from another aspect. She thinks that text types make sense if they exist in cultural context. Because they are the cultural forms of beliefs and social practices. Hence, the class activities and materials need to be organized by the teacher according to the student's needs and their culture variety. According to the above scholar's view, teachers play great role in selecting appropriate authentic reading materials and incorporating in their pedagogical teaching methodology which reflect the common culture of the students to increase their participation and involvement in doing reading comprehension activities.

Atkins, J, Hailom, B. and Nuru, M (1996) note that the students eventual academic success or failure depends to a large degree on their ability to read and comprehend. Farbrain and Winch (1996) define reading comprehension as gaining meaning from the written text. Furthermore, Johnson et al, (2004) says

that reading comprehension is an active process directed by intentional thinking that allows young readers to make connection between their thinking process ,their textual content ,and their own knowledge ,expectation and purpose for reading. According to Johnson, the students' comprehension ability will guide them to understand the text , to get information whether the information is clearly stated or implicitly stated. Thus ,authentic reading materials play a pivotal role in developing the students' reading comprehension skills .Akar and Yildirim(2000 as quoted in Pandian (2011) found out that by using authentic reading materials ,the students' motivation and their reading skills developed .Besides, the use of authentic reading materials is believed to be very useful ,for it bring the students to the direct use of language in a certain community and develops the ability of students' reading comprehension achievement.

Kilicaya ( 2004) has defined authentic reading materials are exposure to real language. on the other hand , Richaards ( 2001) , states that the language which ;learners are engaged with in the class room must represent the language used ion real world . According to the above scholar , the language which learners learn in the class room should be authentic and should be used in different context outside the class room by the learners for different purposes. Klinger ( 2007 ) states that the students tend to have learning disabilities on their reading comprehension . This is because they have limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information . In order to overcome from this problem , Nunnan ( 1997 ) mentioned in widdowsan ( 1990 ) , believes that exposing learners to authentic reading materials is indispensable because the rich language input they provide . This implies that utilizing authentic reading materials in EFL class context can be the sources or inputs to teach difference linguistic items besides teaching reading comprehension skills.

. However, these authentic reading materials have been utilized less widely in education with originally developed class room materials for pedagogical purpose . Most EFL teachers at the school still find it difficult incorporating this system of instructional method in their class room. As result, to most students of high school, reading is considered as difficult language skills to be mastered since the majority of the Students have low reading skills and interest. However, in Ethiopian educational institution, English is taught as foreign language at all grade levels . For this reason, the practice of English language skills is indispensable in the language of education. Students are expected to read at reasonable level of proficiency and comprehension to perform well in the area of their specialization at the level expected of them .

To confirm this, Harmer ( 2001 ) States that the students need to be offered a program , which includes utilization of authentic reading materials , guidance , designing appropriate task and facilities . Hence the researcher intends to investigate teachers' utilization of authentic reading materials to help develop students' reading comprehension skills in the case of Gudeya Bila, Gudaya Jare & Zengi secondary schools .

## **1.2. Statement of the problem**

The author Jane Crawford ( 1995) Explains the importance of effective teaching materials in her article , The Role of materials in the language class room : Finding the balance : According to Crawford , language is functional and must be contextualized . The author believes that it is impossible to understand the real meaning of any interaction without knowing who the participants are or their social distance from the event referred to. Hence, the teacher is responsible for the balance achieved between input and replication. The second point is language development which requires learners 'engagement with the purpose of use of the language. The focus of input and output materials needs to be on whole texts. For example, the study of grammatical structure shows us how to use language forms in meaning full context. The teachers' role is a gain to decide whether these materials are suitable for learners or not and can be used as reference by students in the future.

The next key point is that the language should be realistic because it is hard to find accurate material which satisfies students 'needs. At the same time it is also hard for teachers to obtain materials that are really appropriate quality lawfully. For many learners, those materials will be model for specific topic in their future education. Materials need to be flexible for students in order to develop new skills for students.

Teachers need to take extra care about students 'background and learning abilities in class activities. Therefore, they adapt authentic materials to the context in which learning takes place. There must be an open interaction between students and teachers to understand the cultural values of both teachers and students.

Therefore, it is possible to say that teachers play great role in selecting appropriate authentic reading materials which motivate and encourage students for reading to help develop their reading comprehension skills. Grille(1996) says that reading comprehension achievement can be defined as the successful result of students' 'compression on guessing, predicting and understanding the written text.

The use of authentic reading materials in the classroom can motivate the students because there are three layers of learning. That is language learning ( the structure and vocabulary ) , culture insight , and practical application ( Speller , 2002 ) in Ritiqiyah , 2009 ) . Authentic reading materials are useful because they help the students break the gap between the language classroom and the real life situation. They also introduce students to the Culture that surrounded them and provide them the opportunities to see where different grammatical structure and types of discourses are used. Reading has been an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (walker, 2000) .Thus, to cope up with the current technological advancement of foreign language learning approach, the students must be supplied with authentic learning material to improve their language skills and EFL learning in particular.

However ,GudeyaBila secondary school of grade nine students, Gudeya Jare secondary school of grade nine students and Zengi secondary school of grade students

have problem in reading in English and cannot comprehend reading comprehension activities. As result ,they score low marks on reading comprehension test. In addition , students motivation and in tersest is observe to be low towards reading activities .These were what Motivated the researcher to investigate teachers' utilization of authentic reading materials to help develop students' reading comprehension skills.

The use of authentic materials in teaching has come under discussion since the 1970s. Many researchers study the impact of this kind of materials on learner .Using authentic materials particularly in teaching language class room has been effective over the past decades .Many researchers such as Shrum and Glisan,(2000)shed more light on the usefulness of authentic materials to support language learning and teaching .They state this kind of materials help increase the learners' motivation towards reading.

Local researcher, kefyalew Takele( 2013 ) conducted a research on “ Trainees ‘ applications of authentic materials in task based approach in an EFL context second year English majors” at Jimma Teachers’ college. His finding shows that language teaching in general and task – based approach in EFL context is more applicable when authentic materials are used .Even though kefyalew’s research focused on the area of authentic materials, the study did not particularly focus on any one of the four language skills. However, the present study investigates teachers' Utilization of authentic reading materials to help develop students' reading comprehension skills.

Therefore, as far as the present researcher’s knowledge was concerned, no studies have been conducted on the investigation of teachers’ utilization of authentic reading materials to help develop students reading comprehension skills in Gudey Bila secondary school of grade nine students, in GudeyaJare secondary school and in Zengi secondary school .To fill the gaps and limitations by other researchers, this study was intended to attain the following objectives, and to answer the basic research questions.

### **1.3. Objectives of the study**

#### **1.3.1. General Objective**

The overall objective of this study is to investigate teachers' utilization of authentic reading materials in EFL class context to help develop students' reading comprehension skills, in the case of grade nine students at Gudeya Bila, Gudaya Jare and Zengi secondary schools.

#### **1.3.2. Specific Objectives**

To achieve this main goal of the study, the following specific objectives were set.

- To assess the familiarity of English Teachers to the utilization of authentic reading materials to help develop students reading comprehension skills.
- To identify teachers' perception or beliefs about utilizing authentic reading materials to help develop students' reading comprehension skills.
- To investigate teachers utilization of authentic reading materials in EFL class context.
  - To Investigate the extent to which teachers are familiar to the utilization of authentic reading materials in EFL class context?
- 
- To identify teachers' attitude concerning the utilization of authentic reading materials in EFL class context.

### **1.4 Research question**

This research tries to answer the following questions

1. Do English teachers utilize authentic reading materials in EFL class context?
2. What are the perceptions of English teachers towards utilizing authentic reading materials in EFL Class context?

3. To what extent teachers are familiar to the utilization of authentic reading materials in EFL class context?

### **1.5. Significance of the study**

This study provides help full information for GudeyaBilasecondaryschool English teachers, GudeyaJare secondary School English teachers and zengi Secondary School English teachers on how to utilize authentic reading materials to help develop students reading comprehension skills in EFL class. Furthermore, this study helps students to develop their reading comprehension skills by the utilization of authentic reading materials in EFL class context by their teachers. It also provides important information for curriculum designers to develop helpful guide lines for teachers how to utilize authentic reading materials in an EFL class context. Similarly, the study can help other researchers to conduct further research in the area.

### **1.6. Delimitation of the study**

The study was delaminated to address teachers' utilization of authentic reading materials in EFL class context only atGudeya Bila secondaryschool, GudeyaJare secondary school and Zengi Secondary School. This was because of time and money constraints to include other high schools that are found in other Woreda. Thus, the researcher was confined to GudeyaBila,Gudeya,Jare and Zengi Secondary Schools English teachers.

### **1.7 Limitation of the study**

Conducting research is not an y easy activity. It needs great deal of time besides resources and finance. There were different factors that hindered the researcher to conduct the study. Among these, some of them were, lack of adequate related review of literature, lack of internet service ,lack of electric light, lack of computer and lack of reference books, lack of experienced person at work place to share experience about the research, shortage of budget and lack of email.



## **CHAPTER TWO**

The aim of this chapter is to review related and previous studies on improving students reading comprehension achievement through the use of authentic materials. It consists of the concept of authentic materials in reading comprehension, level of reading comprehension, implementation of reading comprehensions and role of teacher in selecting authentic materials.

### **Related Review of Literature**

#### **2.1. Reading Comprehension**

Johnson et al,(2004:3) says that reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content their own knowledge expectations and purpose for reading. The students' comprehensions ability will guide them to understand the text. They will get the information, whether the information is clearly stated or implicitly stated. Owocki (2003:3) states that comprehending is an active process of using everything we know to construct a meaningful text and filtering what has been written through own knowledge and experiences.

Woolley (2011:15)defines reading comprehension as the process of making the text meaningful. He further explains that the aim of reading comprehension is to get the entire understanding about what it is presented in the text rather than to gain the meaning from the isolated words or sentences.

#### **2.2. Level of Reading Comprehension**

According to Townsend (2007), there are three different reading levels for each person. They are (1) Independent level, student can read books easily with very

few words which are too difficult for him/ her to read. He /she can read books on his/ her own, (2) Instructional level, students can read most of the words, but will be challenged by some words on each page, and (3) frustration level, students has to stop often and try to decode words. If she/ he try to read a book at this level, he/she will become frustrated.

Barret's Taxonomy (1972) cited in Dupuis, etal.(1987) identify that there are four levels of reading comprehension. First, literal recognition or recall level.

The literal level is the lowest cognitive level where the reader understands just what the words mean. The information that is stated explicitly in the text is retrieved by the reader in the form given. Such literal information may be the main idea, a set of specific details, or a sequence of events. Second, inference levels. This level requires the readers understand the literal information from level one and go beyond it to hypothesize about relationship between ideas or events. Third, evaluation level. It requires the reader to make judgment about the reading or to demonstrate the value. Fourth, appreciation levels. It relates to the emotional responses of readers to a text. It also refers to the reader's awareness of the literacy and stylistic techniques used by an author to encourage reader's emotional response.

According to McWhorthen (1993), there are three levels of comprehension in reading a text. First, literal, what is actually stated. It includes facts and details, rote learning and memorization and surface understanding only. Common questions used to illicit this type of thinking are who, when, and where question. Second, interpretative, what is implied or meant, rather than what is actually stated. It includes drawing inference, tapping into prior knowledge or experience, attaching new learning to old information, making logical leaps and educated guesses, and reading between the lines to determine what is meant by what is stated. The type of tests in this category are subjective, and the type of questions asked are open-ended, thought provoking questions like why, what if and how. Third applied, taking what was said

(literal) and then what was meant by what was said (interpretative), and the extend (apply) the concepts or ideas beyond the situation. It includes analyzing, synthesizing and applying.

### **2.3. The Implementation of KWL (Know, want, learn) strategy in Reading Comprehension**

There is a good amount of research investigating the effectiveness of instructional strategies for activating prior knowledge as a mean to support students' reading comprehension. Prior knowledge activation is regarded as research- validated approach for improving children's memory and comprehension of text (Pressely and Johnson, 1989).

According to Lenski (2004), KWL strategy helps children become good readers by getting them to do many of things that good readers do. This strategy gets children to read silently with comprehension. In addition, children relate new information to what they already know when they confirm or disconfirm the information in the column.

Further, the children learn to set their own purposes for reading when they generate questions for the column. Their reading to answer these questions helps them concentrate while they are reading as they more actively monitor their own comprehension.

The L column affords students the opportunity to summarize what they read. When they put the information, in their own words, they better understand what they know and what they don't know. This helps them move into a possible next step which involves having them generate more questions and use a variety of resources to learn more information.

### **2.4. Meaning of Authentic Materials**

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Rogers and Medley (1988; as cited in Shomoossi 2007) the terms authenticity and authentic are

often used to describe language samples both oral and written that reflect the naturalness of form, and appropriateness of cultural and situational context.

Peacock (1997) defines authentic materials as the materials that have been produced to fulfill some social purposes in the language community. According to Rogers (1998, as cited in Kilicckaya , 2004) definition, authentic materials are appropriate and good in terms of goals, objectives , learners needs, and interest as well as natural in terms of real life and meaningful communication believed that authentic materials plays a significant role in motivating students learning.

Richards (2001) says that the language which the learners are engaged with in the classroom, must represent the language used in the real world. Moreover, Jacobsonetal (2003) sees authentic materials as printed materials, which are used in classroom in the same ways they would be used in the real life.

## **2.5. Authenticity**

According to Tafzuki (2006) “authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability of materials.” Widdowson (1996, ) states that teaching “real English as it function in contextually appropriate ways, needs to refer to how people who have the language as an L1 actually put it, to communicative use.” Otte (2006) believes that learners to need to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world.

According to Brown and Eskenzia (2004), by using text books alone, learners with not be exposed to real language, as it is used in the b real world.

## **2.6. Types of Authenticity**

According to Breen (1985), there are four types of authenticity. These are: text authenticity, learner’s authenticity, task authenticity, and class authenticity. Authenticity of text –refers to the authentic qualities of a text. Authentic texts

in the context of language learning means any source of information used to help learners to develop an authentic understanding.

Authenticity of learners – refers to the ability of learners to interpret the meaning presented in the text like the native speakers do in the real world.

Authenticity of task –refers to the chosen tasks provided for the learners to be engaged in authentic communication and authentic aims for learning.

Authenticity of classroom –the most important role of the classroom is to enable learners to experience public and interpersonal sharing of content of language learning, the sharing of problem with such content, and revealing of the most effective means of and strategies to overcome such problems ( Breen1985).

## **2.7. The use of Authentic Materials in the EFL classroom**

Using inappropriate teaching materials makes learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raises learner’s interest. If teaching materials are not motivating, learners will learn nothing.

In order to help learners learn better a lot of researchers suggest using authentic materials (AM). Authentic materials help motivate learners learn the language by the real language.

Peacock (1970) cited in Richards (2001) mentions several reasons for using authentic materials in classroom. These are:

- They prepare learners for real life
- They meet learners need
- They affect learners’ motivation positively
- They encourage teachers adopt effective teaching methods and

- They represent authentic information about culture. Authentic materials.

Therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations. From this side, Gerhard (1996) believes that authentic materials “contextualize” the language learning. In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world.

### **2.8. Types of Authentic Materials**

Teaching materials are very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Gerhard (1996) classified authentic materials into three categories as follow:

- Authentic listening materials, such as radio news, cartoons, songs etc.
- Authentic visual materials such as, street sign, magazines and newspapers, post cards, etc.
- Authentic printed materials, such as sports, newspapers restaurant menu s, train tickets, etc.

### **2.9. Selecting Authentic Materials**

Using authentic materials is necessary for learners to be prepared for dealing with real world situations. Here, it is teachers’ role to choose suitable authentic tasks to support learners’ learning. Teachers need some criteria to smooth their path to be chosen the tasks the learners will benefit.

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

- Relevance to course book and learners’ need
- Topic interest

- Cultural fitness
- Logistical consideration
- Cognitive demands
- Linguistic demands
- Quality and
- Exploitability

There are three main criteria used to choose and access texts to be used in the classroom. “Suitability of the content, Exploitability and readability.” (Nuttal , in Sachan .D (1996). Suitability is regarded as the most important one, because it means that reading materials must arouse the learners’ interest, meet their needs and motivate them.

Exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures. It must also suit the learners’ level of English. Otherwise, it might de-motivate the learners and have a negative effect.

Berado (2006), states that two more important criteria must also be taken into account by teachers when selecting authentic materials, which are: variety and presentation. Using different types of texts help to make the reading tasks more interesting. Also presenting the materials in an authentic context is a key element to attract learners’ attention and interest.

### **2.10. Argument in favor of Authentic Materials**

Most researchers realize of authentic materials in language teaching. They believe that authentic materials scaffold learners’ learning of a target language

more sufficiently (Guariento and Morely, 2001). They state that using authentic materials have linguistic and non-linguistic advantages.

### **2.10.1. Linguistic Advantages**

Otte (2006) studied the effect of authentic text on listening comprehension skills of a number of students involved in a study at a university in USA. He noticed that authentic materials developed the students listening comprehension skills and their motivation as well.

In addition, it is fact that a number of researchers have confirmed the role of authentic materials in developing reading skills through introducing learners to new vocabulary and expression. Harmer (1994) states that authentic materials has positive effects on learners, in that it:

- Helps learners to produce better language
- Helps learners to acquire the language faster.
- Makes learners more confident to deal with real life situations

### **2.10.2. Non- Linguistic Advantages**

Besides the linguistic advantages, authentic materials have some non-linguistic advantages too. Researchers such as Gilmore (2007) and Sherman (2003) believe that authentic materials have a strong positive effect on motivation. Motivation is regarded as the key element in the success of learning in general, and in learning language in particular.

Sherman (2003) mentions that the importance of authentic materials reside in the fact that “it is a window into culture!” when teachers decide to use authentic materials in the classroom, they need to have a clear pedagogic goal in mind: what precisely they want students to learn from these materials (Senior 2005, p.71). One more point to be stated here is learners will learn better and benefit from the use of authentic materials if they get sufficient support from teachers.



### **2.10.3. Arguments Against the use of Authentic Materials**

Although a lot of researchers argue that authentic materials have made a noticeable contribution in a foreign language teaching and learning, there are some scholars who are against the use of these kinds of materials claiming that they have no value. For instance, Kilikaya (2004) claims that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners. Mahwah (1994) found that the level of reading comprehension of weak ESL learners was not affected by the text, regardless of its type, authentic or non-authentic. In addition, Kienbaumet( 1986) found that there are no significance difference in learners' performances: between learners using authentic materials and others who use traditional materials.

Furthermore, it is a challenging issue for teachers to search for suitable authentic materials to design tasks for their learners. Miller (2005) also states that authentic materials are "too difficult and time consuming to select, edit and prepare. "Martinez (2002) argues that authentic materials are regarded too culturally biased and difficult to comprehend by learners in the classroom. He also adds concerning the cultural effect, that "authentic text from one culture may give false impression to students from another, unless they are presented in an authentic context which makes it clear what they exemplify." Kilikaya(2004) believes that using authentic materials with weak learners frustrate and demotivate them , because they lack the regard skills and vocabulary to deal with presented text, successfully.

In conclusion and after having revised the related literature, we can claim that the advantages of using authentic materials in teaching learners ESL classroom outweigh the disadvantage. Therefore, teachers should consider them seriously as a successfully aid in teaching a foreign language.

### **2.11. At which level(s) can Authentic Materials be used?**

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level.

This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to de motivation and discourage learners from learning the target language. Kim (2000) and Kilikaya (2004) state that authentic materials can be used with advanced and intermediate level learner only. Other researcher such as, Miller (2005) and MCNeil (1994) have another view .They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials on one condition: that is if they are used in the classroom in the same context that they were designed for, in the real world. Taylor (1994) mentions that: "a text can only truly authentic in the context for which it was originally written."

## **CHAPTER THREE**

### **RESEARCH DESIGNED AND METHODOLOGY**

#### **3.1. RESEARCH DESIGNED**

This chapter describes the research design and methods that were employed, the participants of the study, the sampling techniques, data collecting instruments, data collection procedure and methods of data analysis that were used to achieve the main objectives of the study. The study was designed as descriptive research. The data were collected and reported in table form. Therefore, the researcher used quantitative and qualitative data. The liker-scale questionnaire were the most applicable form of research tool for the study design as it allowed the respondents' personal preferences reflected in the response. Five point liker-scale types consist of stories of declarative statements. The respondents were asked to confirm whether he/she agrees or disagrees with each item. Accordingly, five options were provided. These were strongly agree, agree, undecided, strongly disagree and agree.

This study aimed to investigate teachers' utilization of authentic reading materials in EFL class context in GudayaBilaWoreda in GuayaBila secondary school, GudeyaJare secondary school and in Zengi secondary school. The data were collected from ten English teachers. Questionnaire, classroom observation and interviews were used to gather primary data. Finally, qualitative and quantitative techniques of analyzing data were employed.

#### **3.2. Population and Sample Size**

The study was conducted in Ethiopia West Oromia Regional state in East Wollega, GudayaBilaWoreda at GudayaBila Secondary School, GudeyaJare secondary school and at Zengi secondary school. This was because of the fact that, it is nearer to the researcher's workplace and he was very familiar with English teachers working there. This familiarity helped him to get access and relevant information that was needed for the study.

The target populations of the study were taken from four English teachers of Gudaya Bila Secondary School, four English teachers of GudayaJare Secondary school and two English teachers of Zangi Secondary school. This was because that the target group of population was not many and manageable for the research purpose and they were assumed to be rich in information required for the purpose of the study.

### **3.3. Sampling Techniques**

The researcher used available sampling techniques and took ten English teachers from Gudaya Jare Secondary schools and from Gudaya Bila secondary school and from Zengi secondary school. These teachers were taken as they were assumed to be rich in the information required for the study and as their number was not many and manageable.

### **3.4. Instruments for Data Collection**

To collect relevant data, various data collection tools were used. According to descriptive research, the primary information was gathered from primary sources. Therefore, questionnaires were developed to collect relevant primary data from English teachers. Moreover, interview with English teachers and classroom observations were also used to gather data for the purpose of the study. In this regard, ten English teachers participated to triangulate the data in the study.

#### **3.4.1. Questionnaire**

Two major close –ended questions were prepared. Under each two major close – ended questions, twenty items, altogether forty (40) items were employed. To check the reliability of questionnaires, the researcher used SPSS data Cornbrash’s Alpha numerical analysis software. Based on this, reliability evidence shown that 0.98 Cranach’s Alphas confidence interval which means acceptable according to Dornier (2007) reliability evidence, “ if Coronbach Alpha of scale does not reach 0.60, this should sound warning bells.”

#### ***3.4.1.1. Questionnaire for English Teachers***

Two major close ended questionnaires that contain 40(forty) specific items questionnaires were used under close-ended items. The five –point Liker Scale questions ranging from strongly disagree to strongly agree were employed. Besides, two open –ended questionnaires were used to identify how well English teachers utilize authentic reading materials in EFL class context and to identify their perceptions toward utilizing authentic reading materials in EFL class context.

#### ***3.4.1.2. Classroom observation***

Classroom observation was one of data gathering tools used by the researcher. It was chosen because it helped to obtain necessary information while teaching learning process was taking place in the classroom. It was used as one of data collection tool to fill the gap that may be biased in the other data collection instruments.

Thus, among four sections of GudayaBila Secondary School, two sections, among four sections of GudayaJare Secondary School of grade nine, two sections and, among two sections of ZengiSecondary school of grade nine one section , totally five sections were selected by lottery method and they were observed . Generally, the selected five sections were observed twice each by having six observation checklist items concerning teachers' familiarity to the utilization of authentic reading materials in EFL class context to help develop students' reading comprehension skills.

#### ***3.4.1.3. Structured Interview with English Teacher***

Structured interview was mostly chosen as it was important, because it enabled the researcher to identify teachers' familiarity and perception to utilization of authentic reading materials in EFL class context to develop students' reading comprehension skills. All interview questions were conducted in English and recorded by interviewer. The researcher used interview questions to triangulate the data obtained through questionnaire and besides it helped the researcher to obtain detail information about the researcher problem as the number of the respondents was not many and as they were expected to have relevant information about the research problem.

### **3.5. Method of Data Analysis**

The gathered data consisted of both qualitative and quantitative which were collected through classroom observation, questionnaire and structured interview. These were analyzed systematically by both qualitative and quantitative descriptions.

#### **3.5.1. Qualitative Data Analysis**

The qualitative data were used to support the quantitative data and provided explanation of the situations. Therefore, data from classroom observation and structured interview were described qualitatively using narrative interpretations.

#### **3.5.2. Quantitative Data Analysis**

The quantitative data that were gathered using the questionnaire was presented and analyzed through frequency distribution, percentages, mean and standard deviation. Generally, questionnaire, observation and interviews from different informants strengthen the reliability of the study. These instruments helped to triangulate the findings from various sources of data. The raw or bulky data were condensed into few manageable groups coded, tailed and tabulated to suit for analysis.

Then findings were discussed based on the explanations. At the end, the result of the study was summarized, conclusions and recommendations was given based on the findings of the study.

## **CHAPTER FOUR**

### **4. DATA ANALYSIS AND INTERPRETATION**

This chapter presents the analysis and interpretations of forty closes ended and two open- ended questionnaires from English teachers response, six classroom observation, checklist and seven structured interview questions with English teachers. The result and interpretations were presented in different sections and sub-sections following the objectives of the study.

Thus, discussion was made based on specific objectives of the study. The statistical analysis of the results incorporated with its frequency, percentage, mean value, standard deviation.

To make analysis of the study easier, the questionnaire items prepared for English teachers, classroom observation checklist items and interview questions with English teachers were categorized and analyzed in to three major thematic units as follows:

- Perceptions of English teachers on the utilization of authentic reading materials in EFL class context to help develop students' reading comprehension skills.
- Familiarity of English teachers to the utilization of authentic reading materials in EFL class context to develop students' reading comprehension skills.
- Analysis of classroom observation checklist items on teachers' utilization of authentic reading materials in EFL class context.
- Analysis of interview with English Teachers on their familiarity to the Utilization of authentic Reading materials in EFL class context.

#### 4.1. Analysis of Teachers' perception on the Utilization of authentic reading materials in an EFL class context

**Table 1: Teachers' perceptions on the Utilization of Authentic Reading Materials**

| No |  | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | Mean | Stand |
|----|--|---|----|---|----|---|----|---|----|---|----|------|-------|
|    |  | F | %  | F | %  | F | %  | F | %  | F | %  |      |       |
| 1  | Authentic reading materials are exposure to real language  | 1 | 10 | 2 | 20 | 2 | 20 | 1 | 10 | 4 | 40 | 2.5  | 1.5   |
| 2  | Authentic reading materials increase learner motivation for learning   |   |    | 1 | 10 | 2 | 20 | 5 | 50 | 2 | 20 | 2.2  | 0.91  |
| 3  | Authentic reading materials contextualize language learning.   | 1 | 10 |   |    | 4 | 40 | 2 | 20 | 3 | 30 | 2.4  | 1.26  |
| 4  | Authentic reading materials increase students reading comprehension skills                                       |   |    | 1 | 10 | 2 | 20 | 3 | 30 | 4 | 40 | 2    | 1.05  |
| 5  | Authentic reading materials increase students' awareness & learning development. of reading comprehension skills | 1 | 10 |   |    | 2 | 20 | 4 | 40 | 3 | 30 | 2.2  | 1.2   |
| 6  | Apart from traditional teaching reading materials, authentic reading materials include                           |   |    | 2 | 20 | 5 | 50 | 2 | 20 | 1 | 10 | 2.8  | 0.91  |



|    |   |   |    |   |    |   |    |   |    |   |    |     |      |
|----|---|---|----|---|----|---|----|---|----|---|----|-----|------|
|    | different types of text types.  |   |    |   |    |   |    |   |    |   |    |     |      |
| 7  | Authentic reading materials can be used as a bridge between the real world and class room.  |   |    |   |    | 3 | 30 | 2 | 20 | 5 | 50 | 1.8 | 0.91 |
| 8  | Authentic reading materials introduce life –like scenarios in to the class room.  | 1 | 10 | 1 | 10 | 1 | 10 | 4 | 40 | 3 | 30 | 2.3 | 1.33 |
| 9  | Authentic reading materials create opportunity to design different language activities and make students enjoyable.                       | 1 | 10 | 2 | 20 | 3 | 30 | 2 | 20 | 2 | 20 | 2.8 | 1.31 |
| 10 | Authentic reading materials contain topics of interest to learners and initiate reading for pleasure, and it could be practical and real. | 1 | 10 | 1 | 10 | 3 | 30 | 2 | 20 | 3 | 30 | 2.5 | 1.3  |

To make the analysis easier, the items of the teachers’ questionnaire, as stated earlier, are categorized into two main classifications as follow:

In item number one 4(40 %) and 1(10%) of the teachers respondents replied that they strongly disagreed and disagreed respectively as authentic reading materials are serve as exposure to real language whereas 2 (20%) of them were unable to decide on the issue.

However, 2(20%) and 1(10 %) of teacher respondents responded that they agreed and strongly agreed that authentic reading materials are used as

exposure to real language. From this interpretation, we concluded that the average mean score of the item was 2.5 which means strongly disagreed in which the majority of the respondents answered. This implies that most of the teachers don't have awareness about authentic reading materials .as it serve as exposure to the real language and classroom language. Inline to this issue, Kilicaya (2004) has defined authentic materials are exposure to real language.

In relation to the second item, 2(20 %) and 5( 50%) of teacher respondents answered that they strongly disagreed and disagreed respectively on the importance of authentic reading materials to increase learners' motivation for learning and other 2( 20 %) of them were unable to decide on the issue. However, 1(10%) of teacher respondents replied that they agreed that authentic reading materials increase learners' motivation for learning. Form this, we can summarize that most of teacher respondent showed their disagreement on the importance of authentic reading materials to increase learners' motivation for learning. But Gilmore (2007) and Sherman (2003) believe that authentic materials have strongly positive effect on motivation. They also state that motivation is regard as the key element in the success of learning in general and in learning language particular.

On other hand, in item number three, 3(30%) of teacher respondents showed that they **strongly disagreed as** authentic reading materials are used to contextualize language learning and 2(20%) of them disagreed. The other 4(40%) of teacher respondents were unable to decide on the importance of authentic reading materials to contextualize language learning. But, 1(10%) of them responded that they strongly agreed that authentic reading materials are used to contextualize language learning. From this, we can conclude that the majority of the respondents (m=1.6) were unable to decide on the issue. With regard to this, Gerhard (1996) believes that authentic materials "contextualize" language learning. In addition, he states that authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world.

The table 1 above, item 4 clearly showed that 4 (40%) of the respondents strongly disagreed that authentic reading materials hasn't considerable effect on developing students' reading comprehension skill. Likewise, 3(30%) of them disagreed on the point authentic reading materials increase students' reading comprehension skills.

On the other hand, 2(20 %) of the participants were unable to decide that authentic reading materials increase students' reading comprehension skills. Only 1 (10 %) of the respondents agreed that authentic reading materials increase students' reading comprehension skills. From this item one can deduce that the majority of the respondents 4(40%) were replied to the item as they strongly disagreed. In line to this, Akar and Yildirim(year), as quoted in Pandean (2011:P?) found out by using authentic reading materials, students' reading comprehension skills developed. So that, teachers had better develop p positive perception on the authentic materials on their contribution to increase students reading comprehension skills.

Item 5 intended to identify teachers' perception on how authentic reading materials increase students' awareness, and learning development of reading comprehension skills. Accordingly, 3(30%) of the respondents strongly disagreed and 4(40 %) of them disagreed on the importance of the authentic reading materials to increase students' awareness and their learning development of reading comprehension skills. On the other hand, 2(20 %) of the participants didn't deduce on the importance of authentic reading materials to increase students' awareness and their reading learning development of reading comprehension skills. To the contrary, 1(10 %) of the respondents strongly agreed that authentic reading materials increase students' awareness and their learning development of reading comprehension skills. Concerning this issue, Peacock (1970) cited in Richard (2001) mentioned several reasons for using authentic materials in classrooms. These are:

- They prepare learners for real life
- They meet learners' need
- They affect learners motivation positively and increase their awareness

Therefore, the respondents need to have positive perception about the importance of authentic reading materials to increase learners' awareness and their learning development of reading comprehension skills.

In item 6 in the above table indicates that 1(10 %) of the respondents and 2(2 %) of them strongly disagreed and disagreed respectively as authentic reading materials include different types of texts. But 5(50 %) of the response 2(20%) of them agreed as authentic reading materials include different types of text types. From this item, we can deduce that the majority of the teachers were unable to decide as authentic reading materials include different text types.

In item 7, 5(50 %) of the respondents strongly disagreed on how authentic reading materials are used as a bridge between the real world situation and classroom. But also 2(20 %) of the respondents disagreed and 3(30 %) of them were unable to decide on how authentic reading materials serve as a bridge between the real world situation and classroom. From this we can summarize that, the majority of the respondents' mean value ( $m=2.6$ ). This shows that the majority of the respondents strongly disagreed as authentic reading materials serve as a bridge between the real world and classroom situation.

According to item 8 above, 3(30 %) of the respondents strongly disagreed and 4(40 %) of them disagreed as authentic reading materials introduce life-Like scenarios into the classroom. But 1(10%) of the participants didn't decide on the issue. To the contrary, 1 (10 %) of the respondents agreed and strongly agreed as authentic reading materials introduce life like scenario into the classroom. From this, one can conclude that the majority of the respondents disagreed on how authentic reading materials introduce life like scenarios into the classroom.

As shown in item 9, 2(20 %) and 2( 20%) of the teachers strongly disagreed and disagreed respectively as authentic reading materials create opportunity to design different language activities and make students enjoyable and 3(30%) of the teachers were unable to decide on how authentic reading materials create opportunity to prepare different language activities and make students enjoyable. However, 2(20%) and 1(10%) of the teacher respondents agreed and strongly agreed up on the matter. Therefore, from this one can clearly understand that the majority of the respondent (m= 2.8) which means the respondents were unable to decide as authentic reading materials create opportunity to prepare different language activities and make students enjoyable.

In the above table, item 10 indicated that 3( 30%) strongly disagreed and disagreed about use of authentic reading materials contain topic of interest to students and how it is real and practical . on the other hand, 2(20%) of the respondents replied that they were unable to decide on the issue. In contrast to this, 1(10%) of the respondent agreed that authentic reading materials contain topic of interest to the students and as it is real and practical. With regard to this, Richards (2001) says that the language which the learners are engaged with in the classroom must represent the language used in the real world. Also Jacobson teal (2003) sees authentic reading materials as printed materials, which are used in the same way they would be used in the real life.

#### **4.1.1. Additional analysis of teachers' perception on the utilization of authentic reading materials in EFL class context.**

This section also deals with additional perception of teachers on the utilization of authentic reading materials in EFL context. Accordingly, the researcher gave his interpretation based on the following table.

#### **Table 2: Additional analysis of teachers' Perception on the utilization of authentic reading materials in EFL class context.**

| No |   | 5 |    | 4 |    |   | 3  | 2 |    |   | 1  | Mean | Stand |
|----|---|---|----|---|----|---|----|---|----|---|----|------|-------|
|    |   | F | %  | F | %  | F | %  | F | %  | F | %  |      |       |
| 11 | Authentic reading materials help learners to develop self- confidence in doing different activities in EFL class.       |   |    | 1 | 10 | 3 | 30 | 2 | 20 | 4 | 40 | 2.1  | 1.1   |
| 12 | Authentic reading materials have great importance in increasing learners' participation and involvement in their tasks. |   |    |   |    | 2 | 20 | 3 | 30 | 5 | 50 | 1.7  | 0.82  |
| 13 | Authentic reading materials help the students to be exposed to cultural difference & customs.                           | 1 | 10 | 1 | 10 | 3 | 30 | 2 | 20 | 3 | 30 | 2.5  | 1.3   |
| 14 | Authentic reading materials have an intrinsic educational value and motivate learners to know about the world.          | 1 | 10 | 2 | 20 |   |    | 3 | 30 | 4 | 40 | 2.3  | 1.49  |
| 15 | Authentic reading materials give chance for learners to practice different language activities in EFL class.            |   |    | 1 | 10 | 2 | 20 | 2 | 20 | 5 | 50 | 1.9  | 1.1   |
| 16 | Authentic reading materials help teachers to deliver  | 1 | 10 | 2 | 20 | 1 | 10 | 3 | 30 | 3 | 30 | 2.5  | 1.43  |

|    |   |   |    |   |    |   |    |   |    |   |    |     |      |
|----|---|---|----|---|----|---|----|---|----|---|----|-----|------|
|    | effective teaching – learning process.  |   |    |   |    |   |    |   |    |   |    |     |      |
| 17 | Authentic reading materials are used to carry out active teaching & learning techniques in EFL class.     |   |    | 1 | 10 | 2 | 20 | 3 | 30 | 4 | 40 | 2   | 1.0  |
| 18 | Authentic reading materials can serve as the current instrument of language content teaching methodology. | 1 | 10 | 2 | 20 | 4 | 40 | 1 | 10 | 2 | 20 | 2.9 | 1.28 |
| 19 | Teachers play great role in selecting and using appropriate authentic reading materials.                  | 1 | 10 |   |    | 3 | 30 | 4 | 40 | 2 | 20 | 2.4 | 1.17 |
| 20 | Authentic reading materials can develop students' thinking, predicting and interpretative abilities.      |   |    | 1 | 10 | 2 | 20 | 2 | 20 | 5 | 50 | 1.9 | 1.10 |

Item 11 indicated that 4(40 %) and 2( 20 %) of the respondents claimed their perception strongly disagreed and disagreed respectively as authentic reading materials help learners to develop self confidence in doing different reading comprehension activities. The rest 3(30 %) of the teachers replied as they were unable to decide. However, 1(10 %) of them agreed that authentic reading materials has effect up on developing students' self confidence in learning.

Hence, the mean (  $m = 2.1$ ) calculated for teachers' perception on the utilization of authentic reading materials illustrated in table 2 is the majority of

the teachers replied that they strongly disagreed in the five point Likert – scale. Concerning this issue Harmer (1994) states that authentic materials has positive effect on learners in that it:

- Helps learners to produce better language
- Helps learners to acquire the language faster and
- Makes learners more confident to deal with real life situation

In relation to item, 12 5(50%) and 3 (30%) of the respondents strongly disagreed and disagreed on the importance of authentic reading materials in increasing students' participation in their tasks. On the other hand, 2(20%) of the participants were unable to decide on the above stated issue. From this we can deduce that the majority of the respondents replied that they strongly disagreed as authentic reading materials increase students' involvement and participation in doing their tasks.

However, Berado (2006) states using different types of reading texts, helps to make the reading tasks more interesting and help to attract learners' attention and participation.

As shown in table 2 above, the responses to item 13 show that 3(30%) and 2(20%) of them strongly disagreed and agreed respectively on how authentic reading materials are used to expose the students to different cultures and customs. But the other teachers 3(3%) were not able to decide to respond. On the other hand, 1 (10% ) and 1(10%) of the respondents strongly agreed and agreed as authentic reading materials are used to expose students' to different culture and customs. From this, the majority of the respondents strongly disagreed and unable to decide as authentic reading materials are used to expose students to different culture and customs. To this opposite Rogers and Medley (1988: as cited in Shomoossi 2007) the term authenticity and authentic are often used to describe language samples both oral and written that reflect the naturalness of form, and appropriateness of cultural and situational



context. Also Sherman (2003) mentions that importance of authentic materials is a window into culture. As mentioned in table 2 item 14 , 4 ( 40%) and 3(30 %) of the respondents strongly disagreed and disagreed respectively as authentic reading materials have intrinsic educational value and motivate learners to know about the world. But 2 ( 20 %) of respondents and 1 (10 %) of them agreed and strongly agreed as authentic reading materials have intrinsic educational value and motivate learners to know about the world. From this, almost the majority of the teachers strongly disagreed as authentic reading materials have intrinsic educational value and motivate learners Yadira (2000) as quoted in Pandean (2011) found out by using authentic materials students' motivation and their reading skills developed.

In addition, from item 15, one can infer that 5(50%) of teachers respondents strongly disagreed and 2(20 %) of them disagreed on how utilizing authentic reading materials give opportunity to learners to practice different language activities in EFL class. Moreover, 4 (40 %) of the respondents were unable to deduce to respond to the issue. Only 1(10 %) of them replied that they strongly agreed authentic reading materials give opportunity for students to practice different language activities in EFL class. Hence, one can easily understand the majority of the teachers strongly disagreed to the items. Finally, from this we concluded that language teachers don't have awareness as authentic reading materials give chance for learners to practice different language activities.

Again in item 16, 3(30%) and 3(30%) of the teacher respondents strongly disagreed and disagreed respectively as authentic reading materials help teachers to carry out effective teaching learning process. 1 (10 %) of them were unable to decide on the issue. However , 2( 20%) and 1(10 %) of teacher respondents agreed and strongly agreed on as authentic reading materials help teachers to deliver effective teaching learning process. From this we can summarize that most of the teachers strongly disagreed and disagreed to the issue as it helps teachers to deliver fruitful teaching- learning process by increasing learners' involvement and participation.

Based on item 17, 4( 40%) and 3( 30%) of teacher respondents replied that they strongly disagreed and disagreed respectively as authentic reading materials are used to carry out active teaching-learning techniques in EFL class. On the other hand, 2(20 %) of the teacher respondents were unable to decide up on the issue to respond. But 1(10 %) of them were replied that they agreed that authentic reading materials are used to carry out active teaching and learning techniques. Therefore, from this one can clearly understand that most of the respondents' (m=2) which means the majority of teacher respondents strongly disagreed.

Item 18 showed that 2(20%) and 1( 10% ) of teachers respondents answered that they strongly disagreed and disagreed respectively as authentic reading materials serve as current instrument of language content teaching methodology. And 4(40%) of them were unable to decide to respond up on the issue. On the other hand, 2(20 %) and 1( 10%) of the teacher respondents answered that they agreed and strongly agreed that authentic reading materials can serve as the current instrument of language content teaching methodology.

To sum up this item, the majority of teacher respondents replied that they were unable to decide to respond to the issue. In line to this, Nun an (1997) mentioned in Widdoson (1990) believes that exposing learners to authentic materials is indispensable because of the rich language inputs they provide. This means these language inputs can be language contents teaching methodology.

Based on item 19, 2(20 %) and 4(40%) of teachers respondents answered that they strongly disagreed and disagreed as they play great role in selecting and using appropriate authentic reading materials. Besides, 3 (30%) of teacher respondents were unable to decide up on it to respond. however, 1(10 %) of them responded that they strongly agreed as they play great role in selecting and using appropriate authentic reading materials in EFL class.

Generally, from this one can generalize that the majority of teachers respondents responded that they disagreed as they play great role in selecting and using appropriate authentic reading materials in EFL class. According to McGrath (2002), eight criteria to be considered by teachers when choosing appropriate authentic texts. These are:

- Relevance to course book and learners' need.
- Topic interests
- Culture fitness
- Logical considerations
- Cognitive demands
- Linguistic demands
- Quality and
- Exploitability

Lastly, in item 20,5 (50%) and 2 (20%) of teacher respondents replied that they strongly disagreed and disagreed respectively as authentic reading materials develop students' thinking, predicting, and interpretative abilities. On other hand, 2 (20%) of them were unable to decide to respond on the issue. However, 1 (10%) of teacher respondents replied that they agreed that authentic reading materials develop students' thinking, predicting, and interpretive abilities. From this item, the mean value shows nearer to strongly disagreed.

With regard to this, Peacock (1970) cited in Richards (2001) states authentic materials help learners develop their thinking, predicting, interpretive, realizing the relationship between the language presented in the classroom and the language used in real world situations.

## 4.2. Teachers' Familiarity to the utilization of authentic reading materials in EFL class context.

Table 3 presents teacher's Familiarity to the utilization of Authentic reading materials in EFL classroom context. As we can see from the table, the majority of the teacher's strongly disagreed concerning their familiarity to the utilization of authentic reading materials.

**Table 3: Teachers' Familiarity to the utilization of authentic reading materials in EFL class context.**

| No | Items  | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | Mean | Stand |
|----|--|---|----|---|----|---|----|---|----|---|----|------|-------|
|    |  | F | %  | F | %  | F | %  | F | %  | F | %  |      |       |
| 1  | I usually use authentic reading materials as exposure to real language in an EFL class.  |   |    | 1 | 10 | 1 | 10 | 3 | 30 | 5 | 50 | 1.8  | 1.03  |
|    | I frequently use authentic reading materials as sources of language inputs to design different reading comprehension activities. |   |    | 1 | 10 | 1 | 10 | 2 | 20 | 6 | 60 | 1.7  | 1.05  |
| 3  | I have access to use different kinds of authentic reading materials in EFL class.  | 1 | 10 | 1 | 10 |   |    | 3 | 30 | 5 | 50 | 2    | 1.41  |
| 4  | I usually select and   |   |    | 1 | 10 | 2 | 20 | 4 | 40 | 3 | 30 | 2.1  | 0.99  |

|   |   |   |    |   |    |   |    |   |    |   |    |     |      |  |
|---|---|---|----|---|----|---|----|---|----|---|----|-----|------|--|
|   | use authentic reading materials which go with learners' background knowledge.   |   |    |   |    |   |    |   |    |   |    |     |      |  |
| 5 | I frequently use short stories, poems, novels, journal texts, internet etc... as authentic reading materials in an EFL class.                   | 1 | 10 | 2 | 20 | 1 | 10 | 3 | 30 | 3 | 30 | 2.5 | 1.43 |  |
| 6 | I use authentic reading materials as tool while assessing the 4reading comprehension skills of my students.                                     |   |    |   |    | 2 | 20 | 2 | 20 | 6 | 60 | 1.6 | 0.84 |  |
| 7 | I frequently incorporate authentic reading materials in actual teaching reading comprehension skills to make learning attractive and enjoyable. | 1 | 10 | 2 | 20 |   |    | 3 | 30 | 4 | 40 | 2.3 | 1.49 |  |
| 8 | I always use authentic reading materials in an EFL  | 1 | 10 | 1 | 10 |   |    | 4 | 40 | 4 | 40 | 2.1 | 1.37 |  |

|    |  |   |    |   |    |   |    |   |    |   |    |     |      |  |
|----|--|---|----|---|----|---|----|---|----|---|----|-----|------|--|
|    | which go with learning situation or contexts.  |   |    |   |    |   |    |   |    |   |    |     |      |  |
| 9  | I always use authentic reading materials that reflect learners' cultural values and customs.     | 2 | 20 | 1 | 10 |   |    | 2 | 20 | 5 | 50 | 2.3 | 1.7  |  |
| 10 | I use authentic reading materials as a bridge between the class room language and outside world. |   |    | 1 | 10 | 2 | 20 | 2 | 20 | 5 | 50 | 1.9 | 1.10 |  |

The above table 3 shows the items from 1-10 are the Familiarity of English to the utilization of Authentic reading materials in EFL class context. Likewise, each item is analyzed one by one as follows:

In the first item 5(50%) and 3(30%) of teacher respondents strongly disagreed and disagreed respectively to show their unfamiliarity to the utilization of authentic reading materials as exposure to real language in EFL class context. Again 1(10%) of the respondents were unable to decide upon the issues. But 1(10%) of the respondents agreed to show their familiarity to utilization of authentic reading materials as exposure to real language in EFL class context. From this, one can summarize that the majority of the teacher's respondents strongly disagreed concerning their familiarity to use authentic reading materials as exposure to real language in EFL class context. However, Kilicaya(2004) has defined authentic materials are exposure to real language. Therefore, English teachers should use authentic reading materials in EFL as exposure to real language.

In relation to the 2 items 6(60%) of teacher respondents replied that they strongly disagreed to show their unfamiliarity to the utilization of authentic reading materials as sources of language inputs. In other way, 2(20%) of the respondents disagreed that they were unfamiliar to use authentic reading materials as sources of language inputs and 1(10%) of them were unable to responded up on the issues.

On other hand, 1(10%) of the respondents agreed that they were familiar to use authentic reading materials in EFL class as the sources of language inputs. Generally, from this item one can deduce that the majority of the respondents that means 6(60%) were replied to the item as they were strongly disagreed to show their unfamiliarity to the utilization of authentic reading materials as sources of language inputs. In line to these issues, Nuan (1997) mentioned in Widdowson (1990), believes that exposing learners to authentic materials is indispensable because the rich language inputs they provide. So, teachers should use authentic reading materials in EFL as sources of language inputs . In the above table, item 3 clearly shows that 5(50%) and 3(30%) of the respondents strongly

Disagreed and disagreed respectively towards the access they have to the utilization of authentic reading materials in EFL class context. However, 1(10%) of the respondents replied that they agreed and strongly agreed respectively concerning the access they have to utilization of authentic reading materials in EFL class context. Consequently, from this we can clearly understand that the majority of the respondents (m=2) which means 50% of the teacher respondents strongly disagreed that they didn't have access to utilization of authentic reading materials in EFL class context. Thus, the school leader's department heads should create opportunity for English teachers to use different authentic reading materials in EFL class to develop the student's reading comprehension skills.

According to item 4, 3(30%) and 4(40%) of teacher respondents answered that they strongly disagreed and disagreed on their familiarity and role to select and use authentic reading materials which depicts learners background knowledge.

Again 2(20%) of them couldn't decide up on the issues. In another way, 1(10%) of the respondents replied that they agreed that the select and use authentic materials which go with learners back ground knowledge. Based up on the above explanation, the majority of the respondents (  $m=2.1$ ) which means 40% of teacher respondents disagreed on their familiarity to select and use authentic reading materials which reflects learners background knowledge in EFL class. Harmer (2001) states that the students need to be offered a program, which includes selecting appropriate materials, guidance, tasks and facilities by their teachers. So it is undeniable that teachers can play great role to select appropriate authentic reading in EFL class which reflects the students' background knowledge and which encouraged them for learning.

In the above table, item 5 portrays 3(30%) and 3(30%) of teacher respondents sequentially strongly disagreed and disagreed regarding their of familiarity of utilizing short stories, poems, novels, journal texts, internet sources as authentic reading materials in EFL class. And 1(10%) them were unable to respond to express their familiarity. But 2(20%) and 1(10%) relied sequentially that they agreed and strongly agreed on the utilization of short stories, poems, novels, journals texts, internets sources as authentic reading materials in EFL class context to deepen their students reading comprehension skills. As it is indicated above the majority of the respondents ( $m=2.5$ ) strongly disagreed and disagreed as they were unfamiliar to the utilization of short stories, poems, novels, journals texts, and internet sources as authentic breading materials in EFL class. For instances, Peacock (1997) describes novels, poems, short stories, newspapers advertisements for events etc... are examples of authentic materials. In addition, from item 6 one can infer that 6(6%) and 2(20%) of the respondents strongly disagreed and disagreed to show their unfamiliarity to use authentic reading materials as a tool to assess learners' reading comprehension skills. Moreover, 2(20%) of the respondents were able to decide up on it from this one can deduce that the majority of teacher respondents ( $m=1.6$ ) responded that they were unfamiliar to



use authentic reading materials as tool to assess learners' reading comprehension achievement in EFL class. Grille (1996) says that reading comprehension on guessing. Predicting and understanding the written text. Thus, teachers should use authentic reading materials as tools to assess and to develop learners' reading comprehension achievement.

As shown in table 3, above the responses to item 7 show that which means 4(40%) of the respondents strongly disagreed and disagreed that they were unfamiliar to incorporate authentic reading materials in their teaching methodology to make learning attractive and enjoyable. On the contrary, 2(20%) and 1(10%) of the respondents agreed and strongly agreed to the utilization of authentic reading materials in incorporating in their teaching methodology in EFL class to make learning attractive and enjoyable. Hence, it is clearly shown that the majority of the respondents (m=2.3) replied that they strongly disagreed and disagreed to show their unfamiliarity to incorporate authentic reading materials in their teaching learning process to make learning attractive and enjoyable. In line to the above item,, Klinger(2007) states that the most EFL teachers at the school find it difficult in incorporating authentic reading materials in their instructional method in classroom.

As a result, to most students of high school, reading is considered as difficult language skill majority of the students have own reading skills and interests.

Item 8 Indicated that, 4(40%) of the respondents replied that they strongly disagreed and disagreed to show their unfamiliarity to the utilization of use authentic reading materials in EFL which go with learning situation or context. However, 1(10) of the respondents agreed and strongly disagreed and showed their familiarity to the utilization of authentic reading materials in EFL class which go with the learning context. But the majority of the respondents (2.1 percent or what?) answered that they were unfamiliar to make the utilization of authentic reading materials which go with the situation or context. In line to this, Berado (2006), states that two more important criteria must also be taken into account by teachers when selecting authentic materials which are: variety

and presentation using different types of texts help to make the reading tasks more interesting.

A Berado also states presenting the materials in an authentic context is a key element to attractive learners' attention and interests.

In the above table, item 9 clearly shows that 5(50%) and 2(20%) of teacher respondents strongly disagreed and disagreed sequentially and showed their unfamiliarity to the utilization of reading of authentic reading materials that reflect learners' culture and customs. In another way, 1,(10%) and 2(20%) of the respondents agreed and strongly agree to show their familiarity to the utilization authentic reading materials that reflects learners' culture and customs. From this what?, one can deduce that the majority of the respondents (m=2.3) responded that they were unfamiliar to the utilization of authentic reading materials that reflect learners' culture and customs. However, Speller2002) in Rizqiyah (2009) states authentic materials introduce students to the culture that surrounded them and provide them the opportunity to see where different grammatical structure and types of discourses are used. Furthermore, item 10 shows that 5(50%) and 2(20%) of the respondents strongly disagreed and disagreed respectively and showed their unfamiliarity to the utilization of authentic reading materials as a bridge between the classroom language and outside world. But 2(20%) of the teacher respondents were unable to express their familiarity to the issues. However, 1(10%) of the respondents were agreed that they were familiar to the utilization of authentic reading materials as a bridge between the classroom and outside world. From this, one can summarize that the majority of the respondents were unfamiliar to the utilization of authentic reading materials as a bridge between the classroom and outside world.

To the contrary, Richards (2001) states the authentic materials which learners are engaged with in the classroom must represent the language used in real world.

**4.2.1. Additional familiarity of teachers to the utilization of authentic reading materials in EFL class.**

This research also deals with additional familiarity of teachers to utilization of authentic reading materials in EFL classroom context. Based on the percentage value, the researcher gives his interpretation.

**Table 4: Additional Familiarity of teachers to the utilization of authentic reading materials**

| No | Items  | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | Mean | Stand |
|----|--|---|----|---|----|---|----|---|----|---|----|------|-------|
|    |  | F | %  | F | %  | F | %  | F | %  | F | %  |      |       |
| 11 | I always use real and practical authentic reading materials which contain topic of interest.                                       | 1 | 10 |   |    | 2 | 20 | 3 | 30 | 4 | 40 | 2.1  | 1.2   |
| 12 | I often use authentic reading materials to help learners develop self-confidence to do different reading comprehension activities. |   |    | 2 | 20 | 1 | 10 | 5 | 50 | 2 | 20 | 2.3  | 1.05  |
| 13 | I always use authentic reading text to teach different linguistic items in addition to teaching reading comprehension skills.      | 1 | 10 |   |    | 1 | 10 | 3 | 30 | 5 | 50 | 1.9  | 1.28  |
| 14 | I usually use authentic reading materials to increase learner's  |   |    | 3 | 30 |   |    | 3 | 30 | 4 | 40 | 2.2  | 1.31  |

|    |   |   |    |   |    |   |    |   |    |   |    |     |      |  |
|----|---|---|----|---|----|---|----|---|----|---|----|-----|------|--|
|    | involvement and participation in doing different reading comprehension activities.  |   |    |   |    |   |    |   |    |   |    |     |      |  |
| 15 | The school leaders and English department heads help me to use different authentic reading materials by facilitating the internet serves, magazine, etc.    | 1 | 10 | 1 | 10 |   |    | 3 | 30 | 5 | 50 | 2   | 1.41 |  |
| 16 | There are many authentic reading materials in our library, so that I can use them in an EFL class.  |   |    | 1 | 10 | 1 | 10 | 2 | 20 | 6 | 60 | 1.7 | 1.05 |  |
| 17 | I often use authentic reading materials in public library in our town and I use it in an EFL class.   | 1 | 10 |   |    | 1 | 10 | 1 | 10 | 7 | 70 | 1.7 | 1.33 |  |
| 18 | I always use authentic reading materials in EFL class and my students practice doing different kinds of reading comprehension activities without any boring | 1 | 10 |   |    | 2 | 20 | 3 | 30 | 4 | 40 | 2.1 | 1.28 |  |

|    |   |   |    |   |    |   |    |   |    |   |    |     |      |  |
|----|---|---|----|---|----|---|----|---|----|---|----|-----|------|--|
| 19 | I usually use authentic reading materials in an EFL class, so that my students develop their reading comprehension skills and find pertinent information quickly from the reading text. | 1 | 10 | 2 | 20 | 1 | 10 | 2 | 20 | 4 | 40 | 2.4 | 1.5  |  |
| 20 | I often use authentic reading materials to develop learners' reading comprehension skills and to conduct active teaching learning process in an EFL class.                              |   |    | 1 | 10 | 2 | 20 | 4 | 40 | 3 | 30 | 2.1 | 0.99 |  |

As indicated in the table above, under item 11, 4(40%) strongly disagreed while 3(30%) of the respondents and disagreed about.....utilization?familiarity? of authentic reading material? Consequently, and they were unfamiliar to the utilization of authentic reading materials which is real and practical. On the other hand, 2(20%) of the respondents were unable to decide to give their responses regarding what?. However, 1(10%) of the respondents strongly agreed that they were familiar to the utilization of real and practical authentic reading materials in EFL class context. From the above explanation, one can infer that the majority of the respondents (m=2.1) replied that they were unfamiliar to the utilization of practical and real authentic reading materials. With regard to the above item, Otte (2006) believes that learners need to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world. Therefore, teachers have to use

real and practical authentic reading materials in EFL class context to develop learners' reading comprehension skills.

Item 12 indicated that 2(20%) and 5(50%) of teacher respondents strongly disagreed and disagreed sequentially to show their unfamiliarity to the utilization of authentic reading materials to develop learners' self-confidence to do different reading comprehension activities. Besides, 1(10%) of the respondents didn't respond or they were unable to decide to the issues. But, 1(10%) of the respondents to the utilization of authentic reading materials in EFL class to develop learners' self-confidence to do different reading comprehension activities.

From this interpretation, one can summarize that the majority of the respondents answered that they were unfamiliar to the utilization of authentic reading materials in EFL class to develop students' self-confidence to participate actively in doing different reading comprehension activities.

As shown in the above table 4, item 13 5(50%) and 3(30%) of the teacher respondents replied that they strongly disagreed and disagreed to show their unfamiliarity to the utilization of authentic reading materials to teach different linguistic items besides teaching reading comprehension skills. And 1(10%) of the respondents were unable to decide.

But 1(10%) of answered that they strongly agreed to the utilization of authentic reading materials to teach different linguistic items in addition to teach reading comprehension skills. From this explanation, we can conclude that the majority of the respondents replied that they were unfamiliar to utilization of authentic reading materials in EFL class context to teach different linguistic items in addition to teach reading comprehension skills. In line to this, (Speller, 2002) in Ritiqiyah, 2009) states the use of authentic materials in the classroom can motivate the students because there are three layers of learning. These are (structure, vocabulary) , culture insight and practical application.

In relation to items 14, 4(40%) and 3(30%) of teacher respondents strongly disagreed and disagreed respectively and showed their unfamiliarity to

utilization of authentic reading materials to increase learners' involvement and participation in doing different reading comprehension activities. On other hand, 3(30%) of the respondents agreed that they were familiar to the utilization of authentic reading materials to increase learners' involvement and participation in doing different reading comprehension activities. From this, we can deduce that they the majority of the respondents strongly disagreed and showed their unfamiliarity to the utilization of authentic reading materials in EFL class context to increase learners' involvement and participation. However, Rogers (1998, as cited in Kilickaya, (2004) states that authentic materials are appropriate and good in terms of goals, objectives, learners' needs and interests as well as natural in terms of real life and meaningful communication and it is believed that it plays a significant role in motivating students' learning and increasing their involvement and participation in doing different language activities.

disagreed

In item 16, the following 5(50%) of teacher respondents strongly disagreed and 3(30%) of them suggested that there were no support and facilities given to them by school or by the school leaders and authentic reading materials. But, 1(10%) and strongly agreed that the school. Leaders and department heads helped them to use different authentic reading materials. From this it is possible to say that the majority of the respondents strongly disagreed that the school leaders and departments' heads didn't help them to use different authentic reading materials in EFL class context.

As a result, the school leaders and department heads should help teachers to use authentic reading materials by facilitating the internet service, magazines, news, journals texts etc... in the school.

In the above table 4 , items 16, 6(60%) and 2(20%) of teacher respondents strongly disagreed and disagreed as there were no authentic reading materials in and they their library and they were unfamiliar to the utilization of authentic reading materials. And 1(10%) of the respondents were unable to decide up on the issue. However, 1(10%) of them agreed that there were

authentic reading materials and so that they were familiar to the utilization of it. From this one can deduce that the majority of the respondents strongly disagreed as there were no authentic reading materials in their library and they were unfamiliar to its utilization. Furthermore, in items 17, 7(70%) and 1(10%) of the respondents replied that they strongly disagreed and disagreed as there were no authentic reading materials in public in EFL class context. But 1(10%) and 1(10%) of the respondents were unable to decide up on the issue and strongly agreed that they use authentic reading materials from public library. From the above the items, 16 and 17 one can deduce that the majority of the respondents ( $m=1.7$ ) answered that there were no authentic reading materials in their library and in public library and they were unfamiliar to the utilization of it in EFL class context.

In item 18, the majority of the respondents 4(40%) and 3(30%) of them strongly disagreed and disagreed sequentially that they were unfamiliar to the utilization of authentic reading materials in EFL class context. And to make students practice doing different reading comprehension activities without being bored. On the other hand, 2(20%) of the respondents were unable to respond to the issue. But, 1(10%) of them strongly agreed that they were familiar to the utilization of the authentic reading materials to increase students' participation in doing different language activities.

Furthermore, in item 19, 4(40%) and 2(20%) of the respondents strongly disagreed and disagreed respectively to the utilization of the authentic reading materials in EFL class context to help students develop their reading comprehension, so that they can find pertinent information quickly from the reading text. Again 1(10%) of them didn't decide. But 2(20%) and 1(10%) of the respondents agreed and strongly agreed to the utilization of authentic reading materials in EFL class context to the develop students' reading comprehension skills to find pertinent information quickly from the reading text.

Generally, from the above table four items 18 and item 19, the majority of the respondents replied that they were unfamiliar to the utilization of authentic reading materials in EFL class context to help students practice doing different



reading comprehension activities and to develop their comprehension skills to find pertinent information quickly from the reading text.

In line to this, Johnson (2004) states that the students' comprehension ability will guide them understand the text to get information whether the information is clearly stated or implicitly stated.

Lastly in item 20, 3(30%) and 4(40%) of the respondents strongly disagreed and disagreed respectively, and they were unfamiliar to the utilization of authentic reading materials as language content to conduct active teaching and learning process in EFL class. Whereas, 2(20%) of them were unable to decide and 1(10%) of the respondents agreed that they were familiar to the utilization of the authentic reading materials as language content to conduct active teaching learning process in EFL class context. To sum up, from the above item 20, we can summarize that the majority of the respondents replied that they were unfamiliar to the utilization of the authentic reading materials as language content to conduct active teaching-learning process in EFL class. Thus, as shown in table 4 to check the reliability and internal consistency how those set of items were related to each other, Cronach's Alpha based on standardized item was used and as indicated in the above table the value of Alpha Coefficient for all items in the thematic group was 0.98 of Cronbach's Alpha coefficient.

#### **4.3 Qualitative Analysis of Teacher's perception and familiarity on the utilization of authentic reading materials in EFL class context to help develop students' reading comprehension skills.**

Under this sub title, teachers were asked question no.21 and 22 to reflect their perception and their familiarity to the utilization of authentic reading materials in EFL class context. Accordingly, concerning question no.21, seven teachers explained their perception. They stated that they did not have awareness about the utilization of authentic reading materials and how it could develop students' reading comprehension skills. Furthermore, two teachers were unable to reflect their perception on the utilization of authentic reading materials in EFL class. But one teacher gave his perception that utilizing

authentic reading materials in EFL Class is very essential because it motivates and inspire students for reading .This is because, it develop students' reading comprehension skills.

Concerning question no.22, the majority of the respondents replied that they frequently use students' text book to develop their reading compression skills .They also replied that they did not have awareness and access to the utilization of authentic reading materials in EFL class context. They also claimed that the school administers and department heads did not support and did not encourage them to utilize authentic reading materials in EFL class .They also told that the department heads followed and forced them not to jump every reading sections in the students' text book rather than selecting and utilizing appropriate topics which motivate the students for reading in the text book and outside text book.

#### **4.4. Presentation and Analysis of Data that Obtained through classroom observation**

Classroom observation checklist questions were designed to observe English teachers' utilization of authentic reading materials while teaching learning was being carried out in EFL class to develop students' reading comprehension skills. The analyses of classroom observation checklist questions were presented as follows:

##### **Research Q1: Do English teachers utilize authentic reading materials in EFL class apart from students' textbook to develop their students' reading comprehension skills?**

According to Johnson (2004), the students' comprehension ability will guide them to understand the text to get information whether the information is clearly stated or implicitly stated.

Guariento and Morley (2001) also claim that the purpose of using authentic materials is to prepare the students for their social lives and to close the language gap between classroom knowledge and real life. According to the

above scholar's view it is possible to say that the language gap between classroom knowledge and real life can't be improved only by using students' textbook. In his classroom observation the researcher confirmed that all of the observed teachers focused on the students' textbook to teach reading comprehension skills. As a result, student's participation and interaction of doing reading comprehension activity was less. To sum up, English language teachers' should utilize authentic reading materials in EFL class context apart from the students' textbook in order to close language gap between classroom knowledge and real life and also to develop learners' reading comprehension skills.

**Research Q2. Do English teachers use authentic reading materials in EFL class as language inputs to teach different linguistic items besides teaching reading comprehension skills?**

Nunan(1997) mentioned that exposing learners to authentic materials is indispensable because the rich language inputs they provide. According to the above scholar's view, it is possible to say that teachers can use authentic reading materials as sources of language inputs to teach different linguistic items such as grammar, vocabulary, active, passive etc in addition to teaching reading comprehension skills. To the contrary, the researcher observed that teachers did not utilize or didn't incorporate authentic reading materials in their instructional methodology as the sources of different linguistic items besides teaching reading comprehension n skills.

**Research Q3. Do teachers utilize Authentic Reading Materials in EFL class context which Reflects Students' Culture and Real Life situation ?**

Mc Gregor (2007) describes how authentic materials in the classroom important. She stated that text types make sense if they exist in cultural context. Because they are the cultural forms of beliefs and social practice. But the researcher didn't come across or didn't see the teachers who used authentic reading materials which could reflect students' culture and real life situation in his classroom observation. As it is stated above, using authentic reading materials in cultural context can increase students' participation and

involvement in doing reading comprehension activities and develop students' reading comprehension skills. Therefore, teachers should select different authentic reading materials in accordance with students' cultural context and design different language activities so as to develop learners' reading comprehension skills.

**Research Q4. Teachers' approach and Strategies they use while teaching reading comprehension skills attracts learners and leads them to be active participants in doing reading comprehension activities.**

It is undeniable that the approaches and strategies teachers use to deliver effective teaching-learning process has great importance. For example good teachers' approach can motivate, inspire, and increase students' involvement and participation to do different tasks. Moreover, teachers' usage of different strategies can help learners to aware of what to do and what activities to be done under each strategy. However, among five English teachers that were observed while they were teaching reading comprehension skills, the researcher found that the only teacher numbers five whose approach and strategy was good. He motivated and encouraged students' by moving in the classroom and give them different language activities using clear instruction. Consequently, learners' participation and involvement observed in doing different language tasks was increased. To the opposite, the approaches and strategies of another observed four teachers were not good and they didn't motivate and encourage learners towards doing reading comprehension activities. As result, learners' interaction and engagement of doing different reading comprehension tasks was observed to be low. To avoid this, teachers should use different approaches and strategies to deliver fruitful teaching-learning process by motivating and encouraging students through the utilization of authentic reading materials. So that learners can aware and actively participate as they are the stock holders and beneficiary of doing different reading comprehension tasks and develop their reading comprehension skills.

**Research Q5. Do teacher use poem, short stories, journal text, internet sources as topic of interest for learners while teaching reading comprehension skills in EFL class context?**

To develop students' reading comprehension skills, it is believed that students must be supplied with authentic reading materials which are assumed to contain topics of interest to learners. Bringing these authentic reading materials which are topics of interests to students are very important as they increase learners' motivation for learning and expose them to the real language. They also add real life elements to the students' learning experience, and encourage them reading for pleasure. Rogers (1988) defines authentic materials are appropriate and quality in terms of learners' needs, interest and natural in terms of real life.

However, the researcher didn't find the observed teachers in using authentic reading materials which are assumed to be topics of interests to learners and which motivate and encourage learners for reading. Generally, English language teachers should select and use authentic reading materials which are thought as topics of interests to learners and which are appropriate in terms of learners' needs, interests, learning abilities and grade levels to develop the reading comprehension skills of their students.

**Research Q6. Do English teachers utilize authentic reading materials in EFL class context and prepare different reading comprehension tasks for students to develop their reading comprehension skills?**

Farbrainand Winch (1996) defines reading comprehension as gaining meaning from the text. Besides, Johnson etal, (2004) says that reading comprehension is an active process directed by intentional thinking that allows young readers to make connections between their thinking processes, the contextual content and their own knowledge, expectation purpose for reading. Thus, to develop learners' reading comprehension skills, teachers should utilize appropriate authentic reading materials in EFL class in accordance of learners' needs, interest ,back ground knowledge and grade level to prepare different reading comprehension tasks and making them practice. To this opposite, the

researcher observed that the observed teachers mainly focused on the students' textbook and taught their students only the comprehension questions that have been already prepared on the students' textbook.

This means, they didn't utilize another supplementary authentic reading materials in EFL class and didn't prepare reading comprehension activities for students in addition to utilizing students textbook. Hence, knowing the importance of good reading comprehension ability in academic achievement of the students, English teachers should do their level best to develop their students reading comprehension skills.

#### **4.5. Presentation and Analysis of Teacher's Interviews**

Different kinds of questions were forwarded to teachers to explore their familiarity to the utilization of authentic reading materials during an EFL class to develop students' reading comprehension skills. The questions and responses are presented in following sections

**Teachers' Interviews on their familiarity to the utilization of authentic reading materials in an EFL class context to help develop students' reading comprehension skills.**

##### **4.5.1. Data Obtained through Interviews**

The main purpose of the interviews was to obtain information from teachers on the utilization of authentic reading materials to help develop students reading comprehension skill during EFL classes the case of Grade nine at GudayaBil secondary school ,GudayaJare secondary School and Zengi secondary School .The responses were qualitatively analyzed below.

**Research Q1: Do your students actively participate in doing reading comprehension activities and score high grade?**

**Teachers 1, 3, 5** responded that most of the students hate and don't have interest in doing different reading comprehension activities. Consequently, they score low grades in reading comprehension tasks. The teachers replied that this was because of the students are not willing to bring their textbook to practice doing reading comprehension activities, lack of practice starting from the lower grades, lack of exposure to reading outside the classroom, lack of advice and motivation.

From the above teachers' responses, we can understand that students' participation and achievement is less in reading comprehension activities.

For this reason, teachers should play their role to motivate and encourage students towards reading by using different authentic reading materials to develop the students' reading comprehension activities.

**Teachers 2, 4, 8** replied that many students think that doing different types of reading comprehension activities are very difficult, boring and time consuming. Thus, the students become pessimistic about developing their reading comprehension skills and lose hope.

**Teachers 6, 7,9,10** forwarded that most of the students' don't actively participate in doing different types of reading comprehension activities. This is because most of the reading topics and reading activities that are found in the students' textbook are not designed in a way that it motivates and initiate learners towards reading. The teachers also suggested that learners' low reading comprehension skills in English has great impact up on their academic achievement in another subjects.

From the above explanation, one can understand that students lose hope and frustrated to do reading comprehension activities because the reading topics and reading activities are not authentic.

## **Research Q2: What kinds of Authentic Reading Materials do you use in an EFL Class apart from Students' textbook to Develop learners' Reading Comprehension Skills?**

All the interviewed teachers responded that they don't have awareness about the utilization of authentic reading materials and its importance in developing students' reading comprehension skills. As a result, they usually use students' textbook as the only sources for designing different reading comprehension activities for the students. Moreover, the teachers said that their English department head warns and follows them not to jump all the reading topics and reading comprehension activities rather than motivating and creating opportunities for teachers to use different authentic reading materials apart from their English textbook which suits learners needs and interests. Hence, it is possible to say that teachers don't have understanding about the utilization of authentic reading materials in EFL class context and they were not allowed to jump the reading topics which do not go with learning context and to select appropriate reading topics . Thus, the department head should give them the necessary support to use different authentic reading materials apart from their students' textbook rather than limiting them to use only students' text book and rather than forcing them not to jump the reading section which does not suit learners' needs , interests and which does not go with learning context.

## **Research Q3: Do you use Authentic reading materials which reflect the students' culture and background Knowledge in an EFL class?**

**Teachers 1,4,7,8** replied that using reading text (materials) that reflects their culture can increase their interest and participation in doing different types of reading comprehension activities. Likewise, the teachers stated that using materials which is go with learner's background knowledge is very essential. They said that it helps the students to relate the given topic with their prior knowledge and deepen their understanding about the topic. However, most



teachers teacher 2,3,5,6,9, 10 responded that they simply use the reading passages that are presented in the students' textbook regardless of its authentic or non-authentic since it has been designed for the students. They also told that they lack understanding about utilizing authentic reading materials that reflect learners' culture. They replied that this is because there are many students who are from many nations and nationalities in one class and who have different culture and customs.

From the above teachers' response, it is possible to say that teachers don't utilize authentic reading materials that reflect the learners' culture for the fear that there are many students in one class who have different cultures. But this shouldn't hinder them not to use culturally authentic reading materials .They should utilize authentic reading materials that reflect the common culture of all the students in class.

**Research Q4.Do you select and utilize different authentic reading materials as the sources and inputs to design different reading comprehension activities for the students in EFL class context?**

All the interviewed teachers responded that they utilize only students' textbook whether it is authentic or non-authentic to teach reading comprehension skills. They also replied that they usually use reading comprehension activities that have been already designed for learners in their textbook rather than selecting and using authentic reading materials and designing reading comprehension activities that suit learners' needs and ability. Furthermore, teachers said that they don't have concept how authentic reading materials could be the sources and inputs to design different linguistic items, such as vocabularies, tenses, active, passive etc...besides teaching reading comprehension skills. Based up on the above explanation, it is possible to say that teachers don't have understanding how they could play great role upon their subject matter in selecting appropriate authentic reading materials which motivate learners for

reading and which can serve as language inputs to design different reading comprehension activities for the students..

### **Research Q5. Do you utilize authentic Reading Materials in an EFL class to contextualize Language Learning?**

Among the interviewed English teachers, only teachers' number five answered that he/she sometimes uses authentic reading materials in class to contextualize language learning. However, the rest of the teachers replied that they lack awareness how utilizing authentic reading materials can help to contextualize language learning in class and how it makes learning attractive and tangible. From this we can deduce that teachers should be given understanding about utilizing authentic reading materials in EFL class context to contextualize language learning.

### **Research Q6: Do you use authentic reading materials in an EFL class to develop the ability of students' reading comprehension achievement?**

All the interviewed teachers answered that their students' reading comprehension achievement is very poor because the students are not supplied with materials which motivate and encourage them to read. The teachers also replied that they couldn't get extra reading materials to adopt which go with learners' background and learning abilities. As a result, they couldn't design different types of reading comprehension activities for the student to develop their reading comprehension achievement. For this reason, the teachers said that they usually use only the students' textbook and it hasn't brought the necessary change up on the students' reading comprehension achievement.

But the teachers don't have understanding how they could play great role up on their subject matter and how they could be creative and selective in utilizing different authentic reading materials which can motivate students for reading and which can serve as language inputs to design different reading comprehension activities for the students to develop their reading comprehension skills.

**Research Q7. In your Opinion what should be done to help develop the students' reading comprehension skills?**

To develop the students' reading comprehension skills, all the interviewed teachers suggested the following:

- At the school level, the English language reading club should be established to help learner practice reading to develop their reading comprehension skills.
- Teachers should motivate and encourage students towards reading.
- The students reading textbook should be designed in a way that it attracts and enhance learners' involvement and participation in doing different reading comprehension activities.

**This is not the right way of presenting interview result in qualitative data presentation .**

CHAPTER FIVE

## **5. FINDING, CONCLUSION AND RECOMMENDATIONS**

This study was carried out with the purpose of investigating teachers' utilization of authentic reading materials in EFL class context to help develop students' reading comprehension skills, the case of grade nine students at GudayaBila Secondary school. Therefore, to meet the overall purpose of the study, three types of data gathering instruments, questionnaires for English teachers classroom observation and interviews with English teachers were used. Then, the gathered were presented, analyzed and discussed in chapter four: Based on analysis and discussion, the following finding, conclusion and recommendations were made.

### **5.1. Finding**

Based on the analysis, discussion and interpretation of data collected through interview, classroom observation and questionnaire from English teachers' the majority of findings, which are related with teachers' perception and familiarity to the utilization of authentic reading materials in EFL class context are given below

Results obtained from perception of teachers on the utilization of authentic reading materials in EFL class context to help develop students reading comprehension skills were:

- English teachers strongly disagreed as authentic reading materials serve as exposure to real language.
- Teachers disagreed as authentic reading materials motivate and encourage learners for learners.
- Teachers were unable to decide as authentic reading materials are useful to contextualize language learning.
- They strongly disagreed as authentic reading materials increase or develop students' reading comprehension skills.
- They were unable to decide and didn't have awareness as authentic materials include different texts types a part from traditional teaching reading materials.

- The disagreed as authentic reading materials introduce life –like scenarios into the classroom.
- They were unable to decide as authentic reading materials contain topics of interests to learners and initiate reading for pleasure and how it could be real and practical.
- Teachers also strongly disagreed as authentic reading materials increase learners’ participation and involvement in their tasks and also strongly disagreed as authentic reading materials can develop students’ thinking, predicting and interpretative abilities.
- Data obtained from the questionnaire of teachers’ familiarity to utilization of authentic reading materials in EFL class context shows that
- English teachers strongly disagreed that they were unfamiliar to the utilization of authentic reading materials as sources of language inputs to design different reading comprehension activities.
- They strongly disagreed that they were unfamiliar to the utilization of authentic reading materials because they didn’t have access to select and to use it in EFL class contexts.
- They disagreed that they were unfamiliar to the utilization of authentic reading materials were unfamiliar to the utilization of authentic reading materials in EFL class context because the school leaders and department heads didn’t help them by facilitating the internet service, magazines, Journal texts etc. in the school and in the library.
- Teachers also disagreed that they were unable to utilize authentic reading materials in EFL class context as language content to deliver active and attractive teaching learning process.
- Lastly, they strongly disagreed that they were unfamiliar to the utilization of authentic reading materials by incorporating in their teaching methodology.

**These findings should be discussed inline with theoretical literatures. This helps to know how much you closed the gap with**

## **5.2. CONCLUSION**

Based on discussions and findings of this study, the researcher reached following conclusions.

Teaching/ learning reading skills is the process that focuses on the comprehending written texts in the target language. Thus, to develop students' reading comprehension skills, teachers should utilize authentic reading materials in EFL class context in addition to the students' textbook. As the result of the study indicated, the majority of the teacher respondents didn't have awareness about the importance of authentic reading materials EFL class context and they were unfamiliar to the utilization of item in EFL class context to motivate students for learning. This is then lead them to lose interest and become achievers and inefficient in their learning. Instead to help their reading comprehension skills, teachers should utilize different authentic reading materials in EFL class context.

The result of the data analysis from teachers' questionnaires, classroom observation and interview with English teachers showed that teachers didn't incorporate authentic reading materials in their teaching methodology in teaching reading comprehension skills. Generally, to develop students' reading comprehension skills, teachers shouldn't limit themselves to the utilization of students textbook only. Moreover, they should utilize different authentic reading materials which contained topics of interest to learners and which motivate and reflect the real life of the learners.

### 5.3. Recommendations

Based up on the above findings, the following recommendations are made:

- ✓ Department heads, should give awareness to English teachers on how to incorporate and utilize authentic reading materials in their pedagogical teaching in EFL class context.
- ✓ Gudaya Bila, Gudaya Jare and Zangi secondary schools leaders should encourage English teachers by fulfilling internet service, magazines, journal texts etc. in the school to utilize it as authentic reading materials in EFL class context.
- ✓ Teachers should select and utilize authentic reading materials in EFL class context which reflect the culture and real life of the students to motivate and inspire them for reading.
- ✓ Curriculum developer should include different authentic reading materials that contains topic of internet to learners, and which go with learning context when they design curriculum.
- ✓ The ministry of education have to give workshop /training for English teachers on how to adopt, incorporate, and utilize authentic reading materials in EFL class context.
- ✓ The teachers should use authentic reading materials as sources of language inputs to teach different linguistic items besides teaching different reading comprehension activities.
- ✓ There should be reading club in the school with the provision of authentic reading materials.
- ✓ The Woreda Educational office and the woreda leaders should establish Public Reading library in the town with authentic reading materials.
- ✓ There should be authentic reading materials in the school library and in public library which go with learning context.
- ✓ Teachers should take into account the students' needs, culture ,back ground knowledge ,grade level when they select authentic reading materials to utilize in EFL class context.

- ✓ Department head should work cooperatively with English teachers and shouldn't force and warn them when they jump the reading sections from students' textbook which does not suit learners' need and interest.
- ✓ Teachers should motivate and encourage students towards reading by utilizing authentic

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## **APPENDIX-A**

### **Questioner for teachers**

#### **Jimma University**

College of social science and Humanities

Graduate program

Teachers' questionnaire

Dear teachers,

The main purpose of this questionnaire is to obtain data on the reading materials in EFL context. Dear teachers, this is an investigation of your familiarity and perception on the utilization of authentic reading materials in EFL class. Your answer will remain confidential and will be used only for research purpose.

Thank you very much for taking time to answer these questions for me !

#### **A.General information**

- Sex      male      female

#### **Age**

A) 20-25

B)26 – 30

C)31 – 35

D) 36 – 40 E) 45 – 50 F) Above 50

2) What is your educational background?

A. Diploma

B. Degree

C. master

D. PhD

E. others

3) Your service as an English teacher.

A. 1-5

B. 5-10

C. 15-20

D. 20-25

E. above 25

**B) Information related to the objective of the study**

- What is your perception on the utilization of authentic reading materials in an EFL context? circle the number in the chart to show your perception by using the liker scale from strongly agree to strongly disagree

1= strongly disagree

2= disagree

3= undecided

4= agree

5= strongly agree

| No |   | 5 |   | 4 |   | 3 |   | 2 |   | 1 |   | M | SD |
|----|---|---|---|---|---|---|---|---|---|---|---|---|----|
|    |   | F | % | F | % | F | % | F | % | F | % |   |    |
| 1  | Authentic reading materials are exposure to real language   |   |   |   |   |   |   |   |   |   |   |   |    |
| 2  | Authentic reading materials increase learner motivation for learning  |   |   |   |   |   |   |   |   |   |   |   |    |
| 3  | Authentic reading materials contextualize language learning.  |   |   |   |   |   |   |   |   |   |   |   |    |
| 4  | Authentic reading materials increase students reading comprehension skills  |   |   |   |   |   |   |   |   |   |   |   |    |
| 5  | Authentic reading materials increase students' awareness & learning development. of reading comprehension skills      |   |   |   |   |   |   |   |   |   |   |   |    |
| 6  | Apart from traditional teaching reading materials, authentic reading materials include different types of text types. |   |   |   |   |   |   |   |   |   |   |   |    |
| 7  | Authentic reading materials can be used as a bridge between the real world and class room.                            |   |   |   |   |   |   |   |   |   |   |   |    |
| 8  | Authentic reading materials introduce life – like scenarios in to the class room.                                     |   |   |   |   |   |   |   |   |   |   |   |    |
| 9  | Authentic reading materials create  |   |   |   |   |   |   |   |   |   |   |   |    |

|    |   |  |  |  |  |  |  |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|--|--|--|--|--|--|
|    | opportunity to design different language activities and make students enjoyable.  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Authentic reading materials contain topics of interest to learners and initiate reading for pleasure, and it could be practical and real. |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | Authentic reading materials help learners to develop self- confidence in doing different activities in EFL class.                         |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | Authentic reading materials have great importance in increasing learners' participation and involvement in their tasks.                   |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Authentic reading materials help the students to be exposed to cultural difference & customs.   |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Authentic reading materials have an intrinsic educational value and motivate learners to know about the world.                            |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | Authentic reading materials give chance for learners to practice different language activities in EFL class.                              |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 | Authentic reading materials help teachers to deliver effective teaching – learning process.   |  |  |  |  |  |  |  |  |  |  |  |  |

|    |   |  |  |  |  |  |  |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|--|--|--|--|--|--|
| 17 | Authentic reading materials are used to carry out active teaching & learning techniques in EFL class.     |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 | Authentic reading materials can serve as the current instrument of language content teaching methodology. |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 | Teachers play great role in selecting and using appropriate authentic reading materials.                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20 | Authentic reading materials can develop students' thinking, predicting and interpretative abilities.      |  |  |  |  |  |  |  |  |  |  |  |  |

**2. To what extent are you familiar to the utilization of authentic reading materials in an EFL context? Use the scale below to answer the question.**

1=strongly disagree

2= disagree

3= undecided

4= agree

5= strongly agree

|    |       |   |   |   |   |   |      |       |
|----|-------|---|---|---|---|---|------|-------|
| No | Items | 5 | 4 | 3 | 2 | 1 | Mean | Stand |
|----|-------|---|---|---|---|---|------|-------|



|   |  | F | % | F | % | F | % | F | % | F | % |  |  |  |
|---|--|---|---|---|---|---|---|---|---|---|---|--|--|--|
| 1 | I usually use authentic reading materials as exposure to real language in an EFL class.  |   |   |   |   |   |   |   |   |   |   |  |  |  |
| 2 | I frequently use authentic reading materials as sources of language inputs to design different reading comprehension activities. |   |   |   |   |   |   |   |   |   |   |  |  |  |
| 3 | have access to use different kinds of authentic reading materials in EFL class.  |   |   |   |   |   |   |   |   |   |   |  |  |  |
| 4 | I usually select and use authentic reading materials which go with learners' background knowledge.                               |   |   |   |   |   |   |   |   |   |   |  |  |  |
| 5 | I frequently use short stories, poems, novels, journal texts, internet etc... as authentic reading materials in an EFL class.    |   |   |   |   |   |   |   |   |   |   |  |  |  |
| 6 | I use authentic reading materials as tool while assessing the reading comprehension skills of my students.                       |   |   |   |   |   |   |   |   |   |   |  |  |  |
| 7 | I frequently incorporate authentic reading   |   |   |   |   |   |   |   |   |   |   |  |  |  |

|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|    | materials in actual teaching reading comprehension skills to make learning attractive and enjoyable.                               |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8  | I always use authentic reading materials in an EFL which go with learning situation or contexts.                                   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9  | I always use authentic reading materials that reflect learners' cultural values and customs.                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | I use authentic reading materials as a bridge between the class room language and outside world.                                   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | I always use real and practical authentic reading materials which contain topic of interest.                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | I often use authentic reading materials to help learners develop self-confidence to do different reading comprehension activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | I always use authentic reading text to teach different linguistic items in addition to teaching reading comprehension              |  |  |  |  |  |  |  |  |  |  |  |  |  |

|    |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|    | skills.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | I usually use authentic reading materials to increase learner's involvement and participation in doing different reading comprehension activities.          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | The school leaders and English department heads help me to use different authentic reading materials by facilitating the internet serves, magazine, etc.    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 | There are many authentic reading materials in our library, so that I can use them in an EFL class.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 | I often use authentic reading materials in public library in our town and I use it in an EFL class.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 | I always use authentic reading materials in EFL class and my students practice doing different kinds of reading comprehension activities without any boring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 | I usually use authentic reading materials in an EFL   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|    | class, so that my students develop their reading comprehension skills and find pertinent information quickly from the reading text.                        |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20 | I often use authentic reading materials to develop learners' reading comprehension skills and to conduct active teaching learning process in an EFL class. |  |  |  |  |  |  |  |  |  |  |  |  |  |

21. Do you think that utilizing authentic reading materials can help students to develop their reading comprehension skills? If your response is yes, how? Explain your justification clearly please!

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22. What kinds of authentic reading materials do you use in an EFL class to help your students develop their reading comprehension skills? State it.

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## Appendix B

# Jimma University

## School of graduates

Department of English and literature

Class room observation check list.

Use yes or No to answer the following questions.

| No | Items   | YES | NO |
|----|---|-----|----|
| 1  | Research Q1 Do English teachers use authentic reading materials in EFL class apart from students text book to develop their students 'reading comprehension skills.                                 |     |    |
| 2  | Research Q 2. Do English teachers use authentic reading materials in EFL class as language inputs to teach different linguistic items besides teaching reading comprehension skills,                |     |    |
| 3  | Research Q 3. Do teachers use authentic reading materials in EFL class which reflects the students' culture and real life situation   |     |    |
| 4  | Research Q4. Teachers' approach and strategies they use while teaching reading comprehension skills attracts learners lead them to be active participants in doing reading comprehension activities |     |    |
| 5  | Research Q5. Do English teachers use poem, short stories journal texts, internet sources in EFL class as topics of interests to learners while teaching reading comprehension skills                |     |    |
| 6  | Research Q6. Do English teachers utilize authentic reading materials in EFL class and prepare different types of reading comprehension activities to develop their reading comprehension skills'    |     |    |

**Table blew shows the class room observation check list items.**

| Items to be observed  | T <sub>1</sub> |    |       |    |       |    | T <sub>2</sub> |    |       |    |       |    | T <sub>3</sub> |    | T <sub>4</sub> |    | T <sub>5</sub> |    |
|---|----------------|----|-------|----|-------|----|----------------|----|-------|----|-------|----|----------------|----|----------------|----|----------------|----|
|   | Day 1          |    | Day 2 |    | Day 1 |    | Day 2          |    | Day 1 |    | Day 2 |    | Day 1          |    | Day 2          |    | Day 1          |    |
|   | Yes            | No | Yes   | No | Yes   | No | Yes            | No | Yes   | No | Yes   | No | Yes            | No | Yes            | No | Yes            | No |
| Do English teachers utilize authentic reading materials in EFL class apart from students text book to develop their stunts reading comprehension skills.          |                |    |       |    |       |    |                |    |       |    |       |    |                |    |                |    |                |    |
| Do English teachers utilize authentic reading in EFL class as language inputs to teach different linguistic items besides teaching reading comprehension skills ? |                |    |       |    |       |    |                |    |       |    |       |    |                |    |                |    |                |    |

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Do teachers use authentic reading materials which reflect students culture and real life situation in EFL class ?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teachers approach and strategies they use while teaching reading comprehension skills attracts learners and leads tem to be active participants in doing reading comprehension activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Do teachers use poem , short stories , Journal text , internet sources as topic of interest for learners while teaching reading compression   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| skills in EFL class ?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Do English utilize authentic reading materials in EFL class and prepare different reading comprehension tasks for student to develop their reading comprehension skills ? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



## **Appendix C**

### **Jimma University**

#### **School of graduates**

##### **Department of English and literature**

###### **Interview questions for English teachers**

Research Q1. Do your students actively participate in doing reading comprehension activities and score high marks in reading comprehension test?

Research Q2 .what kind of authentic reading materials do you use in EFL class apart from students' text book to develop learners' reading comprehension skills?

ResearchQ3 .Do you use authentic reading materials which reflect the students 'culture and back ground knowledge in EFL class?

Research Q 4 .Do you select and use different authentic reading materials as the sources and inputs to prepare different reading comprehension activities for the students to develop their reading comprehension skills?

Research Q 5. Do you use different authentic reading materials in different learning contexts in EFL class to contextualize language learning?

Research Q6. Do you use different authentic reading materials in EFL class to develop the ability of students' reading comprehension achievement?

Research Q7 .In your opinion what should be done to help develop the students' reading comprehension skills?

Table below shows the interviewed teachers code and their names.

| No | Teacher's code | Teacher's name    | Remark |  |
|----|----------------|-------------------|--------|--|
| 1  | Teacher one    | Aminu jibiril     |        |  |
| 2  | Teacher two    | Asaye daricha     |        |  |
| 3  | Teacher three  | Dereje Wodajo     |        |  |
| 4  | Teacher Four   | Dessaleagn Kebede |        |  |
| 5  | Teacher five   | Fikadu Muleta     |        |  |
| 6  | Teacher Six    | Merga Ayele       |        |  |
| 7  | Teacher seven  | Motuma Gosomsa    |        |  |
| 8  | Teacher eight  | Mamo Geleta       |        |  |
| 9  | Teacher nine   | Tefera Gudeta     |        |  |
| 10 | Teacher ten    | Tenaw Asfaw       |        |  |