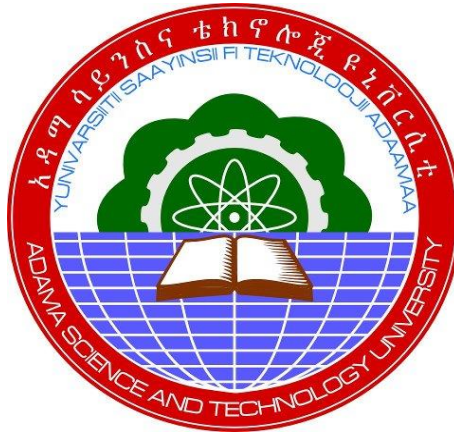




ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTEMENT OF ENGLISH LANGUAGE

**AN ASSESSMENT OF TEACHERS USE OF AUTHENTIC MATERIALS IN
TEACHING READING SKILL THE CASE OF LANKERTA FARAH NOUR
AND UMER DAWUD SECONDARY AND PREPARATORY SCHOOLS IN
ETHIO-SOMALI REGION**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES**

IN PARTIAL FULLFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS

IN TEFL

BY

DEREJE BIYO

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ABSTRACT

The purpose of this study was to identify whether teachers use authentic materials while they teach reading lesson. For this reason, this assessment is on teachers' use of authentic materials for reading lesson. The study was conducted in a sample of 40 purposefully selected grade ten students of Farah Nour Secondary and Preparatory School and Umer Dawud Secondary and Preparatory School.

To collect the required data for the study, interview and questionnaire were used as an instrument. Moreover, four kinds of questionnaires, which focused on teachers' opinion on teaching reading with authentic materials, frequency of teachers' use of authentic materials in their English class, factors that hinders the teacher to teach using authentic materials and students' opinion on how often their teachers' use different reading strategies to engage them with the reading materials were administered.

The gathered data indicated that, majority of the teachers have perceived the relevance of using additional authentic materials to the textbook as important to them. However, teachers' use them very rarely. In addition to this, most of the students perceive that the materials can expose them to real language and communication, increase their knowledge of vocabulary items which they need in real situation and doing reading activities with the materials as activities which are important to them.

Moreover, with regard to teachers' using the materials, more than half percent the students' reported that getting opportunities to learn with authentic materials as important to the students. In addition to this, most of them believe that reading lesson could be achieved through efforts that teachers could employ different authentic materials in the classroom. In the contrary, teachers' role in bringing the authentic material to teach reading was perceived by students as very low and inadequate.

Consequently, the researcher has recommended some important solutions to make teaching reading more interesting and communicative. It is hoped that issues raised in this work provoke inquiry and future research.

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

For students to develop communicative competence in reading classroom, reading activities must be designed in such a way that they are based on real life reading tasks. This is because real life reading tasks involve meaningful communication that makes sense to the readers. The inexorable push since the 1970s century towards communicative approaches to language teaching has brought along with it a need to develop students' skills for the real world communication (Adams, 1995; Widdowson, 1990).

In Ethiopian context, even though language teachers and curriculum designers invest a lot to develop students' reading skill, its result is not rewarding and their reading communicative competence remains not sounding. Especially at secondary level, learners are in need of new language learning style and language teachers are expected to provide optional materials which meet the need of the learners and help them to develop their language skills. But currently what is practiced in language classroom is far from what is expected to be included in the study area because language teachers are not in a position to provide alternative materials like authentic texts and that is why teachers' use of authentic materials in teaching reading skill and students' attitudes need to be assessed under this study.

As Harmer (1998:68) points out, of the language skills reading is essential in our everyday life and, of course in the academic ones. Since it constitutes a real exposure to other language skills and it provides "opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts".

Thus, English language teachers have to take advantage of that skill and make their students aware of that. But as it occurs with the other receptive skills like listening, teachers often forget to give credit differently in an authentic manner in language teaching. As Nuttall (1989) explains, authenticity of language and text selection is an essential task on the part of the teachers and has to be done 'according to the students' interest and teachers are therefore, expected to "simulate" real-world situations in language classroom by incorporating reading instruction using authentic materials. In addition the use of authentic materials helps to bridge the gap between classroom knowledge and

students' capacity to participate in real-world events and using authentic materials also helps students acquire an effective communicative competence in the target language.

In language history, views range from strong caution to encouragement and significant differences in opinion have emerged regarding the presence of authentic materials in language classroom (Chaves, 1998, Taylor, 1994). On the other hand, foreign language pedagogy is increasingly focusing on the functional use of language while language teachers look for materials that more closely reflect the language students will encounter outside of the classroom. Grammar practice, drills, exercises, and reading and listening texts found in common textbooks are necessary, but students need to be exposed and need to have access to the same language that native speakers typically use through related materials.

In this respect, Harmer (2001) believes that, despite many textbooks' use of non-authentic materials to practice specific language points, utilizing authentic materials will 'genuinely' improve students reading skills. If teachers use 'authentic' materials rather than materials which are simplified or materials that are specially written for the learners who are motivated to learn and want to use English as quickly as possible.

In general, based on such backgrounds, this study is designed to provide a deeper understanding on using authentic materials. It aims, in particular, at assessing English language teachers' towards using authentic materials in teaching reading Skill.

1.2 Statement of the Problem

In teaching and learning of any language skills can be more facilitated if language teachers and learners adapt and use real materials which expose them to real language of the native speakers' culture and beliefs. One way of doing this is using authentic materials in teaching and learning language skills which help the teachers and learners feel confident in using the target language properly. It is a common problem that most Ethiopian high school students fail to read adequately in the foreign language. Very commonly, high school students' reading proficiency seems at lower level and students learn reading with less understanding and motivation.

I have noticed the problem during my five years of teaching English in the schools; for example I have observed that most students face problems in effective use of the language in communication

with their teachers, friends and others in writing and speaking. As a result, they do not have the required abilities to meet the academic demands in the school. Basically, the major driving force for researching such issue is that the researcher believes that students reading ability and exposure for reading materials is getting low and teachers provisions of different materials for language teaching purpose is not that much motivating.

The use of authentic material in EFL classes is very significant, because it prepares the learners for the real world situation in terms of the target language and these materials must be motivating and raise learners' interest. If teaching reading materials are not interesting and motivating, learners will learn nothing. Hyland (2003:94) states that one of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on the learning process. In the other words, students learn the language better when we as teachers use authentic materials as teaching aid in our reading classrooms.

As Hedge (2000) states the main goal of teaching English as a foreign language everywhere is to enable students to communicate with English speakers and to offer them a window to the world.

But the main question here is that do all language teachers and learners in general and in Frarah Nur and Umer Dawd Secondary and Preparatory Schools English Language teachers and students in particular use authentic materials in their reading skills classroom? Because, in reality, the students' English reading proficiency remains very low and unsatisfactory due to a number of extraneous factors because language teachers might not use motivating materials which are authentic and motivating authentic materials, so such deficiencies in English language reading skills and in case of the students low reading proficiency prompted me to make my study on this area. Therefore, this study tries to assess if language teachers and learners use authentic materials in teaching language skills.

In view of this, the present study tries to assess if language teaches and learners use authentic materials in reading language skills.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study is to assess the use of authentic materials employed by teachers in teaching reading skill at Umer Dawd Secondary and Preparatory School and Lankerta Farah Nour Secondary and Preparatory Shools at Ethio-Somali region.

1.3.2 Specific Objectives of the Study

The specific objectives of the study aims:

- ✓ To find out to what extent teachers make use of authentic materials
- ✓ To assess the attitudes of English language teachers towards using authentic materials
- ✓ To explore the reading strategy to authentic materials
- ✓ To identify how far the teachers are skillful in using different authentic reading materials.

1.4 Basic Research Questions

The researcher has key questions which may help show the direction of the whole activity when working with this research,

The research attempts to answer the following basic questions

- To what extent do teachers use authentic materials for reading classes?
- What is the teachers' attitude towards using authentic material for reading classes?
- Do the teachers employ various reading strategy using authentic materials?
- To what extent teachers are skillful in using different authentic reading materials?

1.5 Significance of the Study

Since this study attempts to assess how teachers use authentic materials in English language teaching and learning classes in Farah Nur Preparatory School and Umer Dawd Preparatory School, and its significance includes from the following considerations

The findings of this study will contribute a lot to the improvement of practices in teaching reading skills using authentic materials in these particular schools teachers, textbook writers could also benefit from the study. Similarly, teachers can use the study to reflect on the use of authentic materials as a source in the EFL classroom. It will help other researchers as a reference to undertake similar study in depth Finally, the study will provide more insight for research on the use of authentic materials in different contexts and may also shed light on additional related areas that needs further investigation. For example, studies focus on teacher and learner attitudes towards authentic listening materials.

1.6 . Scope of the Study

The study confined to Umer Dawud and Lankerta Secondary and Preparatory schools in Harshin Woreda of Ethio-Somali region. The first reason to do this is the staff members are familiar to the researcher, as a result, it is assumed to be suitable to get required collaboration for the study. Moreover, grade ten students were selected because it is a transitional period where students need with the next educational environment.

1.7. Limitations of the Study

The researcher strongly agrees that the inclusion of classroom observations could help to get more relevant and broader information so that it could be possible to observe, identify and come up with the materials teachers implement in teaching reading. Therefore, the study would be more reliable and stronger in its evidence. In addition, as it was the time when students were preparing for exam, samples' shortage of time to participate in the study was also another problem faced during data collection. Despite the restrictions however, the researcher has attempted to make the study as complete as possible.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews previous research related to the use of authentic materials in EFL classrooms. It first sheds light on a few definitions of the term authentic material and it also examines the theoretical and pedagogical basis for the notion of authenticity in language teaching. Besides, it deals with the role of authentic materials in language learning and teaching, particularly the arguments in favor of and against the idea of authenticity in the classroom, selection of authentic materials, the use of authentic reading materials in EFL classroom, at which level(s) can authentic materials be used? Authentic materials and motivational role and source of authentic materials. In general, the purpose of this chapter is to provide related information and put the study in a clear and pertinent manner.

2.2 Definition of Authentic Material

The term authentic materials have been defined in different ways throughout the literature. What is common in these definitions is the exposure to real language and its use in its own community. Nunan (1989) stated that authentic materials are any material which has not been specifically produced for the purposes of language teaching (p.4). Little *et al.* (1988,) as cited in Guariento & Morley, (2001) define authentic material as “an authentic text created to fulfill some social purpose in the language community in which it is produced” (p.347).

The definition of authentic materials from scholars’ perspectives is different. What is common in these definitions is ‘exposure to real language and its use in its own community’ on the other hand authenticity is one of the term which researchers talk about questionably, this issue has been put under deep discussion by many researchers. As a result, they came up with different definitions for this problematic term.

According to Widdowson (1996), “Authenticity...is a term which creates confusion because of a basic ambiguity and can be defined differently by different scholars ” (p.30). Therefore, based on such variations the term authentic material is defined in different ways throughout the literature using different context.

Other definitions of authentic material have emphasized the primacy of communicativeness. For example, Lee (1995) states “a text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass on to the reader” Lee(1995: 324).

On the other hand, others believe that there are more elements to the definition of the term authentic than textual authenticity (Breen, 1985 Ur, 1996). Widdowson (1990), for example, distinguishes between authentic text and authentic discourse, saying : “The language presented to Second Language learners may be genuine record of native speaker behavior, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse” (p.45).

Similarly, Breen (1985) suggests, Authenticity does not relate only to the language selected to be taught as authentic texts but to the tasks on which the learners are engaged and the social setting created in the classroom. He explains that “authenticity to the target language needs to be seen as only one of a number of demands for authenticity which confront the teacher and the learners’ own contributions, the activity of language learning, and the actual classroom situation are also constituent elements” (p.61).

In addition, Rings (1986) concludes , "For a particular type of text, the speaker must be 'authentic,' the situation must be authentic and only then will the language content and structure be authentic for that text type" (p.205).

Taylor (1994), similarly, states, “Authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context. Therefore, a text can only be truly authentic in the context for which it was originally written.”

Furthermore, Kilickaya (2004) gave a common definition of authentic materials as “Exposure to real language and use in its own community” (p.1). In general, authentic material can be said to be the kind of language which is used by native speakers, communicating orally or in writing, and which is not simplified for FL/SL learning purposes (Nuttal, 1989 p. 3).

2.3 The Theoretical and Pedagogical Notion of Authenticity

The idea of authenticity developed in the eighteenth century from a communicative orientation to language teaching (Hedge, 2000). The idea is that “‘live’ texts, unlike their pedagogically contrived counterparts, promote student learning and interest by linking form to meaning, by stressing communication, and by presenting the culture in a natural way”.

There were a number of studies engaged with studying authenticity and the use of authentic materials in EFL classes. For many researchers, the notion of authenticity is very significant, because it prepares the learners for the real world situation in terms of using the target language. On the other hand, using less authentic materials with our learners, may lead to less authentic practice in the real world. According to Hedge (2000) the notion of authenticity, came to the surface in association with communicative approach in language teaching in 1970s.

Furthermore, the notion of authenticity, which gives priority to the goal of learning, starts from the following kind of reasoning: “‘if real language communicative behavior is what learners have eventually to learn, then that is what they have to be taught’”(Widdowsen,1996, p.670. And if the goal of an EFL program is to prepare students to cope with English outside the classroom, it is suggested that educators try to provide in the classroom a kind of language that the students are likely to encounter in the real world in the classroom.

Widdowson (1996) further explains “If you are going to teach real English as it functions in contextually appropriate ways, rather than a collection of linguistic forms in contrived classroom situations, then you need to refer to, and defer to, how people who have the language as an L1 actually put it to communicative use” (p.67). Moreover, to develop proficiency in the target language, language learners must be provided with expanded opportunities both to perceive authentic language as it is used as a fundamental means of communication among native speakers and to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world.

Breen (1985), indicates that learners will be able to cope with the cognitive and effective demands of academic life only by exposure to a sufficient amount of authentic input. Using authentic texts in the

classroom allows students to have "immediate and direct contact with input data which reflect genuine communication in the target language" (p. 63).

In addition, many scholars argue that the use of textbooks does not expose students to examples of real language, the language used in everyday written communication and they perceived as being far away from reflecting the needs and interests of students.

In general different Anonymous authors agreed that the emergence of the notion of authenticity can generally be dated back to the inception of the communicative approach to language teaching.

2.4 The Role of Authentic Materials in FL Teaching and Learning

Although the use of authentic materials in the classroom is becoming common practice recently, the issue of authenticity in FL teaching is still a debatable issue. There is great difference in opinions, regarding the presence of authentic materials in the FL classroom. Here next, a comprehensive review is made of arguments in favor of using authentic materials role in FL/SL teaching and arguments against it.

2.4.1 Arguments in favor of authentic materials

The need for and usefulness of authentic materials have been increasingly acknowledged by researchers and teachers in the field of language teaching. They argue that the use of authentic materials has both linguistic and non-linguistic advantages.

2.4.1.1 Linguistic Advantages

Many studies confirmed that a positive result is obtained in learners who have opportunities to interact with and utilize authentic texts and the aural language development is improved when the practice incorporates authentic materials.

Moreover, Berardo (2006) indicates that several studies have found out that authentic materials can increase reading development by introducing students to new vocabulary and expressions. For example, Berardo investigated the reading comprehension of language students at a university level in United State and found a tendency for better recall scores on authentic, as opposed to simplified

versions of the same texts and simplified texts demonstrate more syntactic complexity than authentic texts do.

In general, authentic materials are significantly important in promoting communicative competence of the learners. For example, Gilmore (2007) provided empirical evidence in comparing the impact of authentic text versus textbook materials on developing learners' communicative competence in a one year quasi-experimental study at a Japanese university. He found that the experimental group, receiving the authentic input, made statistically significant improvements over the control group on six out of eight tests designed to measure different types of competence. He concluded saying, "This result is attributed to the fact that the authentic input allowed learners to focus on a wider range of features than normally possible and this noticing has beneficial effects on learners' development of communicative competence" (p.111).

Similarly, Spelleri (2002) argues that authentic materials offer real language that is contextually rich and culturally pertinent. These materials have a high interest value because of their relevance. There are at least three layers of learning embedded within such materials: **language learning**, **cultural insights**, and **practical application**. Authentic materials can customize what textbooks have to make generic because of mass marketing consideration. They can help learners bridge the gap from the classroom lesson to real life by making immediate use of classroom lessons in their lives (Spelleri,2002). Exposing learners to authentic language can help them develop their predication skills and improve their strategies for dealing with uncertainty in understanding or using target language.

Furthermore, Morton (1999) explains that the strategies students develop in comprehending authentic texts can help them develop writing proficiency in the target language. He added that, "Students need to learn the register that is appropriate for their own essays. For this reason, there are no substitutes for authentic academic texts that can develop students' ability to master basic rhetorical devices" (p. 182).

Morton added that an early exposure to such texts will help students develop useful strategies for more complex tasks later on and using authentic materials allows students to experience early in their study in rewards of learning a language.

In general findings of many studies have indicated that authentic materials can be useful in many ways. Such materials introduce students to how language is used in the real world and improve their overall language proficiency as well as reading and listening comprehension, communicative competence, and lexical and stylistic knowledge.

2.4.1.2 Non-Linguistic Advantages

Incorporating authentic materials in teaching a FL offers more than linguistic advantages. In this respect, scholars argue for the motivating power of authentic materials which is a key factor affecting successful language learning (Gilmore, 2007). According to Gilmore, authentic materials are motivating force for learners if they are exposed to various literatures” (p. 106).

It is obvious from the previously mentioned arguments that authentic materials have a positive contribution in the field of language teaching and learning, 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 language learning in particular. For example, Kilickaya (2004) indicate that the use of authentic texts is now considered to be one way for maintaining and increasing students’ motivation for learning since they give the learner the feeling that he or she is learning the real and the target language as it is used by the community that speaks it.

Rivers (1987) maintains that students who work with authentic materials have an interest in the language that is based on what they know it can do for them. Findings of empirical studies have confirmed that students’ motivation and self-satisfaction increased after exposure to authentic aural texts (Peacock, 1997). Kim (2000) argues that authentic materials make a major contribution to overcome certain cultural barriers to language learning and authentic reading texts improves the students’ cultural understanding.

2.4.2 Arguments against the Use of Authentic Materials

Although a lot of researchers argue that authentic materials have made a significant contribution in foreign language teaching and learning, there are some scholars who are against the use of this kind of materials claiming that they have no value.

Some authors like Martinez (2002) and Peacock (1997) argued that the value of using authentic materials is not that’s’ much important and teachers do not use authentic materials because the investment of time is not realistic or feasible in their teaching situations.

Moreover, as Kilickaya (2004) claims, authentic texts have long been perceived as too difficult for students to understand and challenges regarding access to authentic materials, the expense of purchasing them, and the time required to find an appropriate authentic text and design suitable pedagogical tasks because such texts are random in respect to vocabulary, structures, language functions, content, and length, thereby causing a burden for the teacher.

As Martinez (2002) says it is often difficult for the teacher to find an appropriate pedagogical function for authentic materials and instructors may find authentic materials too difficult, culturally biased and time consuming to select, edit and prepare. Such issues often make it impractical for instructors to integrate authentic materials into their syllabus successfully.

According to Ur (1996), the use of authentic texts with less proficient learners is often frustrating and counter-productive and students usually have trouble in understanding texts outside of the classroom because classroom reading materials do not reflect the language of the real world. She states, “We want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language” (p.150).

Moreover, Schmidt (1994) argues that authentic discourse may dread learners who find themselves faced with a mixture of known and unknown vocabulary and structures, and the language teachers are expected to be interested in using simplified texts that have communicative value.

In general, the idea of authenticity in language teaching has been debated over the past many decades. However, the benefits that authentic materials bring to the FL classroom may be said to greatly important than the difficulties they might give rise to. In addition, it is possible to overcome such challenges through task design.

According to Guariento and Morley (2001), such difficulties can be overcome by designing tasks that require only practical comprehension. Moreover, some believe that the use of pre-reading and post-reading activities can increase the comprehensibility of difficult text. Then integrating authentic materials in language classroom can compensate the extra time and effort required of FL teachers and learners.

2.5 Selection of authentic materials

When choosing materials from the various sources, it is, therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts within the classroom, the emphasis should be on what is being said and not necessarily on the literary form or stylistics.

Nuttall (1989, p.21) provides three main criteria when selecting texts to be used in the classroom, these are: **suitability of content**, **exploitability** and **readability**. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs and abilities. The texts should motivate as well . Exploitability refers to how the text can be used to develop the students’ competence as readers and

how the text can be exploited for teaching purposes. A text that cannot be exploited for teaching purposes has no use in the classroom. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students.

In this vein, Lee (1995,p.325) states that “A careful and wise selection of materials focused on learners is a must if we want a positive response from them ” and the criteria for selecting appropriate authentic text should be the reader’s current vocabulary knowledge , the desired vocabulary knowledge throughout the curriculum, and in addition the grammar difficulty and text cohesiveness.

However, Rivers (1987) claims that the primary criterion for selecting appropriate authentic text is content. He states, “Although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content” (p. 50).

In this respect, Little et al. (1989, p. 71) state, “The more texts are related to learners’ personal concerns and interests the deeper and more rapid the processing will be”.

Moreover, Lee (1995) states that the text must be compatible with the course objectives, i.e. it can improve the language skills educators want the learners to practice. In addition, teachers must consider the length of the text and their teaching approach. Further, a variety of text types must be selected, such as articles, advertisements, interviews, poems, application forms, timetables, etc.

2.6 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 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 Kilickaya (2004) states that authentic materials can be used with advanced and intermediate level learners only. Other researchers 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 be truly authentic in the context for which it was originally written.

2.7 The Use of Authentic Reading Materials In The Classroom

One of the main ideas of using authentic materials in the classroom is to “*expose*” the learner to as much real language as possible. Even if the classroom is not a “*real-life*” situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity:

“As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity.” (Wallace 1992:79)

Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to '*real*' language (Guariento & Morley 2001). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom:

The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader he will become, not only improves his language level but also confidence. If the text interests the learner it can also be related to his own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being exposed to real language and they feel that they are learning the '*real*' language. The main advantages of using authentic materials in the classroom therefore include:

having a positive effect on student motivation, giving authentic cultural information, exposing students to real language, relating more closely to students' needs and supporting a more creative approach to teaching.

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

The negative aspect of authentic materials are they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels when decoding the texts (Martinez, 2002), students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionaries and not understand a single word. Richards(2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teachers too. They can also become very dated; very quickly unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner, it can de-motivate them.

2.8. Sources of Authentic Materials

In today's globalized world, the sources of authentic materials (whether spoken or written) are abundant and infinite. Because there are unlimited sources for authentic materials for language teaching and it is simply a matter of searching creatively. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. But of all sources it is the internet that is considered to be the most useful source (Berardo, 2006). While printed materials outdate very quickly, the internet is continuously updated, is interactive, and provides visual stimulation. It provides easy access to endless amounts of different types of material (ibid). Moreover, the internet can be the portal to other sources. For example, teachers can obtain articles, audio clips, and videos from the internet and most used medium for obtaining authentic reading materials for ESL/EFL instruction.

In general, the above review of the related literature has shown that there is no general consensus among researchers on the use of authentic materials in then FL/SL classroom. However, there is an increasing interest in using such materials in the language classroom to provide students with opportunities to get exposed to and practice the kind of language that naturally occurs outside the classroom.

Some of the studies that have investigated the impact of authentic materials on language comprehension and performance at various levels have shown improvement in language performance as a result of exposure to authentic language in the classroom.

Other studies have revealed that students' language performance may not highly affected by the presence of authentic materials.

Moreover, the review shows that few studies have provided insights into learners' attitudes toward authentic input. Most have found that students enjoy interacting with authentic materials, even though no specific study focusing on reading provided insights about the impact of the learners' level on their attitudes.

Furthermore, no study has been conducted with the aim of eliciting teachers' and learners' attitudes toward using authentic materials in their classes.

In addition, the notion of authenticity in EFL teaching does not seem to have received much attention in different context, where textbooks are more often used. This could be attributed to the teachers' and the learners' attitudes towards authentic input which seem to influence syllabus designers.

A clearer understanding of EFL teachers' and learners' perceptions of the use of authentic input is, therefore, needed to provide a basis for a real pedagogical use of authentic materials. Then this study will attempt to address this issue in teaching and learning reading skills.

Chapter Three: Research Design and Methodology

3.1 Research Design

The main goal of the study is to assess the use of authentic material in teaching reading skill at grade 10. In order to achieve this, percent and descriptive method was used. The researcher has employed this method because he believed that it is suitable and relevant for the study which looks in to what actually happens in the classroom in the teaching learning process. To obtain descriptive information, he used interview and survey questionnaire for teachers and students.

3.2. Research Setting and Sample Population

3.2.1 Research Setting

The data collection was carried out in two government secondary and preparatory schools in a period of almost one month January 12 to February 12, 2015. The schools are found in Ethio-somali region in two different kebeles. They are Lankerta Farah Nour Secondary and Preparatory school and Umer Dawd Secondary and Preparatory Schools. The selection of the schools was purposive. They were selected because of their accessibility to the researcher on the proximity and the researcher had worked at the schools as a teacher for three years. As a result, schools are cooperative to researcher.

3.2.2 Population

In the schools, there are 754 students from which 195 are grade 10 students with 6 sections. In addition to this, there are 12 English language teachers. Accordingly, all English language teachers and 120 students were selected from grade 10. Furthermore, from 12 English teachers; four of them were interviewed, because they are well experienced in teaching English language.

3.2.3. Sampling Technique

The total number of grade 10 students at Lankerta farah nour secondary and preparatory school is 330 and Umer dawud secondary and preparatory school is 424 respectively, the teachers and students were taken using purposive sampling technique. the researcher selected 20 students from among the first school and 20 students from the second school-Farah Nour Secondary and Preparatory school based on their first semester rank (i.e. those who stood 1-20 and 1-20 respectively).

3.4. Instruments and procedure of Data Analysis

3.4.1. Instruments

The main instruments of data collection used in the current study were, questionnaire and interview.

3.4.1.1 Questionnaire

The questionnaires were filled by English teachers and grade 10 students. The questionnaire had four parts for teachers and one part for students. The first part of the questionnaire consisted of items dealing with the teachers' opinion on reading with authentic materials. The second part was focused on how often teachers use authentic reading materials in their English class. The third part used to obtain information from the students as how often their teachers use different reading strategies to engage them with the reading materials. The last and fourth one was on factors that hinder the teacher to teach reading using authentic materials.

3.4.1.2. Interview

Interview was used to elicit detailed information from the teachers. The purpose of interview was to obtain information by actually talking to the subject. The semi-structured interview consisted of specific and defined questions determined beforehand, but at the same time, it allowed some elaboration in the questions and answer

3.5. Procedure of Data collection

The data collection has its own procedures, First the required data was collected right from in the middle of 2007 E.C second semester by distributing questionnaire and conducting interviews on the targeted group. Next, the data collection instruments were administered effectively and processing of data interpretations of data has been done step by step. Finally, the qualitative data analysis has been carried out using descriptive statistics method.

3.6. Procedures of Analyzing Data

After carefully gathering the appropriate data using two instruments of data collection, the data was analyzed in an integrated manner using different statistical tools and narration. Therefore percentage and description of some qualitative data were applied to analyze and describe the data. Finally, based on the findings obtained, summary, conclusions and recommendations were offered.

CHAPTER FOUR

4. Data Analysis and Interpretation

This chapter presents and discusses data gathered from students and teachers through questionnaire, and interview.

4.1. Analysis of Teachers' Questionnaire Responses

This chapter is concerned with the analysis and interpretation of the findings. It has three major parts of which part one deals with the discussion of results of teachers' belief and experience of teaching reading with authentic materials. The second part focuses on the discussion of the types of teaching reading techniques in line with authentic materials and how often they are used by the subject teachers of the sample schools. The third section is aimed at assessing teachers' reflection on factors which hinder to teach reading using authentic materials. The last part is aimed to investigate learners' reflection on how often their teachers employed different teaching reading techniques during English class.

Table 1. Teaching reading is interesting

Responses	Number of respondents	Percentage
Strongly agree	8	4
Agree	4	33.3%
Disagree		
Strongly disagree	-	-
Undecide	-	-
Total	12	100%

According to the table 4.1.5, (33.3%) of the respondents agreed that they like teaching reading because it is interesting. Whereas, the majority, 66.6% of them responded that they strongly agree on it. None of them responded disagree, strongly disagree and undecided. Therefore most of the

respondents strongly agreed that it is interesting in teaching reading. This implies that the teachers have got a positive feeling for teaching reading.

Table 2. I believe that reading helps to improve student's language proficiency

Responses	Number of respondents	Percentage (%)
Strongly agree	6	50%
Agree	4	33.3%
Disagree	2	16.6%
Strongly disagree	-	-
Undecided	-	-
Total	12	100%

From the table above, it is possible to see that the majority of respondents (50 %) of responded that they strongly agreed on the importance of reading to improve student's language proficiency, and 33.3% of them also responded that they agreed on the importance of reading towards student's language proficiency. The remaining, 16.6% of the respondents responded that they disagreed on the importance of reading to improve student's language proficiency. None of them responded strongly disagree and undecided.

This shows that many teachers are aware of the importance of reading as it helps to improve student's language proficiency and even if they are not that much committed to apply authentic reading materials that plays a significant role in making students language proficiency better.

Table 3. Teachers' response on using magazine, newspapers and internet materials in making reading activities attractive

Responses	Number of respondents	Percentage (%)
Strongly agree	2	16.6%
Agree	6	50%
Disagree	4	33.3%
Strongly disagree	-	-
Undecide	-	-
Total	12	100%

The above table shows that 50% of the respondents responded that they agree on the reading activities enable the students to read and comprehend other materials outside the classroom. Whereas 33.3% of them responded that they do not agree on those activities. The remaining 16.6% of them also responded that they strongly agree and always use different reading activities to enable students read and comprehend other materials outside the classroom. None of them responded strongly disagree and undecided.

It can thus be seen that most of the sampled teachers recognize the importance of using different materials for helping students comprehend texts.

Table 4. using authentic materials help students to read and comprehend other materials

Responses	Number of respondents	Percentage
Strongly agree	-	-
Agree	7	58.3%
Disagree	5	41.6%
Strongly disagree	-	-
Undecided	-	-
Total	12	100%

As can be seen from the table 4.1.3 above, 58.3% of the respondents responded that they always realize that reading activities uses as a way to introduce the students to how language is used in the real world. These activities must be given prime consideration in the class and they agreed on it. Whereas 41.6% of them responded that they do not agree on it and they do not give prime consideration thinking that the activities introduce students how language is used in the real world. None of them responded strongly agree, disagree and undecided.

To put differently, the majority of the teachers realized that the activities that are presented in the classroom are the good guidance to introduce the students how the language is used in the real world.

Table 5. I believe that exposure to authentic materials should start at intermediate and advanced levels of language learning.

Responses	Number of respondents	Percentage
Strongly agree	6	50%
Agree	4	33.3%
Disagree	2	16.6%
Strongly disagree	-	-
Undecided	-	-
Total	12	100%

As the above table indicated, 50% of the respondents responded that they strongly agree using authentic texts should start at intermediate and advanced levels. Whereas, 33.3% of them agreed on using the material should begin at intermediate and advanced level. Moreover, 16.6% of them responded that they disagree on the exposure of authentic materials at intermediate and advanced level. None of them responded ‘strongly disagree’ and ‘undecided’.

Therefore the finding shows that many of the subject teachers believed that the exposure to authentic materials should start at intermediate and advanced levels taking some points in to consideration such as the students’ level in order not to cause a shock for the students.

Table 6. Most exercise of reading activities in the new textbooks are understandable and can be applied with other authentic materials

Responses	Number of respondents	percentage
Strongly agree	-	-
Agree	3	25%
Disagree	9	75%
Strongly disagree	-	-
Undecided	-	-
Total	12	100%

From the table above, it is possible to see that the majority of respondents (75 %) of responded that they disagreed on the reading activities in the new textbooks are understandable and can be applied with other authentic materials, and 25% of them also responded that they agreed on the reading activities in the new textbooks are understandable and can be applied with other authentic materials .None of them responded strongly agree, strongly disagree and undecided. This shows that the new English textbook is not that much constitute the activities that are understandable and can be applied with authentic materials.

Part 2 How often the teachers use different authentic materials for teaching reading lessons?

Table 7. I use short stories for teaching reading when I feel appropriate to use them.

Responses	Number of respondents	Percentage
Always	-	-
Usually	2	16.6%
Sometimes	7	58.3%
Rarely	3	25%
Never	-	-
Total	12	100%

As we observe from the table above, 58.3% of the respondents responded that they sometimes use short stories when they teach reading .Whereas, 25% of the subjects of teachers also responded that they rarely use short stories when they teach reading. Moreover, 16.6% of them also usually use it when they teach reading. None of them responded always and never. Therefore, many of the sample teachers neglect using one of the part of authentic material, short story when they teach reading.

The results of the interview also indicated that all the sample teachers did not employ other materials out of reading text itself when they present a story from a textbook. This implies that the awareness of teachers using authentic texts for teaching reading is low and consequently students become poor on all aspects of language skills.

Table 8.I realized that when I teach reading using authentic materials the students feel frustrated.

Responses	Number of respondents	Percentage
Always	-	-
Usually	1	8.3%
Sometimes	7	58.3%
Rarely	4	33.3%
Never	-	-
Total	12	100%

As clearly indicated in the table above, 58.3% of the respondents responded that when they teach reading using authentic materials they sometimes realize students discomfort related to the material use. Whereas 33.3% of the sample teachers also responded that they rarely see the students' frustration because they rarely use real objects when they teach reading. Moreover, 8.3% of them also usually use it when they teach reading with the materials. None of them responded always and never. Therefore, half of the sample teachers neglect using authentic materials when they teach reading in the classroom.

Furthermore, this indicated that all the sample teachers rarely used authentic materials when they teach reading. However, real object are from real life used in the classroom instructions by teachers to improve students' understanding and real life situations but unfortunately, the sample teachers ignored

Table9. I use authentic texts because I believe that it improve students cultural understanding

Responses	Number of respondents	Percentage
Always	-	-
Usually	2	16.6%
Sometimes	3	25%
Rarely	7	58.3%
Never	-	-
Total	12	100%

According to the above table 58.3% of the teachers responded that they rarely use the materials without consideration of the text that improves students' cultural understanding. Whereas 25% of them also responded that they sometimes use only to teach reading. Moreover, 16.6% of them usually use considering students' cultural understanding. None of them responded always and never.

As it has been underscored by Kim(2000).authentic materials have a great role in helping resolve certain cultural barriers” This means that cross-cultural comparison is an indivisible feature of authentic materials, observing differences in culture is essential for understanding other nations and awareness of cultural background is important in learning a language. However, many of the sample teachers rarely used it.

Table 10. I realize that the use of authentic materials is time consuming

Responses	Number of respondents	Percentage
<i>Always</i>	-	-
Usually	-	-
Sometimes	4	33.3%
Rarely	8	66.6%
Never	-	-
Total	12	100%

The above Table shows that the respondents sometimes present additional real materials when they teach reading. 66.6% of them also rarely use authentic reading material considering it takes much

time to present it in reading class. Moreover, none of them responded always, usually and never. Therefore, more than half of the teachers did not always apply the material since they think that the materials don't save teachers time enabling teacher to devote time to material introduction rather than teaching.

This implies that teachers' fear of using the material because of time consumption confined them not to apply the material in their reading lesson

Table 11. I prefer to use authentic texts rather than textbooks in my reading classes.

Responses	Number of respondents	Percentage
<i>Always</i>	-	-.
Usually	1	8.3%
Sometimes	2	16.6%
Rarely	9	75%
Never	-	-
Total	12	100%

The above table indicates that 8.3% of the respondents reported that usually prefers other real materials to teach reading .Whereas, 16.6% also responded that they sometimes prefer to teach reading than the text book. Moreover, 75% of them responded that they rarely prefer to use authentic materials in the class. No teacher preferred saying usually and never, Therefore this is to mean that more than half of the samples teachers sometime prefer to use authentic materials than textbooks in their reading classes.

Accordingly to the information in the table, half of the sampled teachers opt to use authentic materials to the text. This could be possibly meant that the teachers do recognize the immense role of authentic materials for helping improve students' performance in reading. However, the preference and actual practice have got some mismatch. One would expect to more authentic reading materials being used in reading classes though this was not the actual reality.

Table 12. I prefer to use authentic texts as supplementary materials in my reading class.

Responses	Number of respondents	Percentage
Always	-	-
Usually	-	-
Sometimes	4	33.3%
Rarely	8	66%
Never	-	-
Total	12	100%

As clearly indicated the in table, (4.1.12) 66% of the respondents responded that they rarely use authentic texts as supplementary materials when they teach reading. Moreover, 33.3% of them responded that they sometimes use supplementary materials when they present reading lesson. None of them responded always, usually and never. Therefore, as the results shows I can say that all teachers did not apply supplementary materials when they present reading lesson to their students. This implies that student would not get an exposure to increase reading development by introducing it in the classroom unless the teachers introduce it to the students.

Table 13. I teach using those authentic materials because it is important to use in EFL reading instruction

Responses	Number of respondents	Percentage
Always		
Usually	2	16.6%
Sometimes	4	33.3%
Rarely	6	50%
Never	-	
Total	12	100%

From the table above, it is possible to observe the majority respondents (50%) responded that they rarely try to use authentic materials because they believe that it has an advantage to accommodate in English as a foreign language. 33.3% of them also sometimes use the materials think that those material are deliberately presented to the class to use them in EFL(English as a foreign language) reading instruction . Moreover, 16.6% of them usually try to use different authentic reading materials believing that as important to use them in EFL reading instruction. None of them responded always and usually. From the response, one can deduce that more than half of the sample teachers sometimes use authentic reading materials from its significance in EFL reading instruction even if the teachers understand that using authentic materials can go in line with the EFL instruction.

Table 14. I use authentic materials because I believe that using authentic materials Increases students' knowledge of vocabulary items which they need in real situation

Responses	Number of respondents	Percentage
<i>Always</i>	-	-
Usually	4	33.3%
Sometimes	3	16.6
Rarely	6	50%
Never	-	-
Total	12	100%

As we can observe from the table above, 50% of the respondents responded that they rarely use the material considering teaching students a kind of some vocabulary words that can increase their knowledge of vocabulary they need in real situation .Whereas, 33.3% of them responded that they usually used those authentic materials considering to teach vocabulary. Moreover, 16.6% of them responded that they sometimes use the materials deliberately to pick some words and teach students so that the students can have the opportunity to use them in real situation. None of them responded ‘always’ and ‘never’. Therefore, the majority of the sample teachers do not use the material to increase their students’ knowledge of vocabulary item which they need in real situation.

Table 15. While I teach reading I believe that as those materials help students expose to real language

Responses	Number of respondents	Percentage
<i>Always</i>	-	-
Usually	-	-
Sometimes	8	66%
Rarely	4	33%
Never	-	-
Total	12	100%

According to the above table, more than half of the respondents (66%) responded that they sometimes believe that use reading materials help their students to expose real language. Whereas, (33%) of the sample teachers responded that they rarely use reading authentic materials believing that students can have the chance to learn and expose with the real language that is used outside the classroom. None of them responded always, usually and never. Therefore, according to the results shows in the table above more than half of the sample teachers usually use reading authentic materials hoping that students an exposure of real language is important for them to learn the real language that is used in the community

Table 16. In using authentic materials for teaching reading I help my students to make them understand the material relating with the lesson.

Responses	Number of respondents	Percentage
<i>Always</i>		
Usually	2	16.6%
Sometimes	6	50%
Rarely	4	33.3%
Never	-	-
Total	12	100%

As the table above indicated, 16% of the respondents responded that they usually help their students to make them understand the material relating with the given lesson. Furthermore, 50% of them sometimes help their students to make them understand the lesson in line with material that is applied during the reading lesson. Moreover, 33.3% of them also rarely use it to help their students as far as they don't accustom in using the material in their reading classes. None of them responded always and never. This implies that students need help from their teachers if teachers want to achieve their goal while teaching reading using authentic materials.

Table 17. I tell them an equivalent translation of the word in their native language.

Responses	Number of respondents	Percentage
Always	2	16.6%
Usually	8	66%
Sometimes	2	16.6%
Rarely	-	-
Total	12	100%

As can be observed the table above (4.1.17), a greatest number of respondents (66%) responded that when they teach reading, they usually translate the words in to pupils' native language in order to know them the correct meaning of the word. 16.6% of them also responded that when they teach reading they always translate in to their native language. Moreover, 16.6% respondents also sometimes use an equivalent translation of the word in their native language to make them understand the correct meaning of a word and expression. Therefore, it implies that teachers use translation in to students' native language which is very decisive for students to understand the given lesson.

Table 18. when I teach reading I don't use authentic reading materials because it is difficult to access them.

Responses	Number of respondents	Percentage
Always	-	-
Usually	4	33.3%
Sometimes	2	16.6%
Rarely	6	50%
Total	12	100%

According to the above table shows, half of respondents (50) responded that when they teach reading they rarely use authentic materials because of its difficultness to access it. Moreover, 33.3% of the respondents also usually use the materials in teaching reading. The remaining 16.6% of them when they teach reading they sometimes use it. Therefore, based on the result, we can say that authentic reading materials are rarely implemented by sample teachers because of their difficulties to access and apply them in the classroom. None of them responded always.

This implies that teachers' awareness about the implementation of authentic reading material is very limited unless they have got a kind of training

Table 19 I teach reading using authentic materials since it support a more creative approach to teaching

Responses	Number of respondents	Percentage
Always	-	-
Usually	3	25%
Sometimes	7	58.3%
Rarely	2	16.6%
Total	12	100%

According to the table above 58% of the respondents responded that when they teach reading they sometimes use it on order to create a more creative approach to teaching. Moreover, 25% of them usually use the material as far as it supports a more creative approach to teaching reading. The other 16.6% of them also rarely use teach using authentic materials believing that it is a more creative approach to teaching. None of them responded always. Therefore, quarter of the sample teachers apply this material believing that it(authentic material) supports a more creative approach to teaching. This implies that students need to learn with the material as far as those authentic materials can support creative approach to teach reading and by their very nature they can ignite students' motivation to learn with the materials.

Table 20. When I teach reading with authentic texts I relate more closely students' needs

Responses	Number of respondents	Percentage
<i>Always</i>	-	-
Usually	6	50%
Sometimes	2	16.6%
Rarely	4	33.3%
Never	-	-
Total	12	100%

As the table above indicated, 50% of the respondents responded that they usually relate students' needs when they teach reading using authentic materials. Furthermore, 33.3% of them rarely relate their students' needs and interests while they apply the material in reading classes. Moreover, 16.6% of them also sometimes relate their students' needs when they teach reading with authentic materials. None of them responded always and usually. This implies that unless teachers relate the reading materials with students' needs and interests, students can be disappointed as a result of not being able to use and learn with the reading materials that they prefer.

Part 3 What are the factors that hinder you to teach reading using authentic materials?

This part of questionnaire is aimed to get information which hinders English language teachers to teach reading with authentic material related to the students and currently used in grade 10 English language text book.

1. problems related to the students

As the teachers suggested on this point, the student's attitude towards reading lesson is very less and these students may not understand the material because it may not be like a text book that can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own. In addition to this the students are careless to learn that they miss the English classes and even most of the teachers said that when an authentic text is a reasonable length and level for students, lesson plans need to be written to turn it in to something students can learn from.

2. Problems related to text book

As the respondents teachers suggested on the problems English text book, it is not well organized and inviting in a way that help students to learn reading lesson and also English texts are not available to be distributed to all the students and if not every student is learning having one book, shortage of textbook makes it teaching reading difficult and doesn't motivate to teach, moreover textbooks most of the time present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use and textbooks often present an idealized view of the world or fail to represent real issues. Therefore they do not reflect the interest and needs of students.

4.2 Analysis of students' Questionnaire Responses

Part 1 The students' questionnaire was designed to gather data about how often their teachers use different teaching reading strategies using authentic materials during English classroom.

Table 21. When the teacher teaches reading, how often does the teacher provide specific feedback to reading materials to support your reading development

Responses	Number of respondents	Percentage
Always	-	-
Usually	2	5%
Sometimes	9	22.5%
Rarely	29	72.5%
Never	-	-
Total	40	100%

From the table above, it is possible to observe the majority respondents (72.5%) responded that their teachers rarely give them a feedback to reading materials that they are learning . Furthermore, 22.5% of the respondents also responded that their teachers sometimes provide them feedback on their reading activities .Whereas, the smallest number 5% of them responded that their teachers usually provided them a kind of feedback to reading activities. Therefore, it implies that most of their teachers do not give their students a feedback to their reading activities that can support them for their reading development.

This implies that students are not given ample guidance and information on how to undertake reading texts.

Table 22. How often does your teacher explain the reading material while he use them in reading lesson?

Responses	Number of respondents	Percentage
Always	5	12.5%
Usually	5	12.5%
Sometimes	15	37.5%
Rarely	15	37.5%
Never	-	-
Total	40	100%

The table above shows that 37.5% of the students responded that their English teachers Rarely explain the reading materials in relation to the reading lesson. Again 37% of the students responded that their English teachers sometimes explain the reading materials in relation to other the reading lesson. Whereas, 12.5% of the students (i.e. 12.5% of each) responded that their English teachers always, usually, and sometimes respectively explain the materials that are used in reading classroom in relation the lesson.

From the above students' response, one can conclude that teachers' explanation of the materials for their students plays a great role for students about the lesson that they are learning Nevertheless, teachers' sometimes apply it while they teach reading lesson.

Table 23. How often does your teacher encourage you to read reading materials outside class ?

Responses	Number of respondents	Percentage
Always	-	-
Usually	2	5%
Sometimes	29	72.5%
Rarely	9	22.5%
Total	40	100%

As can be observed, the table above (4.2.3) the highest number of respondents 72.5% responded that their English teachers sometimes encourage them to read other reading materials outside the

classroom. Whereas, 22.5% of them responded that their English teachers rarely encourage them to read other reading materials outside the school, and 5% of the respondents also responded that their English teachers usually encourage and tell them to read other materials outside the school. None of them responded always. So, it implies that the sampled teachers seem not reluctant to encourage and advise the students to read materials outside of their school so that they can more knowledge that equipped them to tackle any challenges that they face in their reading classrooms..

Table 24. When he teaches how often he allows students to practice reading strategies by using authentic reading tasks and encourage students to read to learn (and have an authentic purposes for reading) by giving students some choice of reading materials?

Responses	Number of respondents	Percentage
Always	-	-
Usually	-	-
Sometimes	12	30%
Rarely	28	70%
Total	40	100%

According to the table above (4.2.4), a greater number (70) of respondents responded that when their English language teachers present reading lesson, they rarely allow them to practice reading strategies by using authentic reading tasks and some choice of reading materials. Whereas, 30% of them responded that their teacher sometimes allow them to practice reading strategies and give them some choice of reading materials. None of them responded always and usually. Therefore, many of them did not let the students to practice some reading strategies and they don't give them some choice of reading materials that are related to students' needs and interests.

Table 25. How often does the teacher use these authentic materials, like newspapers, journals and magazines to teach reading when appropriate to use them?

Responses	Number of respondents	Percentage
Always	-	-
Usually	-	-
Sometimes	18	45%
Rarely	22	55%
Total	40	100%

It is possible to observe the table above, 45% of the respondents responded that their English teachers sometimes use newspapers, journals and magazines to teach reading. On the other hand, 55% responded that their teachers rarely use newspapers, journals and magazines to teach reading. This implies that newspapers, journals and magazines (real objects) are rarely implemented. Consequently; students could not be exposed to real language and factual acquisition of them, in addition all these materials are inspirational for students and they motivate them to learn since motivation is a crucial key for successful learning.

Table 26. How often does your teacher create an environment that supports social interaction open discussion in reading class?

Responses	Number of respondents	Percentage
Always		
Usually	8	20%
Sometimes	10	25%
Rarely	22	55%
Total	40	100%

As the above table shows 55% of the respondents responded that their teachers rarely give them the chance to discuss on a given issue in reading class. Moreover, 25% of them responded that their English teachers sometimes create an environment that supports discussion in reading class. Whereas, 20% of them also responded that their teachers usually provide them the chance to discuss in reading class. This shows that the majority of teachers do not give a chance for their

students, but it is very important to give the chance for students to make the activities personalize and to encourage learners to learn reading in a good manner. This could make the reading lesson more attractive and interesting.

Table 27. How often does your teacher provide opportunity for you to respond to reading text through drama, storytelling and other creative expressions?

Responses	Number of respondents	Percentage
Always	-	-
Usually	5	12.5%
Sometimes	18	45%
Rarely	17	42.5%
Total	40	100%

According to the above table, 45% of the respondents responded that their teachers sometimes give them the opportunity to reading text through drama, storytelling or any other creative expressions during teaching reading. Moreover, 12.5% of them responded that their English teachers usually provide them the chance to present reading text through drama, storytelling or any other expressions. Whereas, 42.5% of the respondents responded that their English teachers rarely give them the opportunity to reading text through drama, storytelling or any other creative expressions to the class. Furthermore, giving the opportunity to students to respond a reading text through drama, storytelling and any other expressions can play a great role in promoting communicative competence of the learners, but the sample teachers ignored it.

4.3 Analysis of Teachers' Interview

Teachers were interviewed to give their own opinion and suggestion regarding to their implementation of teaching reading using authentic materials. Their responses are summarized as follows.

Questions: 1. Do you think that authentic materials are highly useful for classroom purpose or not?

From the interviewed teachers most of them see the authentic materials from its motivational advantage, they said that bringing the real like newspapers and magazines in the classroom to teach a language creates a kind of interest and stimulate the students to learn, since the materials are not artificial or non-authentic materials and not only students, we teachers will have the opportunity to gain real information and enjoy with the materials.

Questions: 2. what are the main factors that hinder you in selection, preparation and using of authentic materials for reading class?

Even if most of the interviewee teachers rarely used these materials in their actual reading class, they believe that there are difficulties in using the material. From the difficulties some of them are the language level of the text course objectives are the main guiding criteria for selecting texts. They believe that as too difficult for students to understand and challenges regarding access to these reading materials and also the expense of purchasing them, and they believe that teaching reading with those materials is very time consuming, in addition to find an appropriate texts causing a burden for them. Ultimately, however, most participants indicated a need for additional training in using authentic materials, particularly in preparation and designing appropriate tasks that can fit the students' interest class level.

Question: 3. Why do you prefer to use authentic reading materials?

Four of the interviewed teachers' suggested on the reason behind choosing authentic materials for classroom purpose. They suggested that they sometimes use authentic materials to their students in order to develop students' language skills and they apply it because the textbook by itself is not enough to teach reading with the need and interest of the students, moreover these materials can increase reading development by introducing students to new vocabulary and expressions. Furthermore, it helps them maintaining and increasing student's motivation for language since they give the feeling that he or she is learning the real and target language. However during the observation the researcher observed that most of the teachers did not use or implement any authentic materials in reading classroom.

Question: 4. What is your attitude towards using or not using authentic reading materials

Most of the interviewed teachers said that it is something difficult, teaching with these materials is challenging and complex. From the sample teachers it was surprising to hear that they never heard of authentic material is implemented to teach a language. But the remaining 6 of them suggested that they have the know-how about authentic materials and they sometimes use it in their classroom even if its time consuming and challenging to how the material is presented in the classroom regarding this et al,(1986, as cited in peacock, 1997) in their study of the effectiveness of a communicative approach using authentic materials reported that "the programs teachers found that selection and planning for using the authentic materials required considerable extra preparation time, and that they needed to minimize their role of authority to encourage the students direct contact with the material"

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY OF THE FINDINGS

The purpose of this study was to assess teachers' use of authentic materials in reading lesson. In order to attain these objectives, the following research questions were raised.

1. To what extent do teachers use authentic materials for reading classes?
2. What is the teachers' attitude towards using authentic materials?
3. Do the teachers employ reading strategy using authentic materials?
4. To what extent teachers are skillful in using different authentic reading materials?

The study was conducted in government schools (Farah Nour Secondary and Preparatory School and Umer Dawud Secondary and Preparatory School) of Ethio-Somali Region. Even if the study is more concerned with teachers, students were included as a sources of data in the study to get further information.

The study employed interview and questionnaire as a means collecting data. Qualitative and quantitative analysis was made on the gathered data and revealed the following major findings.

✧ The majority of the teachers believed in the importance of using additional authentic reading materials in reading lesson. Even though, they did not give due emphasis to using authentic reading materials, such as magazines, journals, newspapers, short stories and other internet sources.

✧ The majority of teachers believed that it is important to use authentic materials in EFL reading instruction, but 66% of the respondents responded that they never used any authentic materials and most of the reasons are because of the difficulty to access them, the know-how in selecting and designing the appropriate type of tasks and time consumption were some of the major reasons.

✧ More than half of the respondent students said that their teachers sometimes encourage them to read reading materials outside the classroom and majority of them perceived that reading other

materials outside the class helps them to increase reading development by introducing them the new vocabulary and expressions.

✧ The majority of sample students said that their teacher rarely provided them with constructive feedback and praise for their attempt in reading lessons. In addition, students said that teachers assisted them to make active participation only rarely. However, most of them believed that getting teachers' appreciation and praise encourage them to do better.

✧ Half of the sampled students (55%) said that their teachers rarely use authentic materials that help them to develop their reading skills and majority of students perceived that learning with this kind of materials motivates them to learn a language.

5.2. CONCLUSIONS

Based on the findings of the study, the researcher has arrived at the following conclusions.

✧ It is possible to conclude that, magazine, newspaper, journal and other authentic reading materials were used by the sampled teachers very rarely. And there is lack of due emphasis to students preference in selecting and using the materials for reading lesson.

✧ It is also possible to conclude that the occurrence of lack of teachers in providing opportunities for their students to respond to reading text through drama, storytelling and other creative expressions

✧ The most frequently used authentic material reading strategies by the sample teachers are: definition, explanation, and translation. These strategies are sometimes and rarely respectively employed by most of the sample teachers although these teaching reading strategies are not sufficient

✧ The findings indicated that, almost all teachers have positive attitude towards using authentic materials and they believe the beneficial effects in teaching EFL classes. They believed that such materials improve students' skill and expose them to the real language. Even though, they only rarely included those materials for their language classrooms.

✧ On the contrary, teachers lack the knowledge on how to select, prepare and present the authentic reading materials in the classroom.

5.3. RECOMMENDATIONS

Depending on the findings discussed, the following recommendations are made:

✧ Teachers should use authentic reading materials if they need to create a kind of interesting and interactive lesson to happen in the class. And to boost their students' interest teachers need to adapt and prepare some stimulating authentic reading materials by students' preference in the class as well outside the class.

✧ Teachers should give opportunities for their students to respond to reading texts through drama, storytelling and other expressions which help students to learn a real life expressions, in addition students feel as they are learning with the material that they prefer

✧ Teachers should play a great role in changing the students' word power.

Accordingly, teachers must try their best to use deferent kinds of teaching reading strategy. For example, they should define a word; list its synonyms and antonyms, to make the material clear for the students.

✧ Even though teachers' attitude towards using authentic reading materials is positive, but they

Must bring the material to the classroom and implement it.

✧ Teachers should be given training on material selection and preparation.

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Appendix I

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND NATURAL SCIENCES
DEPARTMENT OF ENGLISH**

Dear Colleagues: I am conducting a study on “An assessment of using authentic materials in teaching reading classroom” used by grade tenth teachers.

To this end, your response will have much contribution to the success of the research. You are, therefore kindly requested to read each item carefully and give your genuine response. I would like to assure you that the information you give will be kept confidential and to be used only for the research purpose

Before, you answer the question, please read each the question and make sure that you have exactly understood what the question means and then give your answer with respect to the instruction.

Thank you in advance!

Yours sincerely,

Dereje Biyo .

M.A Candidate, Adama Science and Technology University (ASTU)

I) Show to what extent is your opinion *agree* with the following statements based on your belief and experience of teaching reading by putting a “√” under each numbering the table below.

Note that: 5= strongly agree

2. = disagree

4= Agree

1. = Strongly disagree

3= Neutral

No	Statements	Scales				
		5	4	3	2	1
1	Reading helps to improve student's language proficiency					
2	Using magazine newspaper and internet materials make reading activities attractive					
3	Additional authentic reading materials help the student to read and comprehend other materials outside the classroom					
4	I always realize that using authentic materials helps the student to improve the communicative competence of learners					
5	I believe that exposure to authentic materials should start at intermediate and advanced levels of language learning					
6	Most exercises of reading activities in the new textbooks are understandable and can be applied with other authentic materials					

II) The following questions are about *how often* you use authentic reading materials in your English class. Read each question carefully and mark “√” symbol under each number in the table below

Note that: 5=always 4=usually 3=sometimes

2=rarely 1=never

No		Scales				
		5	4	3	2	1
7	I use short stories for teaching reading when I feel appropriate to use them.					
8	When I teach reading using authentic materials the students feel frustrated					
9	I use authentic texts because I believe that it improve students cultural understanding					
10	I realize that the use of authentic materials is time consuming.					
11	I prefer to use authentic texts rather than textbooks in my reading classes.					
12	I prefer to use authentic texts as supplementary Materials in my reading classes.					
13	It is difficult to design the appropriate types of Tasks when using authentic texts.					
14	Increase students' knowledge of vocabulary items Which they need in real situations.					
15	It is important to use authentic materials in EFL Reading instruction.					
16	. I don't use authentic reading materials because it is difficult to access authentic materials.					
17	While I teach reading I believe that as those materials help students expose to real language					
18	I teach reading using authentic materials since it support a more creative approach to teaching					
19	When I teach reading with authentic texts I relate more closely students needs					

Appendix II
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND NATURAL SCIENCES
DEPARTMENT OF ENGLISH

Dear students: I am conducting a study on “An assessment of using authentic materials in teaching reading classroom” used by grade tenth teachers.

To this end, your response will have much contribution to the success of the research. You are, therefore kindly requested to read each item carefully and give your genuine response. I would like to assure you that the information you give will be kept confidential and to be used only for the research purpose

Before, you answer the question, please read each the question and make sure that you have exactly understood what the question means and then give your answer with respect to the instruction.

Thank you in advance!

Yours sincerely,
Dereje Biyo .

M.A Candidate, Adama Science and Technology University(ASTU)

Part 1.The following questions based on how often your teacher uses these authentic materials during your English reading class. Read each question carefully and put an “x” under each number in the table.

Note that: 5=Always 4= Usually 3= Sometimes 2= Rarely 1=Never

No	Types of Techniques	scales				
		5	4	3	2	1
1	When the teacher teaches reading, how often does the teacher provide specific feedback to reading materials to support your reading development					
2	How often does your teacher explain the reading material while he uses them in reading lesson?					
3	How often does your teacher encourage you to read reading materials outside class?					
4	When he teaches how often he allows students to practice reading strategies by using authentic reading tasks and encourage students to read to learn (and have an authentic purposes for reading) by giving students some choice of reading materials?					
5	How often does the teacher use these authentic materials, like newspapers journals and magazines to teach reading when appropriate to use them?					
6	How often does your teacher create an environment that supports social interaction open discussion in reading class?					
7	How often does your teacher provide opportunities to select an article that interest you, work on it and report back to other learners?					

Appendix III

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND NATURAL SCIENCES
DEPARTMENT OF ENGLISH**

Interview Questions for Teachers

1. Do you think that authentic materials are highly useful for classroom purpose or not?
2. What are the main factors that hinder you in selection, preparation and using of authentic materials for reading classrooms?
3. Why do you prefer to use authentic reading materials?
4. What is your attitude towards using or not using authentic reading materials?