

**Perceptions of Instructors and Students Using
Authentic Reading Materials in Teaching English
Language**

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
January 2019
Gazimağusa, North Cyprus

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ABSTRACT

The aim of this study is to examine students' and teachers' perception on using authentic reading materials in teaching English language and to know the differences and similarities between students and instructors in terms of their perceptions of using authentic reading materials in teaching English language, in Eastern Mediterranean University.

This case study follows a triangulation approach, and it is a mixed-method study in which quantitative and qualitative data were collected through student questionnaires and instructor interviews. The participants of the study are 60 first year students and 4 instructors in the Department of English at the EMU.

The findings of the analysis reveal that students' opinions are positive concerning using authentic reading materials in teaching English language and while almost of the instructors found it positive and useful.

While the differences are most of the teachers are considering authentic materials as problems to their students due to their proficiency levels because some students may still find those texts difficult, and also their students' ages but the students are not considering those problems at all, while the similarities are both the teachers and students are perceiving the use of authentic materials in learning and teaching as useful materials that will enhance their learning and teaching.

Keywords: Reading skills, Authentic Materials, Vocabulary development, EFL learners, FLE classes.

ÖZ

Bu çalışmanın amacı, Doğu Akdeniz Üniversitesi'ndeki öğrencilerin ve öğretmenlerin İngilizce dil öğretiminde otantik okuma materyallerini kullanma algılarını incelemek ve öğrenciler ile öğretim görevlileri arasındaki, İngilizce dil öğretiminde otantik okuma materyallerini kullanma algılarına ilişkin farklılıkları ve benzerlikleri incelemektir.

Bu vaka çalışması üçgenleme yaklaşımı izlemektedir ve öğrenci anketleri ve eğitimci görüşmeleri yoluyla nicel ve nitel verilerin toplandığı karma bir yöntemdir. Çalışmaya katılanlar, DAÜ'de İngilizce Bölümünde bulunan 60 birinci sınıf öğrencisi ve 4 öğretim görevlisidir. Bu analizin bulguları, öğrencilerin İngilizce dil öğretiminde otantik okuma materyallerini kullanma konusunda olumlu görüşlerinin olduğunu ve neredeyse tüm eğitimcilerin bu materyalleri kullanmaya karşı olumlu görüşlerinin olduğu ve yararlı bulduklarını ortaya koymaktadır.

Öğretmenlerle öğrenciler arasındaki görüş farklılıklardan biri, öğretmenlerin çoğu, öğrencilerin yeterlilik seviyeleri ve yaşlarından dolayı özgün materyalleri bir sorun olarak görmektedirler çünkü bazı öğrenciler bu metinleri hala zor bulabilmektedirler ancak öğrenciler bunu bir sorun olarak görmemektedirler. Benzerliklerden biri ise, hem öğretmenler hem de öğrenciler, öğrenme ve öğretmede otantik materyallerin kullanımını, öğrenmelerini ve öğretimlerini artıracak faydalı materyaller olarak algılamaktadırlar.

Anahtar kelimeler: Okuma becerileri, Özgün Materyaller, Kelime hazinesi gelişimi, EFL öğrencileri, FLE sınıfları.

DEDICATION

This thesis is dedicated to the Almighty God, to my family, Ijeoma, Chukwuma, Chizoba, Ogechi, Obinna, my mum and Dad. Also, to my darling Husband, Chukwunonso, my wonderful friends, Ernest, Zippo, Tracy, Audrey, Uchenna, Adaobi, Ifeoma and every single person that has impacted me positively and Academically, I want to say a very big Thank you.

ACKNOWLEDGMENT

I would like to use this an opportunity to extend thanks to my supervisor Assoc. Prof. Dr. Javanshir Shibliyev for his support, time and motivation rendered when I was writing my thesis. And also thankful to my Big brother Dr. Chukwuma and my elder sisters for financially ensuring the progress and success, motivating me and helping me. I will also include my friends for the words of encouragement they provided for me, most especially I thank my lovely mother for the words of encouragement and prayers she was giving me and being with me during the period.

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Chapter 1

INTRODUCTION

This chapter is the introduction of the thesis. First it gives information about the study's background. Then, it presents the problem statement and the purpose of the study. Finally, the research questions and the significance of the study are explained.

1.1 Background of the Study

One of the useful skills utilized by foreign language students is reading because it shows that they acquire language through reading. Reading is more crucial in language classroom where students can learn other skills and also help them to build vocabulary and develop language proficiency. In order to facilitate learning English teachings materials are usually utilized to enhance the comprehension of learners in real-situations.

One of the useful features of teaching materials is known as authenticity. Those materials are any materials whether spoken or written that bring a real discourse like, videos, textbooks etc. Authentic materials are very good in second language which keep students informed about what is happening in the world, authentic materials also show learners to real discussion which help them to comprehend what native speakers' correct language as pronunciations, stress, rate of speech and written words. Teachers can inspire their students to learn more and raise their level of proficiency to know about the world. Authentic materials give chances to learners to understand more and achieve the highest levels.

1.2 Statement of the Problem

Authentic materials in English as Foreign Language classes are not utilized always to enhance reading skills, decreasing the strength of the Communicative Language Teaching Approach. The absence of utilizing authentic materials in EFL classes to raise reading skills can harm linguistically and non-linguistically. In terms of dialect, not utilizing authentic materials in EFL classes lessen the chances to comprehend primary and advanced grammatical structures, likewise syntactical compositions, and how they can be utilized in the real texts whenever attempting to speak something. In addition to that, it harms the acquiring of vocabulary, the comprehend of expressions and roles of language. In non-linguistic terms, the absence of utilizing authentic materials hinder scholars' inspirations and zeal in acquiring English due to that, learners do not see the aim of acquiring it, and how it would enhance them in time to come.

Similarly, scholars would look out on issues and hindrances when utilizing English Language in real situations. The absence of utilizing authentic materials in EFL classes can occur because of many cases like: the afraid of utilizing authentic materials because of their implications in terms of selecting, planning, and timing consumption, misunderstanding of the meaning of authentic materials, the lacking of knowledge about the implications of utilizing the communicative language teaching approach, and the understanding of cultural problems.

1.3 Aim of the Study

The purpose of the study is to examine students' and instructors' perceptions of using authentic reading materials in foreign language education and the differences and similarities between students and instructors in terms of their perceptions of using

authentic materials in Department of Foreign Language Education in Eastern Mediterranean University North Cyprus.

1.4 Research Questions

- 1- What are students' perceptions about the use of authentic materials?
- 2- What are instructors' perceptions about the use of authentic materials in teaching English Language?
- 3- What are the differences and similarities between students and instructors in terms of their perceptions of using authentic materials.

1.5 Significance of the Study

University students should be aware of the facts around them. They should be competent in the target language in order to have connection with the world outside. They should be able to read newspapers, watch television, listen to songs all in English to comprehend what is going on in the world. In order to be ready for the things listed above they should be acquainted with authentic materials because the language taught in the classroom is different from the one used in the real world outside the classroom. Furthermore, it is also hoped that making use of authentic materials in the classroom will not only prepare the students for the authentic language, but also will bring variety into the classroom. And the findings gotten from this research study will serve a useful purpose in guiding teachers for selecting authentic materials for classroom use.

1.6 Definitions of Term

Authentic Material: Tomlinson (1998) recognizes authentic material as a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text. It means that, authentic materials are one designed for the purposes of communicating information.

Authentic Text: Mishan (2005) defines an authentic text as a stretch of real language produced by real speaker as well as, writers to convey a real message in order to the purpose of communication.

Textbook: “A book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading)” (Richards & Schmidt, 2002, p. 550).

English as a Global Language: According to Crystal (1997, p. 2) “A language achieves a genuinely global status when it develops a special role that is recognized in every country.”

English as a Foreign Language (EFL): Pinter (2006) explains that the term English as a foreign language (EFL) usually infers students that have little opportunity to speak English outside of the classroom, while English as a Second Language (ESL) indicates students that are heavily exposed to the language outside of school (p. 166).

Chapter 2

LITERATURE REVIEW

This chapter deals with the relevant literature about the clarifications of the idea of authentic reading materials. Also, it presents purpose of using authentic text in learning, types of authentic materials and effect of using them. Additionally, it presents some criteria for selecting authentic reading materials, advantages and disadvantages of using authentic reading materials.

2.1 Authentic Reading Materials

Traditional textbooks and other teaching materials that are used in teaching English as a second or a foreign language are usually commercial and used for instructional purposes that bring the authors' stance in teaching (Shrum & Glisan, 1994). The texts in these books use contrived models of language and they do not present real language that the native speakers use in their daily life situations (Hart, 2003).

Most English language learners need to learn the language as a communicative tool and not as a structure to memorize (Savignon, 1997). Some of these learners need to use the language for their future needs, such as to write a job report or email a foreign customer, or even travel to a foreign country and use the language (Marshall, 2002).

Authentic texts give the learners confidence that they are using the actual language and that they are close to natives, and the language is the same as it is communicated in the English language context (Guariento & Morley, 2001). Therefore, the use of

authentic materials has expanded due to their efficient role in teaching student's English language forms and assisting them to use the language in the real world.

It is agreed by many researchers that preparing students for real life situations is a great concern for English language teachers, especially in EFL classes. The outcome undoubtedly is achieving a high proficiency and performance among learners. Berardo (2006) and Hwang (2005) found that effective EFL education cannot be achieved without providing authentic reading materials.

Indeed, in learning process students benefit from the exposure to real language used in real life. This process, in fact is constructed by the learner in an active, meaningful cooperative and authentic way (Oguz & Bahar 2008). According to Gilmore (2007), authenticity is one of the main characteristics in communicative language teaching where interaction is manifested in students' performance with referring to multiple communicative tasks that deal with topics so related to real life and the student feel relaxed when dealing with familiar environment.

Authentic reading materials are among the most relevant tools an instructor must use in classroom in order to make his/her teaching go smoothly and be effective in transferring the necessary knowledge to all students, motivating his/her learners, and arousing their interest, because language improvement course textbooks, mostly are not teaching students about the real language which they will use in real world (Al-Azri & Al-Rashdi, 2014).

Similarly, Laba (2014) emphasizes that authentic reading materials are centred around how to pass information on the structure and the linguistic parts of the English

language. At the end of the day, there is much accentuation on showing English abilities as opposed to portraying authentic language that students require to communicate within reality.

According to Roberts & Cooke (2009), there are four kinds of authenticity, which are learner authenticity, text authenticity, authenticity of task and classroom authenticity. The four forms of authenticity are explained further.

2.2 Definition of Authentic Reading Materials

The word authentic materials have a lot of definitions which are marginally unique among EFL specialists. Language data which could either be spoken or written and have not been made only for the purpose of teaching EFL can be accorded as authentic materials (Burr- Adair, 2014).

According to Peacock (1997), authentic materials are materials that have been asserted to satisfy few social reasons in the language environment. Jordan (1997), also examines that authentic material as language issues made for any reason other than dialect education. It implies that authentic materials are a talked or composed language created by a local speaker for a real group of people to convey something.

According to Harmer (2001), authentic reading materials can be emphasized to be created for native speakers and those who are ready for EFL classes. Rasheed (2014) likewise present a comparable origination concerning real materials, as Harmer's definition; notwithstanding, the researchers moved more in-depth saying that authentic materials are dialect portrayals of issues identified with social and situational settings.

Since the general point of English language teaching is to have the capacity to convey and utilize the English language for scholarly and social purposes, instructors are required to emphasize the utilization of the language in significant materials (Richards, 2012).

It is not mandatory for students to recall what they learn, but what is of more importance is how they communicate in real life scenarios. Therefore, when students are exposed to authentic materials, it makes the language communication and speaking seem more realistic and easier for them as the possibility for authentic reading materials to make them feel more like natural speakers.

Authentic reading materials are normally represented as writings that are not created for the reason of teaching yet are created by the natives for native speakers (Osorio and Marianella 2017). Authentic reading materials are utilizing cases of language delivered by native speakers for some genuine reasons for their own as opposed to utilizing language delivered and composed exclusively for the classroom. Enhancing students with authentic materials can propel them since they are engaged in the learning of vocabulary in the classroom that they can use outside of the school premises (Kilickaya, 2004).

Authentic reading materials can be in written articles or papers, which means written words in prints that can be utilized as a part of ways, and they can also be used as a part of the lives of students outside their adult training classes (Jacobson, Degener & Purcell-Gates 2003).

According to Gilmore, (2011) mentioned that these printed materials include maps, pamphlets or eatery menus are not difficult to discover by educators and they can gather what suits the student's advantages and level. Other materials could include audio materials, for example, discussion or radio shows and varying media materials, for another example, motion pictures or TV programs could also be included.

Therefore, according to Badger and MacDonald (2010), authentic reading texts are writings, which are not intended for the purpose of language teaching, because authentic texts are modeled in a way to better represent the natural or original language patterns by native speakers, as they are considered as an effective language teaching tool.

2.3 The Purpose of Using Authentic Text

According to Wikstrom (2016), people choose to use authentic materials for different reasons. Also, students have the chance to peruse and gain from authentic texts, which means they read the genuine dialect that local speakers utilize and language students for the most part, and they want to be like local speaker in terms of articulation, emphasize and colloquialisms use.

Authentic materials can connect the divergence between classroom learning and sensible setting of dialect outside schools. Learners have the opportunity to consider the Language and abilities of utilizing it as it is connected in authentic settings (Rahmawati, 2015). Rasheed (2014) characterizes it as 'fitting' and 'quality' as far as objectives, goals, student needs and intrigue, and 'normal' as far as genuine and important correspondence. Harmer (2001) refers to characterizes of authentic language as materials which are intended for local speakers; they are authentic content; planned not only for language teaching, but rather for the speakers of the dialect.

Authentic texts as writings that are not composed for language instructing purposes. Authentic materials are huge, since it builds students inspiration for learning, hence, it influences the student to be presented to the authentic language as talked about by Guariento and Morley (2001).

The primary focal points of using credible authentic materials as stated by Richards (2005), are: they assist a more creative approach to teaching, they have a strong effect on learner motivation, they yield exposure to real language, and they relate more closely to learners 'needs, and they provide authentic cultural information.

Authentic materials expose learners to real language and they feel that they are learning the 'real' language. Guariento and Morley (2001) clarify authentic content as one that is established to satisfy more of social reason in the dialect group, which it was created with the beginning of developing a more prominent consciousness on the need to build up students' abilities for this present day.

This simply implies that instructors try to improvise the real world in the classroom. These creators guarantee that authentic materials provide the learners to confront their social lives with more effective devices. These are what make us excited and willing to use authentic materials in our classrooms (Guariento & Morley 2001).

2.4 Types of Authentic Materials

Jordan (1997) explained the different kinds of authentic reading materials which will be used by instructors to accomplish diverse goals. It is qualified to specify that students have distinctive learning styles, inclinations, and diverse methods for handling input. In this way, it is vital for language educators to use differed kinds of materials while noting the end goal to grasp the attention of every one of the students.

In these present days, with the current progress of innovative technology and the new approach in language education, several origins of authentic materials have been developed and are on the increase, for example, tv and radio advertisements, debates, news interviews, ballads, and movies and so forth (Mishan, 2005).

As indicated by Maroko (2010), authentic reading materials can be extensively grouped into sound (audio), visual, and printed materials. Authentic language, as previously explained, represents native speakers' and targets language group generation and the language creation amongst instructors and their students in the classroom.

For Al-Azri and Al-Rashdi, (2014), suggested that instructing and learning purposes in this work, the creator uses the principal class of authentic language and recommends the accompanying classifications of this sort of materials, the materials can be classified according to the criterion whether authentic language production is supposed to be read, watched and listened to and even posted on the internet. The classifications are: reading authentic materials which are: books, magazines, newspapers, brochures, leaflets, menus, letters, e-mails, another classification is audio -visual authentic materials which are : tv programs, tv series and tv shows, tv news, films, cartoons, videos, songs, radio programs, advertising, also authentic materials on the Internet are one of the classifications which are: websites, social networks, YouTube, blogs, vlogs, online games.

Authentic materials have other examples which are: radio and television, they are an intense medium in which students can rehearse a few skills as listening and reading.

They give normally the powerful factor so pivotal to securing a new language. Newspaper is another example of authentic materials which **are** printed materials, they can be day by day, week by week or month to month (Al-Azri and Al-Rashdi, 2014).

According to Jacobson, Degener, & Purcell-Gates, (2003), there are the most effectively, accessible and open of the new media franchise. Newspapers when read are most likely the best single source of data about the contemporary culture of a nation. Music and song are one of the examples of authentic materials, it is a fundamental piece of the human experience; it is a part of the most imperative public occasions in everyday life. It speaks to ones sentiments, feelings and might become issues when its melodies are capable for passing on messages about social issues or personal experiences. Menus are one of the examples of authentic materials, these examples are very common and easy materials to help students learn a language, as food is displayed with pictures to enable the person know what it is that you are ordering. Transportation schedules (bus, train, airline, boat) are one the examples of authentic materials, with these examples, the transport terminals are equally a good source of learning because, geography which includes directions and time telling are writing in a standard way. This can be a good source of learning a language (Jacobson, Degener, & Purcell-Gates, 2003).

Lastly, realia are also of them, which means real-world objects that can be used in English foreign language classrooms. They are objects that can be seen and touched, hence they are used to illustrate points and for the purpose of role play. Examples include coins, puppets, helmets, dolls, mask, etc. (Feng & Byram 2002).

In summary, three broad categories of authentic materials can be distinguished, they range from daily objects such as receipts, business cards, photographs, application forms, financial statements catalogs, currency, bank leaflets, reports, letters and emails, instructions, bank accounts, registration forms, diagrams, pictures, contracts, etc.; broadcast messages such as magazines, journals, newspapers, radio and tv programs, documentaries, and special literature, and the net. In line with what Vaiciuniene and Uzpaliene (2010) wrote, the net is a magnificent and especially an up to date platform for authentic material sources for EFL students, because it helps to give EFL professionals a variety of unique formats such as video, sound, pictures and messages.

As stated by Bocanegra-Valle (2010), all of these are considerable to the learners' field of study when properly used unlike newspapers and magazine which can be outdated easily except new articles are continuously written by the authors which would take a lot of time and energy unlike the Internet which is an open source and it makes it easier for it to be ceaselessly refreshed and updated easily and is more outwardly animating and in addition interactive.

2.5 Effects of the Authentic Materials on Foreign Language Learning

There are various authentic materials suggested in the fore mentioned articles that swing between listening viewing like songs, radio and TV ads, cartoons, audio taped stories to visuals such as postcards, posters, pictures, street signs, stamps, Printed materials also can be exploited in classroom, using restaurant menu, newspaper, newspaper, magazine, leaflets, receipts. Realia also can be considered as a good effective material. Obviously, all these materials indeed address to different learning styles so that they get students' attention, motivate and appeal them to learning. Hence.

The outcome will be a lot of interaction and student total involvement in learning the language (Roberts & Cooke 2009).

Belaid & Murray (2015) believe that most of the language teachers prefer to utilize authentic materials than traditional textbook materials in teaching the language learners, because researchers have done so many studies on the empirical research and noticed a great impact on those language scholars who have chances to use authentic materials in learning a foreign language or their target language.

Moreover, researchers revealed that language skills are established through the use of authentic materials, despite using textbook materials (Gilmore, 2007). According to Sabet and Mahsefat (2012), authentic materials will establish the scholars' reading skills through showing new vocabulary and scholars' feelings. Mishan (2005) pointed out that authentic materials motivate and enhance language learners in learning target language because those materials give them a view that they are learning the genuine language.

Similarly, Belaid & Murray (2015) added that it enlarges a learner's self-fulfillment and motivation when utilizing it in the classroom. Also, it establishes and enlarges not only a second language capability but non-linguistic factors are viewed important of gaining a target language. With the fast-paced development the world is currently experiencing, there are numerous sources of authentic materials the most regular sources which are often utilized are newspaper, TV programs, magazines, the web, motion pictures, music or songs, pamphlets, comics and literature. Therefore, this part would be dealing mainly on how these sources have affected the teaching of foreign language.

As referred to Mishan (2005), literature can be defined as a way of composing write ups that are appreciated for their magnificence in writing style, content, message and imaginative creativity form specifically poetry, novels and theater performances such as dramas and dances and so forth. According to him the utilization of literature in language learning promote the positions or views of the learners on ways to deal with the investigation of how a foreign language can be learnt in the local speakers group.

Mishan (2005), goes on to state that literature can be utilized with all students irrespective of their academic levels, as it can help these students have a feel of other cultures and to improve students' knowledge on the objectives of the foreign language. In using any sort of literature text, the emphasis ought to be on educating the language not literature. The kind of literature text is: the broadcast media, it is often utilized to enhance the task of language learning.

In addition, the broadcast media offers many categories of authentic materials, which are television, newspaper, songs, moves and internet. The television is seen as being able to provide the required expert instructions in the learning institutions. In other words, the teacher needs to be aware that by using television for language teaching purpose can create a medium or an environment where the learner becomes familiar with in due time. Television as a universal medium relates learner with the target culture language as it is in the host community, it enables them to see their traditions, relations with each other. Television also helps in enriching students' English vocabulary, lexical power, and enhancing their reading skill when it enables them to see their linguistic features (Hart, 2003).

Another one is Newspaper, it is the most accessible and available of the news sources. Newspaper is presumably the best single source of information dissemination about the present culture of a nation. It implies that a student can have the capacity to distinguish the English Language culture by acquainting themselves with the newspapers features such as size, color, font styles for headers, content, and photographs. A personal involvement can be felt when the individual engages in reading up articles from a newspaper. Therefore, by introducing newspapers in the classroom, it can be a source of inspirations for the scholars especially in improving their reading skills (Savignon, 1997).

Hence, newspapers are a source of authentic material, its utilization in learning makes the student more engaged and nearer with the language in setting. It gives them strategies to manage difficult contents. Followed by song, it is a great option for language learning since, thanks to the innovation in technology, students can tune in to music anywhere, over and over again. They can also download the lyrics associated with these songs which causes them to learn new authentic language expressions while entertaining and satisfying themselves. Music gives important substance to EFL students to learn numerous parts of the target language with respect to language use in a genuine setting according to Saida (2013).

Al-Musallam (2009) explains that students would potentially internalize the elements of culture presented in the song as well as they enjoy with song lyrics that has combined with a melody. He further went on to state that songs give an excellent authentic example of grammar in action that enables learners to use certain sentence structure. It means that, Music and songs have a closer appeal to our language

acquisition rather than spoken language. In other words, songs can be helpful for comprehension, where students concentrate on and master their lyrics.

Also, movie, which is an authentic source that have advantages on learning, as viewed in Al-Musallam (2009) historical films may be used in classroom to give students a glimpse of what was ones the reality of the target language culture. Films provide learners with familiar information about the native speakers past and present culture, where this cultural information is taken from the implicit-values and ideals, to the explicit- so that students see how people speak, move, and behave. Therefore, films can be enhancing students reading skills through their subtitles and listening skill, by seeing the linguistic features of language as it is in context. As they can see, the film characters that make them feel by the nature of language as it in real world. Last, but not the least is internet technology, which is the most source of authenticity in the class.

The use of the internet as an authentic source is a useful starting point in language learning when it offers sites or webpages that contain materials produced for native speakers like, songs, poetry, newspaper, commercial and informative sites. In other words, according to All-Musallam (2009), online newspapers and chat rooms gives opportunities for students to read authentic materials that could provide them with cultural knowledge and they allow them to visit many sites to look for the language in real context thus improving their reading skills.

In conclusion, authentic materials play a great importance in the learning of foreign language; it facilitates the learning process as it helps in developing the learners' skills, especially for the serious-minded individuals.

2.6 Criteria for Selecting Authentic Materials

In selecting authentic materials, it is important to use some certain criteria for the selections process. According to Chavez (1998), appropriate questions need to be asked to oneself and this could either be from the instructor or from the students' perspectives. People who have interests in using authentic materials should always remember that these materials ought to be precisely selected based on where they intend to use it, which refers to both in and out of the learning environment. Berardo (2006) calls for choosing good materials in reading skill because the interaction expected is not "the text itself" but rather "the interaction between the reader and the text".

First of all, is this the sort of authentic language that my student(s) require? Would extra incentive between the authentic language in these materials and my students' authentic information be possible? Is it topical? Is it current? Will new knowledge such as vocabularies and reading skills be passed onto my students? Will they have the capacity to consolidate their insight into the earth with the information they pick up from this material? Also, by asking whether I am adequately restricting the language for my scholars to sense that they are building certifiable advancements, and finally, is this material significant in terms of the prerequisites needed to enhance my students learning ability? (Chavez 1998).

On the topicality of the materials, it is likewise imperative to consider that authentic materials are basically brief; it is profoundly pertinent to the minute when it is composed, yet becomes less relevant after a certain time or period. So either the

educator needs to utilize things, which are as state-of-the-art or current as much as possible or which are able to withstand the test of time (Osorio and Marianella 2017).

It is essential to remember that a few materials are effectively dated more than others. For instance, previous season's inventory may not have similar effects as present ones which contain items with things which the students could possibly request for. A restaurant's menu can be utilized so long that the costs of the items displayed stay up to date in the food market. Therefore, when we want to select authentic materials, it is important we consider the positive and negative impacts of selecting this material as well. Haven established the various sources of authentic materials such as newspapers, magazines, media, and internet and so on, it is important to have a good variety of sources at one's disposal (Mishan, 2005).

According to Rasheed (2014) advised that these three main criteria should be used when selecting authentic materials that are meant to be used for the purpose of teaching in the classroom and they are exploitability, a content which is readable, and a content which is suitable. Exploitability simply talks about how the content can be utilized or exploited with a specific end goal in position to boost the ability of the students in the educating and studying process, and readability deals on the level of its text difficulty and how easy it is to understand and pronounce words or vocabularies used in it at first glance. It is also about new vocabularies used in texts and the structure of the texts as well. While suitability talks about the text and content should be exciting, relevant and enlightening to the students need. It should not be off topic but straightforward with a clear message.

Any reading course can be made to be additionally fascinating if an assortment of texts is utilized. Students all the time think that its extremely exhausting when managing just a single branch of knowledge, as can be the situation when managing English for Specific Purposes (ESP). In addition to these selection criteria, Berardo (2006) also suggested that variety and presentation should be included to these selection criteria.

Regardless of whether the content looks authentic or not, it is additionally critical when introducing it to the student. The "authentic" presentation, using pictures, graphs, photos, assists to put the content into a particular context. This assists the reader not to only comprehend the significance of the content better but additionally how it would be utilized. A more "alluring" content with attracting texts will be more appealing to the student and this will propel them into reading (Erkaya, 2005). It might appear to be an exceptionally shallow angle yet the outlook of any article is the initial thing that the scholar takes note of. An "alluring" looking article will probably snatch the readers' consideration as opposed to a page brimming with type. All the time it is so natural to simply download an article from the Internet and present the student with a page brimming with unoriginal print, without taking any of these elements into thought.

Different variables to be considered over while choosing authentic materials for the classroom can incorporate whether the content is challenging the scholars intelligence without making preposterous linguistic requests, does the language reflect a composed or spoken usage? is the language in the content of a natural one or has it been misshaped with a specific end goal to attempt and incorporate cases of a specific educating point?. It is likewise essential that the content fits being examined, would it be possible to get good questions on some information or assignments? (Hart, 2003)

Rasheed (2014) proposed a few standards for planning intelligent reading methods that ought to be observed in applying authentic materials in a class: in intelligent educational modules, don't neglect the significance of particular guidelines in reading aptitudes, utilize systems that are inherently inspiring, use systems with real dialect and substance, empower the improvement of reading techniques, incorporate both base up and top-down methods, subdivide your methods into pre-reading, during reading, and after reading stages, and work in some evaluative angle to your procedures.

From the main standard, we can reason that it is critical to contemplate the particular direction in reading aptitudes. For instance, we ought to contemplate whether the scholars ought to read an entry uproariously or quietly. It prompts whether the familiarity or the exactness should we create. The second guideline draws us to students' inspiration. Once more, as indicated by Rasheed (2014), inspiration is the distinctive factor. Along these lines, we can state that learners' inspiration is the distinction between the achievement and the disappointment of an educating and studying process. The third guideline demonstrates to us the significance of utilizing authentic materials in creating intelligent reading strategies. Both fourth and fifth standards direct us in choosing the systems and methods which can provoke the students' genuine capacity in learning. The following standard acquaints us with three stages in educating reading. The last standard is tied in with surveying the outcome.

Additionally, Grellet (1986) states that realness of a content implies that there is nothing transformed from the first content. In utilizing an authentic material, an educator ought to keep up its format and introduction as it happens. He or she can not include or adjust the content and how the content appears because of its authenticity. Modifying the appearance or the format may potentially take the non-semantics

viewpoints intimation of the valid material itself far from the scholars. Hence, picking authentic texts from the considerable measure of writings showed up in life isn't just picking a content we meet and distribute it to the students.

A lot of criteria ought to be contemplated and numerous standards ought to be applied in keeping the materials from impropriety. Wrong materials would just offer nothing to the scholars except for terrible impacts. Lastly, Osorio & Marianella (2017) warns that the materials have to be picked out according to their languages and contents. It might appear like a contradiction, because whatever native speakers utter are by meaning of authentic, so why it should be inspected are because, there are so many things native speakers utter that do not belong into the lecture room.

2.7 Reasons for Using authentic Texts in the English as a Foreign Language Classroom

Safont and Esteve (2004) emphasized the importance of English as a foreign language methodology and added that authentic materials must come out from real world and not basically produced for pedagogical purposes, because they are relevant for communicative reasons since the materials recreated a very large environment and bring a tangible context for assignment that connect to students' wants. He also states that authentic materials can enormously profit brainstorming, case-based learning, role-play, venture-based learning, gaming approach and recreation.

According to Bahrani and Sim (2012), authentic materials' media can fortify for learners the immediate connection in the middle of the language classroom and the outside world.

Similarly, Spirochova (2014) mentions the relevant of authentic language in the class and they are: language is common, language gives learner the time to handle a little amount of material, and authentic printed instrument gives learners the chance to make utilization of non-linguistic intimations (design, pictures, colors, images etc.) and to find the significance and the more effective of it.

In addition to that, Nunan (2003) states that it isn't sensible for instructors to utilize as it was the authentic materials in the class, he suggested that "students ought to be encouraged as rich an eating routine of authentic information as would be prudent, because, if they just experience invented exchanges and listening text, their learning undertaking would be made more troublesome. He additionally goes ahead to state that it is vital that students listen and read real materials of however many various types as would be prudent. This will activate the learners by bringing the substance and the topic to life for them, and empower them make crucial connection in the middle of the class world and the world above it.

Just as instructors can promptly comprehend, authentic materials are made for the target group, not for language educating. However, by utilizing those materials in classroom, instructors welcome the target culture into their classes, building their classrooms a more normal condition for language learning (Erkaya, 2005). Authentic are viewed as an approach to arouse students (Pinter, 2017).

Gilmore (2011) suggested that with this write and assessment that one explanation behind this might be that authentic texts are considerably more fascinating than reading material because the facts that they will probably give a message as opposed to educate a language.

In addition to that, authentic materials can better be adjusted to meet learners' particular needs, since instructors can change the errands related with these texts to guarantee that learners comprehend the thought behind content without understanding each word (Lunberg, 2007).

According to Day and Ainley (2008), authentic materials that are utilized as a part of blending with class or amass discourse enable learners to learn new language designs, as well as empower them to draw on every others' language skills and qualities as an approach to additionally build up there possess English abilities. Moreover, the common exchanges noticed in authentic messages can enable learners to enhance their vocabulary and sentence structure abilities (Seunarinesingh, 2010). Consequently, authentic materials show the learners a way of how the language appears normally (Crossley, 2007).

Here, talks about the difference between authentic and non- authentic (textbook) materials. According to Gilmore (2011), special features of authentic materials are that, they are made for genuine communication reasons while non- authentic materials are unique for organizing for educational ones. He also added that authentic materials are used to developing and enhancing the communicative potential of second language students, whereas non- authentic materials are used as emphasis on language systems, and structures.

2.8 Advantages and Disadvantages of Using Authentic Materials

As previously stated, by appropriately utilizing authentic materials, students can be provided with numerous advantages in various fields of study: linguistics, phonology, semantics, learning the actual message from words and written contents, pragmatics

and cultural examinations (Oura, 2001). Students are presented with real-life circumstances with genuine discussions on various issues. These genuine circumstances are spontaneous, unconstrained, normal and covering a wide range of levels of custom and sorts. These materials can be used severally to rehearse different features of a language. Utilizing these materials may enable scholars in additionally contemplating. Furthermore, to wrap things up, presenting students with authentic language can abbreviate the separation between the students and the objective language utilized as a part of reality (Oura, 2001).

Peacock (1997) exhibits another three contentions for authentic materials. He asserts that non-authentic writings can't actually represent the real world situations that the students will be confronted with and as such, it is best to prepare such teaching aid with authentic language that has a true message. According to the study, writer of comprehensive article Teaching with Authentic Materials, names as leverage the reality emphasizes that authentic materials get students into coordinate approach with the truth and with genuine English, i.e, English as it is utilized by individuals to speak with other individuals and it can be an awesome help.

Furthermore, he includes that authentic materials drawn from periodicals are dependably exceptional and continually being refreshed. Also, authentic materials are not just practice English, they are likewise refreshing our students so that towards the final of their English tutorials, the scholars will be better educated (Savignon 1997). Likewise, the English language itself is always creating and renovating, so operating with present-day materials will not just imply that the substance of the material is state-of-the-art, it additionally implies that the language itself is current. Authentic materials keep scholars educated about what is occurring on the planet, as a result of that scholars

have an inherent instructive esteem. As instructors, we operate inside the educational methodology, so training and broad advancement are a piece of our obligations (Chavez, 1998). An additional advantage, comprises that real materials can deliver a feeling of achievement, e.g, a pamphlet on England issuing to scholars to make plans towards a visit. Oguz & Bahar recommend an extra preferred viewpoint when he expresses that "perusing writings are perfect to educate and practice smaller but normal abilities, for example, checking, scholars are issuing a news article and approached to search for a particular information (sums, rates, and so on.), fundamentally, students tune in to news reports and they are solicited to recognize the names of nations, and celebrated individuals (Oguz & Bahar 2005).

Another perspective on the benefits of utilizing authentic materials is to partition them into three primary gatherings: presenting learners to genuine language, fortifying and expanding students inspiration and amassing students` learning (Oguz & Bahar 2005). The major part of picking those materials is to give learners a characteristic language. Credible textbooks involve a vast assortment of content kinds and language styles, from an exceptionally formal style, for instance, authoritative records, to a little bit formal, for instance, everyday newspaper articles, to everyday language, for instance, graphic books such as comic. Such styles are now and again exceptionally difficult to find in conventional teaching textbooks. Authentic materials can be utilized for rehearsing an expansive assortment of skills.

As Seunarin Singh (2010) argues that scholars ought to be fed as rich as a diet of authentic information as possible, because, ultimately if they only ever encounter specially written dialogues and reading text, the language learning exchange will be made more problematic. In the above literature, it is seen that authentic studying

materials in the lecture room can strongly influence learners' behaviors towards studying. Furthermore, scholars learning a dialect may sense the true impact of learning the language if they are able to read authentic texts. Due to that, learners are more likely to be engaged if they can select their own sources of authentic texts. Instructors also have more freedom to pick from a wide range of texts.

Analysts have additionally noticed an undesirable and disadvantages side of authentic materials. Berardo (2006), Crossley (2007), and Khaniya (2006) bring up the fact that authentic texts can be excessively inefficient for learners, and can also be more culturally specific. Furthermore, most researchers mention difficulty of content as a draw back of authentic writings. Regularly the scholars are learning English as an outside language and are being acquainted with authentic materials at a low level. The main criticism made to those materials is that they are sometimes too problematic for learners of a foreign language to access it.

According to Hedge (2001), the difficulties of authentic materials lie in the speed of speech delivery, varying accent and background noise. In addition, Oguz and Bahar (2008) states that authentic materials difficulties are, they may be too culturally biased, the vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not meet the needs of students, too many structures are mixed that is it is so problematic for novices, special preparation is necessary of the text and activities is often time Consuming, accents and language varies in reading out, last but not the least, the material can become outdated quickly such as news.

In conclusion, any kind of teaching materials should meet the learners' needs, and it is logically that students face some difficulties with those materials. Therefore, to reduce

those difficulties we should put the following criteria and considering some factors when selecting and applying authentic materials.

2.9 Reading Skills; How to Improve Reading Skills

The method of getting meaning from the written materials is called reading. Richard (2005) reported that the description of the reading has a transparent information that everybody will know the meaning of reading very well by their own views. It is one of the major things people do in their daily lives (Berardo ,2006). But reading normally incorporates a function, thus, an individual could cultivate a habit of it in order to live and acquire knowledge. While reading, individuals need to undergo two main procedures; the primary step generates which meaning by decryption signs to make words.

Andrade (2011) mentions that when combining words together, they make sentences which tell all the information in the materials. The explanation above is called bottom-up which could not appear on itself when it lacks the information of dialect. Meanwhile, once learners get information it is simply supported this method, for Berardo (2006), it is an equivalent word of imperfect and doltish studying. The next step is named Bottom-Down. Which occurs once learners get definition supported on their previous knowledge. They notice information within the written work, build imaginations regarding affecting content, and combine the knowledge they will get newly within their admitted understanding.

This method is related to sensible readers; therefore, they are not reading word by word, however they guess from the result of important information regarding the dialect (Andrade, 2011). The Schema theory provides what somebody is aware of the

planet and his or her understanding facing his or her world (Berardo, 2006). It influences the comprehending of a written work and aids to guess affecting knowledge dictated by the writer (Andrade, 2011).

Perfect learners resolve, assess the similarity and change some information's on their schema, likewise as they will reject to receive the new information as a result of not knowing their previous knowledge (Berardo,2006). These methods are the steps readers do at the same time when they are learning how to read. They are referred as the interactive model. As for the method, studying is interactive method wherever the Bottom-Down method shows the definition of a written work, while the bottom-up approves the syllabication area in the method of decryption, permitting readers to enhance on the accents experience they have (Cabrera, 2007).

Once learners are capable to improve their accent and acknowledge written works, an extra necessary ability is required. It can be associated with the quantity of vocabulary a learner acquires (Jaya & Paola 2014). New word permits learners to enhance their comprehending of a written work, so, instructors should facilitate students to enlarge their new words, likewise to supply the learners some ways to decipher the definition. Thinking that some definitions of a passage depending on the background and instructing root have two important ways to enhance such ability (Cabrera, 2007).

Having the ability to decipher and explaining the definition of words during a written work, learners ought to monitor on fluency they acquire. One of the readings abilities is named Fluency, as for the National Reading Panel report, it is described as a way of studying a word fast, calmly and efficiently. Actually, Pikulski and Chard (2015) emphasizes that this ability is take into account because the link between deciphering

and studying passage; so, instructing ability to see resemblance of general written work and feelings ought to be a preference within the primary platform so as to assist learners in order to enhance their intelligibility, likewise as their communicativeness (Jaya & Paola 2014).

Finally, according to Carmona (2015), one of complicated and required experience to establish in a learner is the studying awareness, since it includes a chain of experiences and ways all are operating in combination so as to bring out definition from a complete written work. Once an individual study, they are utilizing at a similar time solving experiences (alphabetic signs resemblance, speech sound recognition, & mixing and syllabication bases). New word understanding and prediction, it might not be possible to line a spoken communication in the middle of the author, therefore the learner has to establish few experiences so as to induce this important of method (Andrade, 2011).

In those experiences, there is an important one named deciphering. Decipher point out to the flexibility which a learner must join written words within clear sound they have (Jaya & Paola 2014). In order to gain this ability, learners should be educated in premature stages that English is formed from units referred to as words, and this word are created from alphabetic symbols, therefore, speech sound recognition acts a part that guiding the learners to join to spoken words with those signs, so, main information of phonemes likewise as bases like mixing and Fluency skills (Bocanegra-Valle 2010). They already modified an individual to read, however in everyone's level.

Truly many forms of learners are referred to as passive learners as a result of that, reader cannot intermingle in those written works. In this situation, reading comprehension acts a part, allowing learners from going to passive reading to active

reading. Active reading wants the essential experiences defined further, likewise comprehension experiences (Cabrera 2007). The web site Benchmarkeducation.com stated that, learner with an important of understanding are ready to: clarify and measure occasions, discourse, intentions, and knowledge , join data on the thing they have known before, regulate recent information to incorporate better intentions or examine those intentions using a completely distinct means, insistent on and keep in mind the foremost small print within the reading, and read in between the lines to know underlying meanings.

Therefore, reading ways are the main particular activities to assist learners to enhance on the understanding they have, allowing the learners to bring out the definition from whichever written works, hence, instructors participate a very crucial part in designing and mentoring learners before the period of studying and after the reading method by utilizing and applying ways which fit and enhance learners 'studying experiences. Carmona (2015) mentioned that during studying a material in EFL classes, they have three parts learners will use and they are before, during, and after. Therefore, instructors got to utilize particular ways for every short time, if not, the EFL category can't hold.

Before-reading strategies: Inspiration is crucial when performing a particular action. Learners have to accept that some targets are going to be acquired very well; therefore, instructors' assignment is to make students motivated throughout the full studying method by applying ways and actions supported by a chain of things (Penafiel & Villalba, 2011).

2.10 Similar Studies on Authentic Materials

In this section, the studies that are related to material evaluations in terms of authenticity in EFL and other studies that are similar to the students' and teachers' perceptions will be presented.

A study conducted by Belaid and Murray (2015) focused the use of authentic materials in the foreign language classrooms and teacher attitudes and perceptions in Libyan universities. The study was carried out in Libyan universities. The results revealed that most EFL teachers hold strong attitudes to using authentic materials in language teaching and some EFL teachers furthermore, emphasized on their regular use of the materials in their language classes, which would positively reflect on learner's language proficiency.

Another study by Al-Musallam (2009) examined college instructors' and Learners' attitudes to authentic EFL reading materials in Saudi Arabia, in the university of King Saudi Arabia. He found out that EFL Saudi college scholars and instructors had positive attitudes toward the utilization of authentic materials in their reading classes and they indicated that an ideal reading class should use a combination of both authentic texts and textbooks, however, a *t*-test analysis brought out a statistically significant difference between instructors' and learners' attitudes, with the learners having stronger positive attitudes. A major conclusion of the study was that EFL language programs should consider introducing authentic materials into the curriculum as a tool to improve the current learning environment.

Similarly, Marwan (2014) considered the students' English reading comprehension through authentic materials in SMK N 1 Godean class XI. The research was carried out in a state university of Yogyakarta. The result showed that the uses of authentic materials in this study improved the students' reading comprehension effectively and the students were able to get information from the texts very well. The materials were able to amuse the students and enhance their awareness in analyzing texts. They also provide authentic language so the students were stimulated in digging the difficult words by the context. As a result, they performed better comprehension and tended not to make the same mistakes in their work. In conclusion, the use of authentic materials can improve the students' reading comprehension ability in Class XI AK1. This study suggests that the English lecturer may improve her teaching strategy by optimizing the use of materials in school. The lecturer should be creative in selecting, developing, and giving materials in the class.

A study conducted by Laba (2014) discussed an examination of text authenticity used at Kent state university ESL center and reading materials, the insights and perceptions of ESL/ EFL students and instructors. The research was carried out in the Kent State University College of Education. The result show that instructors believe that authentic materials are valuable for improving reading skills and vocabulary learning, and the survey analysis shows that the students have much interest to use authentic materials in reading classes and students prefer the internet reading texts as a source of authentic materials. Also, most students believe that authentic materials assist them to build new vocabulary, idioms, slang and daily life vocabulary.

Similarly, research investigated Dueck-Stefansson (2015) examined the authenticity of reading materials provided for students in secondary school classrooms in Iceland.

In the university of Iceland school. The result stated that authentic reading material is necessary and beneficial for students, and authentic materials improved the motivation of students to learn. The most important point the participants made was that benefits were only seen if the students actually put forth the effort to read the material, otherwise very little improvement was seen.

Another research conducted by Wikstrom (2016) investigated an empirical study on the use of and attitudes towards authentic texts in the Swedish EFL upper elementary classroom. The research was carried out in the university of Dalarna. In this research, twelve instructors were used as participants, and they answered a questionnaire on how they use authentic texts in their language teaching, as well as their opinions about these as a teaching tool. Additionally, 37 students were also used as participants and they answered a questionnaire on their attitudes about authentic texts. Results suggested that all of the teachers surveyed see authentic texts as an effective way to increase students' communicative competence and English language skills; however, only a few uses them with any frequency in language teaching.

2.11 Summary

Authentic reading materials are very important materials to use in teaching English language to learners; they increase the motivation and interest of the students, and also improve their reading skills and make them to learn a lot of new words, improve their pronunciations and authentic materials make students to communicate very well in real life, from the previous research conducted and covered above also stated the usefulness authentic materials in educating students, although some participants, most especially teachers did not agree on what authentic materials is or which materials would be best for the student in learning English language, because there are so many reasons which

were mentioned in previous studies, one of the reasons is that if the students are not practicing the use of authentic materials, there is no way they can acquire knowledge from the materials, and also in this research, they said that , firstly, the teacher has to consider the age of his or her students before implementing authentic materials them, secondly, most of English teachers themselves are not familiar with authentic texts , why because they are living in a foreign country that do not reading any English newspaper, they don't listen to any news things like, they also mentioned that the biggest problems are within the teachers rather than the students, they should familiarize with themselves first of with the authentic texts and then try to familiarize with their students because without familiarizing themselves, how are they going to help their students, so they believe that approach to authentic texts should be like this, first familiarize themselves as a teacher and then their students. Additionally, all of these findings concluded that authentic material is crucial in the English classroom but it must be appropriate and suitable for the learners.

Chapter 3

METHODOLOGY

This chapter shows the method that was used in this research study. The chapter consists of seven sections. The first section presents the overall research design. The second and the third sections are about the setting and the research questions. In the fourth section, the participants of the study are introduced. The fifth section focuses on the data collection instruments, which is followed by the explanation of the data collection procedures in the sixth section. Finally, the seventh section is about the data analysis.

3.1 Research Design

This study is a case study that was conducted in Eastern Mediterranean University with students and instructors from foreign language education department. Mixed method research design is used in this study, with tools that include questionnaires and interviews. Mixed method research refers to the use of both quantitative and qualitative approaches in order to collect the data. It aims to examine the problem from different perspectives by mixing collected data in order to bring out closer conclusions of the issue.

In the first place, quantitative research method deals with instruments like a survey in order to collect the data. Data is analyzed and findings are introduced based on statistics.

The data in qualitative research design is collected through direct communications which include the interviewee and the interviewer

This study uses a triangulation approach which is the act of combining several research methods to study one thing. As it has been clarified, this research utilizes a triangulation approach and the information led by the surveys from the questionnaire for the students, and some instructors were interviewed. As stated by Oliver (1998), in order to discern the truth or falsity of an information which requires interpretation, there has to be a classic formulation of triangulation that should rely on divergent accounts.

3.2 Research Questions

The present study focuses on students' and instructors' perceptions of using authentic reading materials in foreign language education and the differences and similarities between students and instructors in terms of their perceptions of using authentic materials in Department of Foreign Language Education in Eastern Mediterranean University North Cyprus. To this purpose, the study attempts to answer these questions:

- 1- What are students' perceptions about the use of authentic reading materials?
- 2- What are instructors' perceptions about the use of authentic reading materials in teaching English Language?
- 3- What are the differences and similarities between students and instructors in terms of their perceptions of using authentic reading materials?

3.3 The Research Context

The study was conducted in the FLE Department, at Eastern Mediterranean University (EMU), Northern Cyprus. The medium of instruction in EMU is English, with few

departments where Turkish is the instructional language. The FLE Department is the oldest as well as the founding department of the Education Faculty; between 1999-2000 the department played an instrumental role in the establishment of the Education Faculty at EMU. Since its establishment in 1995. The department has produced over 1.000 BA, MA and PhD graduates from 14 nationalities; in 2018, the FLE Department will celebrate its 23rd anniversary. The FLE Department's mission is to provide contemporary tertiary education, in line with the University mission statement, to maintain quality standards in teaching and research at the undergraduate and postgraduate levels (Emuedutr, 2018).

According the ELT Student Handbook (2018-2019), the programs offered by the ELT Department are all fully accredited by the Turkish Higher Education Council. The ELT Department is committed to maintaining and developing international standards of excellence in teaching and research at both undergraduate and graduate levels.

3.4 Participants

This study involves 60 students, who were first year students in the FLE department and four instructors of the FLE department accepted to take part in this study. The participants of the study can be categorized into two groups and they are introduced in detail in the following sub-sections.

3.4.1 Students

Students of the FLE department in their first year at their bachelor's level participated in this study. They are selected to participate in this study because they are still learning on their language improvement courses. Students who participated in this survey consists of Turkish, Iranian, Cypriot, Indian, Dutch and American students. Most of the students who participated in this survey were females with a 73.7% participation rate against the male who had a 26.3% participation rate. The total number of

participants in the study were 60 but 57 responded, and all of them were considered as non-native speakers of English. The Turkish nationals had the highest number of respondents with 78.9% correspondents, followed by the Cypriot citizens with 10.5% correspondents, Iranians had a total of 5.3% while the Americans, Dutch and Indians equally shared 5.4% equally. Majority of the respondents were under 20 years of age while the least respondents were around 31 years of age. Like I earlier stated most students involved in the survey were in their first year.

3.4.2 Instructors

A few numbers of Instructors teaching English language courses in the Department of Foreign Language Education at the Eastern Mediterranean University took part in this research. However, according to their availability and convenience, four teachers were chosen for conducting the interview. The four lecturers are non-native speakers, and their age ranges are between 45 to 65. Regarding their gender, two of them were females and two of them were males. Their experience ranges are between 5 to 35 years.

3.5 Data Collection Instruments

In this study, the data were collected by the researcher through student questionnaires and teacher interviews. The student questionnaires were adapted from Ziya (2002), while the teacher interviews were adopted from Laba (2014).

3.5.1 Student Questionnaire

The questionnaire given to the students in this study (Appendix B) had two sections. It was developed by the researcher by adapting tools from the source Ziya (2002). For the reliability of the student's questionnaire, the Cronbach's Alpha value was obtained to be $\alpha = 0.757$ and this can also be considered as reliable on the reliability scale as accorded to Nunnally (1978) where he states that "what a satisfactory level of

reliability is depends on how a measure is being used. In the early stages of research, one saves time and energy by working with instruments that have only modest reliability, for which purpose reliabilities of .70 or higher will suffice". The aim of the questionnaire was to examine the students' perceptions of using authentic materials in learning English Language. The questionnaire consisted of two main sections.

The first section focused on the students' personal information regarding their gender, age, nationality, native language and their class. The section focused on the students' perceptions of using authentic materials in learning English Language. This section consisted of 18 different questions with a five (5) option Likert-scale which included strongly agree, agree, neutral, disagree and strongly disagree. The questions were related to students' perceptions of authentic materials, the purpose of students wanting to learn English language with the aid of authentic materials, how the sources of authentic materials can influence students learning, students' rate of assimilation and when students think it's the best time to use authentic materials.

3.5.2 Teacher Interviews

The instructors were interviewed by the researcher (Appendix C) for showing their perceptions about the use of authentic materials in teaching English Language in the department of foreign language education. The interview questions were adopted from Laba (2014). The instructors interview consisted of five questions which asked them their perceptions of using authentic materials in teaching English Language. Then again, interviews were led by the help of the recording application in a Samsung mobile phone to transcribe the data precisely.

3.6 Data Collection Procedure

The data were collected during the Spring semester of the Academic year 2017-2018. The researcher followed several steps to collect the data. Firstly, the researcher got permission from the Department of Foreign Language Education at EMU for conducting the research (Appendix A).

Secondly, the students were asked to sign a consent form, then they were shared a questionnaire. Each student spent approximately 10 minutes to complete the questionnaire.

Lastly, the researcher took appointment from 4 teachers for conducting interviews with them individually, before doing the interview, consent form was given to each teacher and they were asked to sign it. Each interview took 10- 15 minutes, and the researcher audio recorded the interviews.

3.7 Data Analysis

The data were analyzed in several stages. This study contained both quantitative and qualitative data. Quantitative data were collected through student questionnaire and were analyzed by using the Statistical Package for Social Sciences (SPSS 22). And the data was analyzed statistically.

The descriptive statistics was divided as: frequencies, mean score and standard deviation were calculated. Students' five Likert-scale questionnaires were classified as: SA and A for Strongly agree and Agree, Neither Agree nor Disagree, D and SD for Disagree and Strongly Disagree. For analyzing the teacher interviews, the researcher transcribed all the audio recordings, and involved by classifying the data for each question in the interview.

3.8 Summary

In this chapter, the methodology of the current study was presented. The first two sections were about the research design and the research questions. The third and fourth sections were related to the context and the participants of the study. After that, the data collection instruments and procedures were introduced. Lastly, the data analysis procedures in the study were explained.

Chapter 4

ANALYSIS AND FINDINGS

In this chapter, the results of the study are presented. First, the results of the student questionnaire are examined, and lastly, the teacher interviews' results are shown.

4.1 Student Questionnaire

A questionnaire was administered to the students of the Department of foreign language education to identify their perceptions on using authentic reading materials in learning English Language. The questionnaire contains three sub-headings, and the results are presented under these sub-headings.

4.1.1 Students' Perceptions about Using Authentic Materials in the Learning Process of a New Language

The findings of this part show the perceptions of the students about using authentic materials in the learning process of a new language. This part of the questionnaire consists of 6 items (five-point Likert-scale). The results of the study show that the majority of the students had positive beliefs about using authentic materials in learning process of a new language, as a large number of students strongly agreed or agreed with some of the items. The results of this section can be seen in Table 4.1 below.

Table 1: Students' Perceptions about Using Authentic Materials in the Learning Process of a New Language.

		SA	A	N	D	SD	M	St.D
1	Using authentic materials for up to 2 years will improve your English reading skills.	80.1	12.3	7.0	0.0	0.0	1.26	.583
2	Having a good reading skill show that you are a successful English learner.	8.8	38.6	21.1	28.1	3.5	2.79	1.065
3	Reading materials help in improving your communication with native speakers.	14.0	42.1	29.8	14.0	0.0	2.44	.907
15	Authentic materials should help a learner develop his/her listening, writing, speaking, and reading skills.	31.6	52.6	10.5	3.5	1.8	1.91	.851
17	Using authentic materials at elementary level of education can be helpful in non-native speakers.	56.1	29.8	3.5	10.5	0.0	1.68	.967
18	You will benefit from authentic materials in your life outside the classroom	64.9	31.6	3.5	0.0	0.0	1.39	.559

Note: SA= strongly agree, A= agree, N= neither agree nor disagree, D= disagree and SD= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

As can be seen in Table 1, from question 2 which talks about (Having a good reading skill show that you are a successful English learner), has the highest mean score of 2.79% shows that students agreed on the result of using authentic materials in the learning process of a new language. About, 38.6% of students selected agree while 28.1% chose disagree. Additionally, around 21.1% of the students neither disagreed nor agreed whereas 8.8% of the students chose strongly agree, while 3.5% of the

students chose strongly disagree. The question number 3 out of the 6 items followed slightly with a mean score of 2.44%, about 42.1% of students selected agree while 14% chose disagree. Additionally, around 29.8% of the students neither disagreed nor agreed whereas 14% of the students chose strongly agree while none of the students chose strongly disagree. Question number 15 had a mean score of 1.91%, about, 52.6% of students selected agree, while 31.6% chose strongly agree, and about 10.5% neither agreed nor disagreed, about 3.5% of students disagreed and 1.8% strongly disagreed. Question number 17 out of the 6 items with the mean score of 21.68%, about 56.1% of students selected strongly agree while 29.8% chose agree. Additionally, around 3.5% of the students neither disagreed nor agreed whereas 10.5% of the students selected disagreed and none of the students chose strongly disagreed. Question number 18 out of the 6 items with the mean score of 1.39%, about 31.6% of students selected agree, while 64.9 chose strongly agree, and about 3.5% neither agree nor disagreed, none of the students selected disagree or strongly agree.

4.1.2 Students' Perceptions about Using Authentic Materials (Newspapers/Magazines) in Learning English Language

The findings of this part show the perceptions of the students about using authentic materials (newspapers/magazines) in learning English language. This part of the questionnaire also consists of 6 items (five-point Likert-scale). The results of the study reveal that students had strong perceptions on using authentic materials (newspapers/magazines) in learning English language. The results of this section can be seen in Table 2 below.

Table 2: Students' Perceptions about Using of Authentic Materials (Newspapers/Magazines) in Learning English Language.

		SA	A	N	D	SD	M	St.D
5	I enjoy using the course book I am using at the moment	29.8	33.3	1.8	21.1	14.0	2.56	1.464
6	I use newspapers/magazines as a learning source in class.	17.5	29.8	3.5	36.8	12.3	2.96	1.375
7	Using newspapers/magazines in class is interesting.	47.4	40.4	10.5	1.8	0.0	1.67	.740
12	I have difficulty in understanding authentic materials (newspapers/magazines)	24.6	47.4	24.6	1.8	1.8	2.09	.851
13	Learner should have a preference as a particular kind of authentic material (book)	28.1	47.4	19.3	3.5	1.8	2.04	.886
14	Authentic materials (newspapers/magazines) should be able to pass information about the general idea of the language	49.1	29.8	12.3	5.3	3.5	1.84	1.066

Note: SA= strongly agree, A= agree, N= neither agree nor disagree, D= disagree and SD= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

From the Table 2, question number 6 which talks about (I use newspapers/magazines as a learning source in class.) has the highest mean score of 2.96% shows that students

had strong feelings regarding the use of authentic materials (newspapers/magazines) in learning English Language. About, 29.8% of students selected agree while 36.8% chose disagree. Additionally, around 3.5% of the students neither disagreed nor agreed whereas 17.5% of the students chose strongly agree, while 12.3% of the students chose strongly disagree. The question number 5 out of the 6 items followed slightly with a mean score of 2.56%, about, 33.3% of students selected agree while 21.1% chose disagree. Additionally, around 1.8% of the students neither disagreed nor agreed whereas 29.8% of the students chose strongly agree while 14.0 of the students chose strongly disagree. Question number 12 had a mean score of 2.09%, about, 47.4% of students selected agree, while 1.8% chose disagree, and about 24.6% neither agreed nor disagreed, about 24.6% of students strongly agreed and 1.8% of students strongly disagreed. Question numbers 13 out of the 6 items with the mean score of 2.04%, about, 4.74% of students selected agree while 3.5% choose disagree. Additionally, around 3.5% of the students neither disagreed nor agreed whereas 28.1% of the students selected strongly agreed and 1.8% of the students chose strongly disagreed. Question number 14 out of the 6 items with the mean score of 1.84%, about 29.8% of students selected agree, while 5.3% chose disagree, and about 12.3% neither agree nor disagreed, 49.1% of the students selected strongly agree while 3.5% of the students chose strongly disagree. Question number 7 out of the 6 items with the mean score of 1.67%, about 40.4% of the students chose agree while 1.8% selected disagree, and about 10.5% of the students neither agree nor disagree, 47.4 selected strongly agree while none of the students strongly disagree.

4.1.3 Students' Perceptions on how the Use of Authentic Materials (Audio/Visual aids) Help in Learning Language.

In this section, the aim is to discover students' perceptions about using authentic materials (audio/visual aids) in learning language. This part of the questionnaire also consists of 6 items (five-point Likert-scale). The results of the study indicate that students believed that using authentic materials (audio/visual aids) in learning English language would enhance their learning process. The results of this section can be seen in Table 3 below.

Table 3: Students' Perceptions on how the Use of Authentic Materials (Audio/Visual aids) Help in Learning Language.

		SA	A	N	D	SD	M	St.D
4	I think that usage of authentic materials improves classroom language usage when compare to the language used outside school.	5.3	54.4	40.4	0.0	0.0	2.35	.582
8	Using of music as a learning sources in class aid in authentic materials.	28.1	36.8	3.5	26.3	5.3	2.44	1.296
9	Using songs in class is interesting.	45.6	45.6	3.5	3.5	1.8	1.70	.844
10	Using of films as a learning source in classroom aid in authentic materials.	17.5	33.3	28.1	17.5	3.5	2.56	1.086
11	Using films in class is interesting.	49.1	36.8	3.5	7.0	3.5	1.79	1.048

16	Authentic materials (audio/visuals aids) should always be used in the classroom.	26.3	35.1	38.6	0.0	0.0	2.12	.803

Note: SA= strongly agree, A= agree, N= neither agree nor disagree, D= disagree and SD= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

Concerning the results in Table 3, from question 10 which talks about (Using of films as a learning source in classroom aid in authentic materials.), has the highest mean score of 2.56% shows that students had strong perceptions regarding the use of authentic materials (audio/visuals aids) in learning Language. About, 2.56% of students selected agree while 17.5% chose disagree. Additionally, around 28.1% of the students neither disagreed nor agreed whereas 17.5% of the students chose strongly agree, while 3.5% of the students chose strongly disagree. The question number 8 out of the 6 items followed slightly with a mean score of 2.44%, about, 36.8% of students selected agree while 26.3% chose disagree. Additionally, around 3.5% of the students neither disagreed nor agreed whereas 28.1% of the students chose strongly agree while 5.3 of the students chose strongly disagree. Question number 114 had a mean score of 2.35%, about, 54.4% of students selected agree, while none chose disagree, and about 40.4% neither agreed nor disagreed, about 5.3% of students strongly agreed and none of students strongly disagreed. Question numbers 16 out of the 6 items with the mean score of 2.12%, about, 35.1% of students selected agree while none choose disagree. Additionally, around 38.6% of the students neither disagreed nor agreed whereas 26.3% of the students selected strongly agreed and none of the students chose strongly disagreed. Question number 11 out of the 6 items with the mean score of 1.79%, about 36.8% of students selected agree, while 7.0% chose disagree, and about 3.5% neither

agree nor disagreed, 49.1% of the students selected strongly agree while 3.5% of the students chose strongly disagree. Question number 9 out of the 6 items with the mean score of 1.70%, about 45.6% of the students chose agree while 3.5% selected disagree, and about 3.5% of the students neither agree nor disagree, 45.6 selected strongly agree while 1.8% of the students strongly disagree.

4.2 Teacher's Interview

Teacher interviews were done to obtain data about the instructors' perceptions regarding using authentic materials in teaching English Language in the Department of foreign language education precisely. Four instructors in the department agreed to take part in the interviews and each interview took 10 to 15 minutes.

4.2.1 Teachers' Perceptions about Using Authentic Materials in Teaching English Language.

The responses to the first question (“What are some of the best kinds of texts to use in English teaching?”) reveal that the instructors interpreted the concept in various ways. For example, T1 stated that “the best kind of texts they could use in English teaching are the authentic texts or authentic materials, literally texts taken from different sources like Newspaper, magazines, from the internet, etc., they might be some news items, daily news, important news, events going around the world”.

Additionally, T2 indicated that it is said in most of the books in the literature, there is no best course book, but they can have the most suitable course book for a particular group of learners, so if the textbooks or course books match the needs of the learners and if it is suitable for that particular group of learners, these course books or textbooks are the best ones for those students, but there some characteristics of effective course books like they are expecting to have authentic language, authentic texts, authentic realistic tasks, integrate skills, so four skills told in an integrated way, it also teaching

some cultural aspects, teaching cultures well, which gives students an opportunities to communicate either written or spoken, so these common characteristics should exist in course book.

According to T3, explained that so many kinds of texts could be used, but they should be relevant to student's lives, their experience in lives, so if they can bring texts in which are related to their experiences, life experience like social issues common interest, like environment pollution one way or the other everybody experience environmental pollution problems so that they can know about it, so if they bring text which related to this topic, for example and through them, they will have a better understanding because these authentic texts are already difficult for foreigners, and they should not forget that they are talking about foreign students not native speakers of English, so they should try to bring relevant life experiences related and in this case they will have a better chance to under the text itself even though they have so many unknown words.

While the T4 mentioned that the best kinds of the text would be the texts which are appropriate for the age of the learners, because learners' interests change by age. If they are teaching English to teenagers, the topics of text should be appropriate for them, but if their students are adults or university students, then they should be sure that the reading texts are relevant and interesting for them.

Secondly, they should consider the students' proficiency level. The texts should not be too easy or too difficult for them. They should be providing students with $i+1$ input, that is the text should be a little bit beyond the level of the students so that they can learn new vocabulary items and develop their reading comprehension skills, such as

guessing from the context, differentiating between facts and opinions, and recognizing the implied meanings.

Thirdly, the texts should be authentic as much as possible, because their aim as language teachers is to prepare their students to real-life contexts. What they read in the classroom should be as close as possible to what they will read in real life. Concerning Question 2, (“What are your experiences with using authentic texts in EFL/ESL teaching?”), T1 found that authentic materials are really useful in EFL, but sometimes they might need to make some other adaptation because the text might be too difficult for them because of complex vocabulary or structures or it might be too long and you don’t have enough time, so it is better they do minor adaptation but most of time it won’t be necessary to make such adaptations.

Another response from T2, indicated that authentic texts in general are very effective in language classes they need to use authentic more than non- authentic texts because they have a chance to provide students with input which is realistic, they have a chance to show them how language is actually used in real context, so that is why using authentic text in EFL/ESL in teaching is necessary.

Additionally, T3 stated that there are different kinds of experiences with different students in general, and that the biggest problem when using these kind of authentic texts is with to unknown vocabulary, it is the case that they know most of time students do not know most of the vocabularies in the authentic texts, especially some non-standard like slang words , words which are not used in normal situation like standard English say, then they will have difficult and of course those students , it is not fair to expect them to know the kind of words , so what they do actually base on the

experience , they try to find an equivalent for that words, something the students might know or if that is not the case, if they don't know the words of course they try to encourage them to guess the meaning from the context even though they didn't understand that specific words, they try to encourage their students to get the general meaning of the text and this is one of the basic readings skills that they know student should have with authentic texts, they do not need to understand every single word in order to understand what the message in the text, so they do have these kind of experiences but apart from that, sometimes they do have this culture problem although they might not be very many unknown words in the authentic texts still the students might not be familiar what is going in the texts, which of those event may be very early, very foreign to them, not in their culture so one of the problems English teachers face is that when they try to choose authentic texts ,they should also care about the context of the texts, that's why I was saying life experience should be related to the students otherwise they will not be able to understand what is going on.

While T4 indicated that during her time of teaching, they were assigned to use the course book which provided reading texts, and some of these texts were authentic in nature. Due to the tight schedule, they had no option to provide supplementary authentic materials in the ELT department, all the readings texts they were assigned their students were authentic.

In response to the third question (“How best can authentic texts be used in English teaching?”), T1 believed that authentic text they choose to use in the classroom should be suitable for the proficiency level of the student and the topic is also important, they need to bring in interesting topics, so that they are more involved in the text and able to find out more about the topic, also it is a good idea to learn about their interest

beforehand. T2 mentioned that it depends on teachers' purpose, the purpose of teaching in general is the purpose of the specific lesson, so written authentic text can be used in reading class, it can be used to teaching grammar rules vocabularies for example, so that they can show students they can teach them settle structure or how words are actually used in daily communication, authentic spoken text can be used to teach listening skills or again to teach grammar, vocabularies, also to help them improve their pronunciation, so it can be used to teach anything about the language, also they can use authentic to teach them target culture, it can be used to teach anything. According to T3, any kind of text can be used nicely in the classroom, it depends on the skills and technique that teacher is going to be used in the classroom. They might have difficult text, they might have very unfamiliar topics in the classroom, but in the case a teacher should try to balance this with the tasks or questions, he/she is setting for the text, for example if the text they feel is very difficult, then try to give them tasks that are achievable simple like read this text, for example and tell me whether the author is feeling positive or negative about this, so when students read this, maybe they will have a lot of unknown words but still they have this general understand whether the author is feeling positive or negative, they see the text difficult but the task is easy, so there is a kind of balance or vice versa. Teachers should be doing like teachers of English by using authentic task, and also, they should be doing it constantly and get them use to authentic text, it is not enough once in year to bring authentic text and then normal, they should do it regularly, every week, every two weeks, etc. Similarly, T4 stated that in communicative activities where the purpose is to prepare students for real-life contexts, they can use authentic texts. In pair work or group work activities, or even as an individual task, students can be asked to perform some tasks after reading something.

Concerning the fourth question (“What are some of the problems with using authentic texts in English teaching?”) T1, T2 and T4 mentioned that they need to make sure the difficult level of the text is compatible with the proficiency level of the students, although they may make some adaptations before they take the text into the classroom, some students may still find those texts difficult, so they might need extra help in the classroom especial with grammar, vocabulary also specific expressions, these texts are generally challenge because they are based on real English , real world English when you think about benefit they are worth use in the class, so they might need extra help in the classroom especial with grammar and vocabularies also specific expressions these texts are generally challenging because they are based on real world English and but the benefit are worth using in the classroom because they have heavy experience of dealing with real life English.

Similarly T3 suggested that one of them is to be able to find appropriate suitable authentic, they should mention about this balancing regarding the text, if it is an easy text ,they give them more difficult text vice versa, but still one of the most common tenses to be able to find something relevant to culture of their students, so that they can understand what is going on their authentic text no one , no two level of language , authentic is really difficult maybe for the foreign students still there are some texts in terms of language, that might be a bit simple so they should try to focus especially at the beginning, they should try to focus on those kind of text, day by day maybe they can increase the difficulty of the level of the text but initially they should try the easy task, thirdly even teachers of English themselves are not familiar with authentic texts , why because they are living in a foreign country the same Cyprus they are not reading any English newspaper, they don't listen to any news things like, the biggest problems are within the teachers rather than the students, they should familiarize with

themselves first of with the authentic texts and then try to familiarize with their students because without familiarizing themselves, how are they going to help their students, first they should familiarize themselves as a teacher and then your students. The fifth question (“Is there anything else you would like to say about the use of authentic texts in the teaching of English?”), T1 suggested that it is important to note the choices of these materials are extremely important and it may become discouraging experience if these materials are not chosen properly, first of all level, secondly age, and also particular interest of our students and try and use as many such materials as possible in the classroom.

According to T2, English language teaching needs authentic texts, so if they want to teach them how language is used in real communication, if they want their students to be communicatively competent, if they want them to be ready for real communication, they have to provide with authentic text so that they will have a chance to see how language is actually used, otherwise they cannot teach them how to communicate in writing or speaking so why are they learning language? In other to be able to communicate, if this is the main goal, they have to prepare them for this, and the only way of preparing students for real life communication written or spoken is through presenting them language in authentic text, so it is very important, it is a must in language teaching.

For T3, mentioned that Individual teachers, institutions, headmasters in schools, all bodies including the individual teachers themselves or the head of the department in school or the director or ministry of Education, everybody should try to encourage the use of authentic text in the classroom and they should cooperate and especially for those English teachers who are not familiar with these kind of things, they should try

to find ways or means and train those teachers to help get themselves familiar with the text something should be done all about this, so the use of authentic text should not be left only to individuals teachers, because some teachers might feel hard to use authentic because students need to be familiarized with authentic language ,very enough what about those teachers that are scared of the authentic text, what about those who are not aware of authentic texts, what are they going to do? And think about the students. Some of the teachers should be helped so that they will start making use of authentic texts, because if the teachers are not using them either or scared of them, then the students will be deprived of the opportunity, so the use of authentic text should be encourage by all bodies including the teachers by himself or herself, the school administration , the ministry of education whoever, otherwise, they are not going to help our students in the best possible way. T4, has no comment.

4.3 The Differences and Similarities between Students and Instructors

The differences are most of the teachers are considering authentic materials as problems to their students due to their proficiency levels and ages because some students may still find those texts difficult , and also their students' ages , and but the students are not considering those problems at all, while the similarities are both the teachers and students are perceiving the use of authentic materials in learning and teaching as useful materials that will enhance their learning and teaching.

4.4 Summary

In summary, the findings from the 18 questions reveal that students have positive beliefs about using authentic reading materials in learning English language. Students believe that by using authentic sources in learning English can make learning easier. Furthermore, students' perceptions exhibit that, they have a strong perspective to

pursue the target language as long as the authentic sources are easy to read. Lastly, the analysis of the teacher's interviews revealed that almost teachers perceive it as a very important tool. The results from the students' questionnaires and teachers' interviews are further discussed in the next chapter.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter consists of three parts. The first part deals with discussion of the major findings under the three research questions. The second part contains the conclusion of the study, and in the last part implications, limitations of the study, and recommendations for further research.

5.1 Discussion of the Results

This section explains the results of the study in accordance with the research questions:

5.1.1 Research Question 1: What are Students' Perceptions about the Use of Authentic Materials?

The results obtained from students' questionnaires show that students were positive about the use of authentic materials in the Department of foreign language education. However, great number of students had positive perceptions towards the use of authentic reading materials in learning English. Similar findings can be seen in other studies, such as Al-Musallam, (2009), Marwan (2014) and Laba (2014) in which the researchers stated that "students have positive attitudes towards using authentic reading materials in learning English language.

The quantitative information got from the survey gives students a positive outcome about using an evaluated authentic material for the purpose of teaching. As specified in section four, in the questionnaire, the highest mean score for the above subject is 2.79% which was from question 2 and it was about, does having a good reading skill show that you are a successful English Learner? Most of the students agreed that been

able to read a book show that one is a successful English learner and this goes to prove beyond reasonable doubt that it is necessary to authentic materials in the classroom. The lowest mean score was from question 1, and it was centered on how the duration of using authentic material which has been evaluated for teaching or classroom purpose can help improve the reading skills of students. Most of the students strongly disagreed. At the end of the day, having a good reading skill as a proof of been a successful English learner outperformed the other three questions. So also, Gutsul (2012) had similar outcomes as far as improving reading skills with authentic materials is concerned. Data from the questionnaire does not state that students do not feel that the usage of an authentic reading material for up to two years would not improve reading at all, but rather shows that they feel it would be less impactful in improving reading culture when compared to questions like “Does having a good reading skill show that you are a successful English Learner”?

Another, quantitative data got from the survey gives the results of the questions regarding the students’ perceptions on how authentic materials can influence the sources for learning. The highest mean score is 2.96% and that is in question 6 which inquires to know if students makes use of newspapers which can be regarded as an authentic source of learning by reading in the classroom. In this case, about, 40.4 % of the students selected A (Agree) while 47.4% choose SA (strongly agree), and 10.5% of the students neither agreed or disagreed while 1.8% of the students disagreed, it means that the students’ opinions concerning the question is very strong.

In addition to the quantitative data got from survey, shows the results of the questions regarding the students’ perceptions on how the the use of audio/visual aids in evaluating materials authenticity for learning. Another highest mean score is 2.56%

and that is in question 10 which inquires if students regard the use of films as a learning source in classrooms can aid in evaluating the authenticity of authentic materials. In this situation, about, 36.8 % of the students selected A (Agree) while 49.1% choose SA (strongly agree). and 3.5% of the students selected neither agreed or disagreed while 7.0% of the students disagreed while 3.5% of the students strongly disagreed (SD), in otherwise, they believed in using newspapers/magazines in learning.

Another result of the questions regarding the students' perception on how well they can use audio/visual aids in learning language. The highest mean score is 2.35% and that is in question 4 which inquires to know if students think that the usage of authentic materials improves classroom language usage when compared to the language used outside school. The students who strongly agreed (SA) and agreed (A) were 49.1% and 29.8% respectively. 12.3% of the students neither agreed or disagreed and another 5.3% of the students disagreed while 3.5% of the students strongly disagreed (SD).

5.1.2 Research Question 2: What are Instructors' Perceptions about the Use of Authentic Reading Materials in Teaching English Language?

Concerning the results obtained from the teachers' interviews indicated that instructors' perceptions on using authentic reading material were also positive and useful, although some teachers mentioned that it is going to be a problem to some students because of their proficiency level and ages. Similar findings can be seen in other studies such as Belaid & Murray (2015). They found that most EFL teachers hold strong attitudes to using authentic materials in language teaching and some EFL teachers furthermore, emphasised on their regular use of the materials in their language classes, which would positively reflect on learners' language proficiency.

The analysis results got from teachers' interview regarding the teachers' perceptions on question one which is : what are some of the best kinds of texts to use in English teaching?, shows that some instructors out of four, considered authentic material as an important material, while the others said that , the best kinds of the text would be the texts which are appropriate for the age of the learners, because learners' interests change by age.

Another results regarding to the teachers' perceptions on what are your experiences with using authentic texts in EFL/ESL teaching?, indicates that majority of the instructors mentioned that authentic texts in general are very effective in language classes, they need to use authentic more than non- authentic texts because they have a chance to provide students with input which is realistic, and they have a chance to show them how language is actually used in real context, so that is why using authentic text in EFL/ESL in teaching is necessary, while the other instructors said that authentic materials might need to make some other adaptation because the text might be too difficult for them because of complex vocabulary or structures or it might be too long and they don't have enough time, so they prefer to do minor adaptation but most of time it won't be necessary to make such adaptations.

Similarly, the result got from teachers' interview regarding to the teachers' perceptions on how best can authentic texts be used in English teaching? All the instructors explained that it depends on your purpose, the purpose of teaching in general is the purpose of the specific lesson, so written authentic text can be used in reading class, it can be used to teaching grammar rules vocabularies for example, so that they can show students they can teach them settle structure or how words are actually used in daily communication.

In addition to that the result got from instructors' perceptions on what are some of the problems with using authentic texts in English teaching?, suggests that one of the problems is to be able to find appropriate suitable authentic, which means in terms of level, mentioning about this balancing regarding the text, if it is an easy text, they give them more difficult text vice versa, but still they believe that one of the most common tensions to be able to find something relevant to culture of your students, so that they can understand what is going on their authentic text no one, no two level of language, and the mentioned that teachers should be familiarize with the materials so that he or she can use it inside the classroom.

Finally, the last analysis regarding the instructors' perceptions on is there anything else you would like to say about the use of authentic texts in the teaching of English? The teachers believe that they should be encouraged, who? individual teachers, institutions, headmasters in schools, but all bodies including the individual teachers themselves or the head of the department in school or the director or ministry of Education, everybody should try to encourage the use of authentic text in the classroom and they should cooperate and especially for those English teachers who are not familiar with these kind of things, they should try to find ways or means and train those teachers to help get themselves familiar with the text.

From the teachers' interview it exhibits that lecturers have high and positive perceptions of educating the target culture with evaluated authentic materials as they feel it is very useful in boosting the reading culture of students and they are satisfied about the contents that is provided during the courses which they handle. Besides, the educators trust that legitimate materials are important for enhancing perusing aptitudes and vocabulary learning. This conviction is bolstered by Osorio & Marianella (2017)

who concurs that furnishing students with legitimate materials can arouse them since they rehearse vocabulary in class that they can use outside their classrooms. At the point when students read short stories, they master skimming and checking and they are uncovered to normal style of composing. They figure out how to discern significance from settings and fortify their vocabulary.

In this manner, they can utilize the new vocabulary in their discourses and offer conclusions about the perusing content. Furthermore, the educators trust that authentic materials upgrade basic considerations. Students read diverse points, and they figure out how to bring up issues and associate what they read to related ideas or separate what is random, as is found by Kelly and partners (2002). At the point when students read distinctive classifications, they need to separate them furthermore, approach them fundamentally. They rehearse profound thought to surmise implications and assess contentions as they ought to perform in the scholarly level. Taking in another dialect isn't just learning words and vocabulary, yet additionally thoroughly considering the language and being ready to communicate through it. Moreover, teachers understand a few issues of utilizing true materials. One of the issues is the level appropriateness. It is difficult to judge if the authentic materials are reasonable for the students' level on the grounds that the course readings are constantly doled out for their particular level. Roberts and Cooke (2009) agrees that authentic materials are extraordinary apparatuses for students' co-operations and they draw in students with various materials to chip away at the point when educators select what is fitting for their levels. Another issue is the student's beliefs' advantage and whether the materials coordinate their needs particularly when you have in excess of twenty students in a class. The third issue is utilizing exercises that function admirably with genuine writings. Oguz and Bahar (2008) oblige the possibility that the highlights of valid learning are to

structure information and finish related errands, to relate the students exercises to genuine abilities, to keep learning out of classroom settings such as work and home, and to learn in a joint effort condition. Teachers need to think about exercises that could be useful for students and match with the legitimate and authentic writings.

5.1.3 Research Question : What are the Differences and Similarities between Students and Instructors in Terms of their Perceptions of Using Authentic Reading Materials ?

Regard the last question about the differences and similarities between students and instructors in terms of their perceptions of using authentic reading material, the results showed that students' and teachers' perceptions were positive, although some teachers found it as a problem towards their students due to their proficiency level and ages.

It is difficult to judge if the authentic materials are reasonable for the students' level on the grounds that the course readings are constantly doled out for their particular level. Roberts and Cooke (2009) agrees that authentic materials are extraordinary apparatuses for students' co-operations and they draw in students with various materials to chip away at the point when educators select what is fitting for their levels. Another issue is the student's beliefs' advantage and whether the materials coordinate their needs particularly when you have in excess of twenty students in a class. The third issue is using exercises that function admirably with authentic writings. Oguz and Bahar (2008) oblige the possibility that the highlights of valid learning are to structure information and finish related errands, to relate the students exercises to genuine abilities, to keep learning out of classroom settings such as work and home, and to learn in a joint effort condition. Teachers need to think about exercises that could be useful for students and match with the legitimate and authentic writings.

5.2 Conclusion

The results of the study indicate that both the students and the instructors in the Department of FLE had positive beliefs about using authentic reading material in learning and teaching English Language. Although, some instructors found it as a problem towards their students due to the proficiency level and ages, but they also seen it as a useful material that can make their teaching so easy for them and also enhance their students.

Overall, the instructors shared positive perceptions about using authentic reading material in teaching English language and they said it has to be implemented in the school by the help of headmasters, school administration, the ministry of education, whoever, so that teachers should be making use of it.

5.3 Implication

In this section, the practical implications of the present study using authentic reading material in FLE department, are presented. Firstly, students should be persuaded on use authentic materials when studying in English Language on time because without implementing to them, they will not make use of it and also, they will not know about it.

Secondly, teachers' familiarity was another problem found and some of the teachers are scared of making use of these authentic materials, but sometimes, it is not teachers' fault because in some countries most especially Cyprus are not reading English newspapers, so, headmasters, school administration, the ministry of education, whoever, should motivate teachers to be making use of authentic materials in the classroom, otherwise, they are not going to help students in the best possible way. And

another problem is the appropriate time to start introducing it in the classroom, because some teachers were against it in the interview which was conducted, so they should know the appropriate time to implement it.

5.4 Limitation

The limitation is that there are not a lot of interviews made with the instructors because of insufficient instructors in the department of Foreign Language Education. Such investigations may provide more information about using authentic reading materials in learning and teaching English Language in the University Eastern Mediterranean, Department of Foreign Language Education.

5.5 Suggestions for Further Research

For further studies, it is recommended that the researchers should make use of plenty teachers' interview, and some data collection instruments, like student interviews and classroom observations so that they will know more about teachers' perceptions and students' perceptions very well, and whether the headmasters, school administration, the ministry of education have encouraged teachers to start making use of the authentic reading materials in teaching English language in the classroom.

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APPENDICES

Appendix A: Ethics Committee Approval

 **Doğu Akdeniz Üniversitesi**
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Etik Kurulu / Ethics Committee


Reference No: ETK00-2018-0097 13.03.2018
Subject: Application for Ethics.

RE: Chikodili Jovita Amuta
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2017-2018 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Chikodili Jovita Amuta, from the Foreign Language Education Department, to pursue with her survey **Materials Evaluation in Terms of Authenticity: A Case Study in FLE Department in EMU**. This decision has been taken by the majority of votes. (Meeting number 2018/54-20)

Regards,



Assoc. Prof. Dr. Sükrü Tüzmen
Director of Ethics Committee

ŞT/sky.

www.emu.edu.tr

Appendix B: Student Questionnaire

Dear student,

I am MA student and I am doing my thesis on Materials Evaluation in terms of Authenticity. The aim of this questionnaire is to find out your views on the use of authentic material in Foreign Language Education. Please know that your personal information will be kept confidential and used for the sake of research only, and you can withdraw from the study if you do not want to continue. Further information can be obtained directly from me or my thesis supervisor.

Assoc. Prof. Dr. Javanshir Shibliyev
MA Thesis Supervisor
Department of Foreign Language Education.

Chikodili Jovita Amuta
MA student
Department of Foreign Language Education
Faculty of Education

.....
Consent form

After reading and understanding the main purpose of the research, I agree to participate in it.

Name- Surname.....

Date.....

Signature.....

Authentic materials are reading texts that is written by native speakers and published in contexts designed to specifically for native-speaker's consumption, with no though given to non-native accessibility (Lansford, 2014). Authentic materials could be printed as maps, brochures, restaurant menus, and application forms, time tables, travelling tickets, posters, announcements, newspapers and magazine articles and other materials could be audio such as conversation, songs or radio shows and audio-visual materials such as movies or TV programs etc.

Background Information

1. Age.....
2. Gender.....
3. Nationality.....
4. Native language
5. Class.....

The Questionnaire

Direction: Read each of the following questions carefully and tick the answer which best describes your degree of agreement or disagreement. The information you provide will not disclose to anyone and will only be used for research purposes.

Question 1

Do you think that by using authentic materials for up to 2 years will improve your English reading skills?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 2

Does having a good reading skill show that you are a successful English Learner?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree.

Question 3

Does reading materials aid in improving your communication with native speakers?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 4

Do you think that your usage of authentic materials improves classroom language usage when compared to the language used outside school?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 5

Do you enjoy using the course book you are using at the moment?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 6

Do you use newspapers/magazines as a learning source in class?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 7

Do you think using newspapers/magazines in class is interesting?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 8

Does the use of songs as a learning source in class aid in authentic materials?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 9

Do you think using songs in class is interesting?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 10

Does the use of films as a learning source in classroom aid in authentic materials?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 11

Do you think using films in class is interesting?

- Strongly agree
- Agree

- Neutral
- Strongly disagree
- Disagree

Question 12

Do you have difficulty in understanding authentic materials (newspapers, magazines, films songs)?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 13

Should a learner have a preference as a particular kind of authentic material?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 14

Should an authentic material be able to pass information about the general idea of the language?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 15

Should an authentic material help a learner develop his listening, writing, speaking, and reading skills?

- Strongly agree
- Agree

- Neutral
- Strongly disagree
- Disagree

Question 16

Should authentic materials always be used in the classroom?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 17

Do you agree that using authentic materials at elementary level of education can be helpful in non-native speakers?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Question 18

Do you think you will benefit from authentic materials in your life outside the classroom?

- Strongly agree
- Agree
- Neutral
- Strongly disagree
- Disagree

Appendix C: Consent Form for the Teacher Interview

DESCRIPTION: You are invited to participate in a research study on the materials evaluation in terms of authenticity.

PROCEDURES: With your permission, I would like to collect information about your views in using authentic materials in Foreign Language Education. This will involve asking you questions and audio-recording your voice for practical reasons.

RISKS AND BENEFITS: Your responses will be kept confidential. All of the information requested will be about professional achievements. Any information about you will be obliterated since all your responses will be coded.

TIME INVOLVEMENT: Your participation in this study will require approximately 20 to 30 minutes maximum.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this study, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your identity will not be disclosed in any published and written material resulting from the study.

CONTACT INFORMATION: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the researcher via the following email: chikodiliamuta@yahoo.com

Your signature below indicates that you have read this Letter of Consent and agree to participate in any questions asked to satisfaction.

Name: _____

Date: _____

Signature: _____

Appendix D: Instructors Interview Questions

1. What are some of the best kinds of texts to use in English teaching?
2. What are your experiences with using authentic texts in EFL/ESL teaching?
3. How best can authentic texts be used in English teaching?
4. What are some of the problems with using authentic texts in English teaching?
5. Is there anything else you would like to say about the use of authentic texts in the teaching of English?