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Investigating EFL College Teachers' and Learners' Attitudes toward Using Authentic Reading Materials in Misan

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Abstract

This study aims at investigating EFL College teachers' and learners' attitudes toward using authentic reading materials in Misan Governorate. The study is restricted to third– year college students and teachers of the English language in Misan Governorate during the second term of the academic year 2012–2013. The total number of the participants is (85). To achieve the aim of the study, students' questionnaire consisting of (36) items and the teachers' questionnaire consisting of (43) items are applied as instruments . In order to get required data, a t-test analysis shows a statistically significant difference between teachers' and learners' attitudes, with the learners having stronger positive attitudes.

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Keywords: EFL college teachers, reading materials.

1 Problem of the study and Its Significance

Foreign language pedagogy is increasingly focusing on the functional use of language while teachers look for materials that more closely reflect the language students, which will be encounter outside of the classroom. Grammar practice, drills, exercises, and reading comprehension and listening texts found in common textbooks are necessary, but students need to be exposed to and have access to the same language native speakers typically use. In this respect, Harmer (2001:200) believes that, despite many textbooks' use of non-authentic materials to practise specific language points, only authentic materials will 'genuinely' improve listening and reading skills.

Martinez (2002: 68) also points out that some of the authentic materials may be too culturally biased and many structures are too mixed which cause the lower levels students a hard time to decode the text. One problem may come out when students learn languages for the purpose of gaining success in an examination. Among these situations, teachers have to take the responsibility to ensure the maximum of learners' eagerness to success. Therefore, if students are presented with authentic text which may not give the rules, patterns, or structures they

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need to pass an exam, they will be resented and treated them as an obstacle to their success. Moreover, authentic texts may become a distraction to learners because it may be so obvious or introduce or emphasize on more language learning possibilities rather than the comprehension and consolidation of examination related features they needed (ibid).

Furthermore, there are scholars who argue that the use of authentic materials helps bridge the gap between classroom knowledge and students' capacity to participate in real-world events (Wong, kwok, & Choi, 1995:20). In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language (Guariento & Morley, 2001:56).

Additionally, this research intends to provide at investigating and understanding of EFL teachers' and learners' attitudes toward using authentic materials in reading instruction in Misan governorate .

1.2 Aims of the study

This study aims at:

- 1- Investigating EFL Iraqi college teachers' attitudes toward using authentic materials in their reading classes in Misan Governorate.
- 2- Investigating EFL Iraqi college learners' attitudes toward using authentic materials in their reading classes to the all sample according to the gender.

1.3 Value of the study

The study can be useful in :

- a- exploring teachers' and learners' attitudes toward the use of authentic reading materials in the EFL classroom.
- b- shedding light on the students' perceptions of the influence of such materials on improving their language proficiency, in general, and on their reading comprehension, in particular.

1.4 Limits of the study:

This study is limited to

- 1- University third year students at the Department of English, College of Basic Education and College of Education at University of Misan and College of Arts, at University of Imam Al Sadeq during the academic year ,2012-2013 in Misan Governorate.
- 2- University teachers at the Department of English, College of Basic Education and College of Education at University of Misan and College of Arts at University of Imam Al Sadeq during the academic year, 2012-2013 in Misan Governorate.

1.5 Definitions of Basic Terms

1.5.1 Authentic materials

Bacon & Finnemann (1990: 35) state that “authentic materials are texts produced by native speakers for a non-pedagogical purpose.”

Also ,Martinez (2002:1) defines that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”.

1.5.2 Reading Comprehension(RC)

Alderson (2000:128) defines reading as “...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed ”.

Likewise, Grellet (1981: 3) defines RC as the extracting of the required information from a written text as efficiently as possible.

2. Theoretical Background

2-1 Authentic Materials & Authenticity of (Task and Text)

Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. It can be text, visuals, or audio materials; it can be realia such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models. Authentic materials are also any texts written by native English speakers for native English speakers (Ellis, 1996: 157).

However , an authentic text is 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 texts. A story

written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and a linguistically simplified version of a novel would not be authentic texts (Tomlinson, 2004: vii).

Generally speaking, there are slight differences among literature in defining authentic materials. Nunan (1988:101) provides the conventional definition of authentic texts like this: “ ‘Authentic’ materials are usually defined as those which have been produced for purposes other than to teach language”, such a kind of example includes print materials like newspapers or timetables, or spoken materials like public announcements (ibid).

Thus , the authentic text is a text is which is spoken for language teaching purposes: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates, and written for language teaching purposes: recipes, articles, train timetables, advertisements, brochures, poems, application forms, and instruction for use of equipment(Hedge, 2008:141).

Furthermore ,Authentic task is a task which involves learners in using language in a way that replicates its use in the ‘real world’ outside the language classroom. Filling in blanks, changing verbs from the simple past to the simple present and completing substitution tables are, therefore, not authentic tasks (Tomlinson, 2004: vii).

Likewise , There are a number of terms that are used with regard to authenticity-‘genuine’, ‘authentic’, ‘real’, ‘natural’, ‘semi-authentic’, ‘simulated’, ‘simulated-authentic’. Clearly, there are ‘gradations’ or different degrees of authenticity of ‘language data’, but of purpose or task, and from the writer’s\ speaker’s point of view, and from the reader’s\listener’s. Possibly one solution is to view authenticity from at least four angles- authenticity of: language input, task, event and learner experience (Jordan, 1997: 113). Also ,authenticity- a term that loosely implies as close an approximation as possible to the world outside the classroom, in the selection of both of language material and of the activities and methods used for practice in the classroom(Stern,1991:40).

As a result , There are four types of authenticity within language teaching. Breen (1985: 350) indicates that these types are in continual interrelationship with one another during any language lesson. These types include:

1. Authenticity of the texts which we may use as input data for our learners.
2. Authenticity of the learners’ own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situations of the language classroom

2.2 The Use of Authentic Materials in an EFL Classroom

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching and discussed in recent years. Teachers have heard persuasive voices insisting that the English language presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom (Kilickaya:2004:3).

2.3 The Reasons for Using Authentic Materials

There are several reasons why a teacher might use authentic materials

First, authentic materials texts (audio or written) will have a number of features that are often lacking in texts and dialogues created for learning English. They will exemplify the particular register to which they belong (academic, legal, or journalistic, etc.) and will often contain specific terminology and jargon and sometimes typical organizational features and sentence patterns(Ellis, 1996: 157). Second, the material may provide information about real-life situations or events. In this case, it is the content of the materials rather than the language which is useful for the learner.

At the end , Authentic material may provide the core of a very specialized course if the course objective is, for example, to develop skills for reading manuals, instructions, contracts, or financial reports, or to develop letter-writing or report-writing skill.

Finally , There are many more ways of using authentic materials other as reading or listening comprehension exercises. For example, they can: provide a realistic context for a role-play, letter, or report; stimulate debate; provide information for a project or presentation; or practice the skills of describing, explaining, instructing, and exchanging information(Ellis, 1996: 158).Peacock (1997:146) gives the following reasons of using the authentic materials:

- 1.They have a positive effect on learner motivation.
- 2.They provide authentic cultural information.
- 3.They provide exposure to real language.
- 4.They relate more closely to learners ' needs.
5. They support a more creative approach to teaching.

2.4 The Constructivist Learning Approach

According to this approach, learners construct “their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs”(Brinner ,1999:2)

The constructivist learning approach insists that each person should construct information positively and in a way particular to himself or herself interacting with his or her environment rather than just waiting for the content to be transmitted to him passively. The essence in constructivist learning environment is that students should interact with authentic activities and materials representing the real life. Since the authentic learning environments involve the problems and complexity exist in real life, they can provide the students with real life experience. Moreover, students can improve their practical skills and gain benefits when they work cooperatively and communicatively with friends, parents or more advanced people like teachers, in school and non-school settings.

As a result, they will be motivated to continue learning both inside and outside school. For authentic materials, if they are used appropriately in real learning environments, they can have a lot of advantages in foreign language teaching though they are not specially designed to teach a foreign language (Oguz and Bahar,2008:65).

2.5 The Levels of Students at Authentic Materials:

Kim (2000: 189) claims that authentic materials can be used with intermediate and advanced level students only. On the other hand, others believe that all levels of students, even lower levels, are able to manage using authentic materials (Miller, 2005: 19).

Guariento & Morley (2001: 347) claim that at post-intermediate level, the use of authentic materials is available for the use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. In addition , the use of authentic materials is a burden for the teachers teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students(*ibid*).

2.6 Criteria for Selecting and Using Authentic Materials:

Teachers should follow eight criteria when selecting authentic texts:

1. relevance (to syllabus, to learners' needs);
2. intrinsic interest of topic/theme;
3. cultural appropriateness;
4. linguistic demands;
5. cognitive demands;
6. logistical considerations: e.g. length, legibility/audibility;
7. quality (as a model of use or as a representative token of a text-type);
8. exploitability (McGrath, 2002:106).

Also, Lee(1995 :ii) states that the important factors in selecting authentic materials are:

1. Textual authenticity
2. Suitability of content
3. Compatibility with course objectives
4. Exploitability

Nuttall (1996 : 54) gives three main criteria when choosing texts to be used in the classroom; they are suitability of content, exploitability and readability. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students and be relevant to their needs as well as the texts should motivate. Exploitability refers to how the text can be used to develop the students' competence as readers. A text which can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present.

2.7.Authentic Vs Non-authentic Materials:

The language in an authentic text is varies, whereas in a non-authentic one there is often one single structure that is

repeated. The use of truly authentic texts is an important means of teaching students to communicate effectively (Hedge, 2008:68).

Authentic Materials	Non-Authentic Materials
<ul style="list-style-type: none"> • Language data produced for real life communication purposes. • They may contain false starts, and incomplete sentences. • They are useful for improving the communicative aspects of the language. 	<ul style="list-style-type: none"> • They are specially designed for learning purposes. • The language used in them is artificial. They contain well formed sentences all the time. • They are useful for teaching grammar.

Adapted from (Adams, 1995; Miller, 2003)

2.8.1 Sources and Types of Authentic Materials

The sources of authentic materials that can be used in the classroom (whether spoken or written) are infinite, but the most common materials are newspapers, magazines, TV programmes, movies, Video / DVD, radio and recordings, songs, rhymes and poems, pictures, charts, diagrams, advertisements, realia such as airline tickets, hotel information, Leaflets, posters, instruction manuals, telephone books, menus, maps, books, dictionaries, storybooks, comics, original letters, post cards, timetables. The world outside the classroom: shop, library, museum, art gallery, theatre, telephone, talks, cinema and menus are useful for anyone who needs English to travel abroad, particularly if their language level is pre-intermediate or below (Ellis, 1996: 168), etc. One of the most useful source is the Internet. Whereas newspapers, magazines, brochures and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is an easier access to endless amounts of many different types of material (ibid)

2.9 Attitudes

Attitudes, in general, are defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in a person's environment. According to Hayakawa (1994: 432) attitude is a more general term than the other terms (policy, position, posture), which indicate a personal or institutional feeling, often unexpressed and vague in nature: the sympathetic attitude of the government in the dealing with problems of the homeless.

In conclusion, Brown (2000: 180) has defined attitude, like all aspects of the development of cognition and effect in human beings, develop early in the childhood and are the result of parents' and peers' attitude of contact with people who are "different" in any number of ways, and of interacting factors in the human experience. These attitudes form a part of one's perception of self, of others, and of culture in which one living.

2.10 Teaching Reading Comprehension Classroom

Reading comprehension means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practise speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose for reading. Reading can have three main purposes: for survival, for learning or for pleasure. Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast, reading for learning is considered to be the type of reading done in the classroom and is a goal orientated. While reading for pleasure is something that does not have to be done. For Nuttall (1996:60) the central ideas behind reading are:

1. the idea of meaning;
2. the transfer of meaning from one mind to another;
3. the transfer of a message from writer to reader;
4. how we get meaning by reading;
5. how the reader, the writer and the text all contribute to the process.

3. Methodology

3.1 Population and Sample

The sample of this study includes 85 third – year college students of the English language in Misan Governorate. The total number of the College students' population is 206 distributed among male and female students as shown in Table (1) below :

Table (1)
Population and Sample

<i>Name of the University</i>	<i>Name of the College</i>	<i>Males</i>	<i>Females</i>	<i>Sample</i>	<i>Population</i>
Misan University	Education	4	21	25	77
Misan University	Basic education	14	21	35	69
Imam Al-Sadeq University	Arts	11	14	25	60
	Total	29	56	85	206

To achieve the aims of the study, the researcher has randomly chosen the College of Education and College of Basic Education at Misan University and College of Arts at Imam Al-Sadeq University to represent the sample of the study.

3.2 Instruments

In order to achieve the aims of the study, a questionnaire has been constructed to be the main instrument used .

3.2.1 Construction of the Questionnaire

The questionnaire is a research instrument which consists of a series of questions and other prompts for the purpose of gathering information from respondents (McColly, 1970:156). In order to gain information about the EFL college teachers' attitudes toward using authentic materials in their reading classes in Misan and EFL College students' attitudes toward using authentic materials in their reading classes in Misan, two questionnaires have been constructed drawing on the following sources:

_ Related literature: They are books, journals, and articles related to the problem of the research .

3.2.1.1 Face Validity of the Questionnaire

Ebel (1972:78) claims that face validity is secured if the items appear to be measuring what is intended to be measured . In order to ensure the face validity of the questionnaire, its first version has been exposed to a number of specialists in the fields of linguistics and methodology of teaching EFL as shown in table (2) below:

Table (2) The Academic Ranks, Names, and Locations of the Jury Member

N	Academic Rank	Name	College
1	Asst. Prof. (Ph. D in Linguistics)	Saffa . Hussan	College of Education, University of Misan
2	Asst. Prof.(M.A. in ELT)	Alaa Ismail Chaloob	College of Education University of Anbar
3	Instr.(M.A. in ELT)	Najim Abdulah	College of Education, University of Misan
4	Instr.(M.A. in ELT)	Saadon Salih	College of Basic Education, University of Misan
5	Asst Instr.(M.A in ELT)	Hyfaa Kahadim	College of Basic Education, University of Misan
6	Asst. Instr.(M.A. in Linguistics)	Iqbal S. Disher	College of Basic Education, University of Misan

The jurors have been requested to judge whether the components of the questionnaire are suitable or not. In the light of

the jurors' views some items have been added and others have been omitted. However, the items 12 & 14 from the students' questionnaire and the items 13, 18 & 20 from the teachers' questionnaire from the setting goals component have been changed. The final form of the students' questionnaire consists of 36 items distributed among four components: 1.=4, 2.=7, 3.=15, 4.=1

The final form of the teachers' questionnaire consists of 43 items distributed among five components: 1.=4, 2.=20, 3.=3, 4.=8, 5.=8

The rating scale includes the following options: always, often, sometimes, rarely, and never.

3.2.1.2 Pilot Administration of the Questionnaire

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of 40 College students who are taken from Colleges of the Education and Basic Education at University of Misan and College of Arts at Imam Al Sadeq University. Regarding the time allotted for answering the items, it has been found that students need 40 minutes to respond to the questionnaire items.

3.2.1.3 Reliability of the Questionnaire

White & Gunstone (1992:177) state that "reliability refers to the consistency of the judgment that follows from the use of a test". A questionnaire is reliable when it yields the same results over a given time.

However, the questionnaire has been administered to the same pilot sample after two weeks. The statistical manipulation of the data has been obtained from the two administrations. By using Pearson Correlation Coefficient formula, the result yields 0.81, whereas, by using Alpha Cronbach Formula, the result yields 0.82.

4. Results, Conclusions, Recommendations

4.2.1 Results Related to the First Aim

In order to achieve the first aim, 'T- Test' formula has been applied in order to analyse teachers' attitudes toward authentic materials. Results indicate that there are statistically significant differences at $\alpha \leq 0.05$ in the College teachers' attitude toward authentic materials. The calculated T-value is (3.372), which is higher than the T-tabulated (2.110) at (0.05) level of significance and (17) degree of freedom, as shown in table (3)&(4) and Graphic 1 & 2.

Table (3) The Result of T- Test for the Teachers' Attitude toward Authentic Materials

Variable	Number	mean	Standard deviation	Hypothetical mean	T- Value		Level of significance
					Calculated	Tabulated	
Teachers' attitude toward authentic materials	18	160,7222	39,91285	129	3,372	2,110	Significant

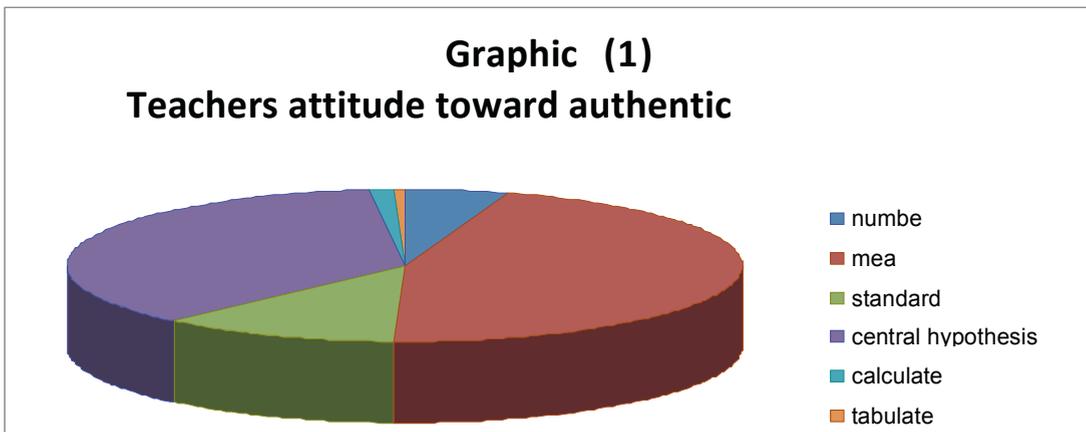
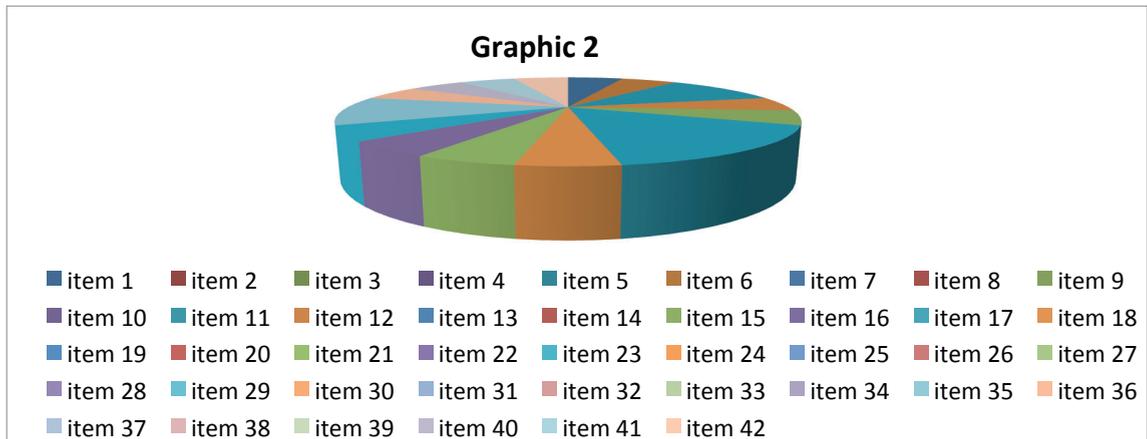


Table 4 College Teachers' Attitudes Toward Using Authentic Materials

Components and Items	1	2	3	4	5	weighted average	Weight percentile
The current reading classes/ courses							

1	I am satisfied with the current reading courses.	1	-	2	13	2	3,8333	%77
2	The reading courses the students to read and comprehend other materials outside the classroom.	-	2	6	7	3	3,61111	%72
3	The reading courses motivate the students to read other materials outside the classroom.	-	3	8	3	4	3,4444	%69
4	The reading courses introduce the students to how language is used in the real world.	-	6	3	8	1	3,2222	%64
Using authentic texts will probably:								
5	Increase students' knowledge of vocabulary items which they need in real situations.	-	1	4	3	10	4,2222	%84
6	It's difficult to design the appropriate types of tasks when using authentic texts.	1	-	8	7	2	3,5000	%70
7	Introduce students to how language is used in the real world.	-	2	3	8	5	3,8889	%78
8	I prefer to use authentic texts as supplementary materials in my reading classes.	-	1	8	6	3	3,6111	%72
9	It is difficult to select appropriate authentic materials.	-	5	5	6	2	3,2778	%66
10	Increase students' familiarity with the use of grammar rules in their original context.	-	1	3	6	8	4,1667	%83
11	Be interesting.	2	3	2	10	1	3,2778	%66
12	Improve students' proficiency more than textbook do.	1	-	2	12	3	3,8889	%78
13	Will cause cultural conflicts that hinder comprehension.	-	3	4	9	2	3,5556	%71
14	It is important to use authentic materials in EFL reading instruction.	-	-	4	8	8	4,1111	%82
15	Help develop students' writing styles more than textbooks do.	1	8	1	4	4	3,1111	%62
16	Help to overcome cultural barriers to language learning.	-	2	7	5	4	3,6111	%72
17	Make students feel frustrated.	3	-	5	4	6	2,7222	%54
18	I prefer to use authentic texts rather than textbooks in my reading classes.	1	-	3	9	5	3,9444	%79
19	Improve students' reading comprehension ability more than textbooks do.	-	1	4	10	3	3,8333	%77
20	The use of authentic materials is time consuming.	-	3	10	2	3	3,2778	%66
21	Enable students to see the value of reading class.	1	1	2	9	5	3,8889	%78
22	It is difficult to access authentic materials.	1	3	8	4	2	3,1667	%63
23	Motivate students to do more reading outside the classroom.	1	4	3	7	3	3,8889	%78
24	Improve students' cultural understanding.	-	1	2	5	10	4,3333	%87
Exposure to authentic materials should start at:								
25	Beginning levels of language learning.	-	1	7	5	5	3,7778	%76
26	Intermediate levels of language learning.	-	1	4	10	3	3,8333	%77

27	Advanced levels of language learning.	-	1	1	6	10	4,3889	%88
I would select authentic reading materials according to the following factors:								
28	Language level.	-	1	1	3	13	4,5556	%91
29	Complexity of grammar structures.	-	1	3	6	8	4,1111	%82
30	Cultural content.	-	-	4	5	9	4,2778	%86
31	Students' need.	-	1	6	4	7	3,8889	%78
32	Type of text.	-	3	3	3	9	4,000	%80
33	Percentage of new vocabulary.	-	1	2	4	11	4,3889	%88
34	Length of text.	-	4	3	4	7	3,7778	%76
35	Students' interests.	-	-	4	7	8	4,2222	%84
I would like to use the following authentic materials in class:								
36	Newspaper.	2	2	5	2	7	3,5556	%71
37	Magazines.	1	3	5	4	5	3,5000	%70
38	Novels.	-	2	5	7	4	3,7222	%74
39	Short stories.	-	2	1	4	11	4,3333	%87
40	Internet materials.	-	1	4	5	8	4,1111	%82
41	Books.	1	2	5	2	8	3,7778	%76
42	Poems.	1	9	4	3	1	2,6667	%53
43	Brochures.	1	6	6	3	2	2,9444	%59



4.2.3 Results Related to the Second Aim

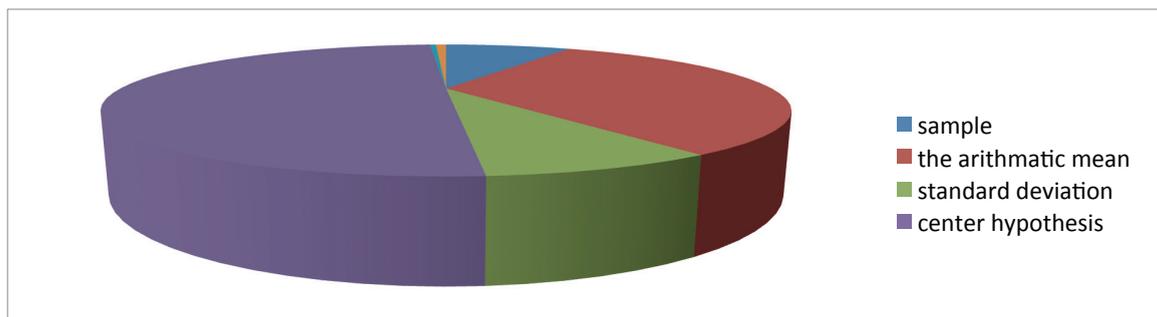
Table(5) shows that there are statistically significant differences at $\alpha \leq 0.05$ in the learners' attitudes toward authentic materials. The calculated T- value is (4.157), which is higher than the T-tabulated (2) at (0.05) level of significance and degree of freedom is (55) for female students' attitudes. While The calculated T-value is(1.380), which is less than the T-tabulated (2.048) at (0.05) level of significance and degree of freedom is(28) for male students' attitudes. The total calculated T-value is (4.111), which is higher than the T-tabulated (1.98)at (0.05)level of significance and degree of freedom is (84). This means that there are totally statistically significant differences at $\alpha \leq 0.05$ in the learners' attitudes toward authentic materials , as shown in table (5) and Graphic 3

**Table (5)
Learners' Attitude Toward Authentic Materials**

Variable	Sample	number	The arithmetic mean	Standard deviation	Hypothetical mean	*T value		Significance
						Calculated	Tabulated	
Attitude	Male	29	115,6207	29,74344	108	1,380	2,048	Not significant

toward authentic	Female	56	123,0714	27,13056	108	4,157	2	significant
	total	85	120,5294	28,09744	108	4,111	1,98	significant

Graphic 3 Shows Learners' Attitude Toward Authentic Materials



Accordingly, The results of (12) items indicate that the male students have negative attitudes toward using authentic materials while there are (24) items have indicated the male students have positive attitudes. While the results of female students show that there are not female students' attitudes toward 3 items but there are female students' attitudes toward (33) items. The results have indicated the following as shown in table (6)&(7)and Graphics 4 & 5.

Table (6)
The Opinions of 29 Male Students Attitudes Toward Authentic EFL Reading Materials in Iraq.

Components and items	1	2	3	4	5	weight ed average	Weight percentile
Your opinion on reading in English							
1	Reading English is important.	-	-	-	7	22	4,7586 %95
2	I like to read in English.	-	-	6	3	20	4,4828 %90
3	Reading helps me to improve my language proficiency.	1	-	-	6	22	4,6552 %93
4	I usually do not read in English unless I have to.	4	5	13	4	3	2,8966 %58
The current reading classes\ courses and textbook							
5	The reading course motivates me to read other materials outside the class.	2	2	10	9	6	3,5127 2 %70
6	The passages I read in class are similar to authentic texts.	2	2	12	7	6	3,4483 %70
7	I am satisfied with the current reading courses.	2	3	12	3	9	3,3448 %70
8	The passages I read in class are easier than authentic texts.	2	2	13	8	4	3,3448 %67
9	The reading course enable me to comprehend other materials outside the class.	-	1	8	7	13	4,1034 %82
10	The passages I read in class are more interesting than authentic texts.	1	5	6	4	13	3,7931 %76
11	The reading course introduces me to how language is used in the real world.	1	3	4	14	7	3,7931 %76
using English authentic texts such as newspapers and magazines will probably							
12	Cause cultural conflicts that hinder comprehension.	4	3	13	2	7	3,1724 %63
13	Improve my reading	-	3	10	4	12	3,8621 %77

	comprehension ability more than textbooks do.							
14	I prefer to use English authentic texts rather than textbooks in reading classes.	4	6	11	7	1	2,8276	%57
15	Increase my familiarity with the use of grammar rules in their original context.	3	6	5	8	7	3,3448	%67
16	Introduce me to how language is used in the real world.	5	5	5	8	6	3,1724	%63
17	Make me feel frustrated.	3	7	6	6	7	3,2414	%65
18	I prefer to use English authentic texts as supplementary materials in reading classes.	5	9	4	6	5	2,8966	%58
19	Increase my knowledge of vocabulary items which I need in real situations.	5	5	6	10	3	3,0345	%61
20	Motivate me to do more reading outside the classroom.	3	6	8	8	4	3,1379	%63
21	Improve my language proficiency more than textbooks do.	3	6	8	8	4	2,9310	%59
22	Help develop my writing styles more than textbooks do.	12	7	1	4	5	2,4138	%48
23	Increase the value of reading classes.	5	6	-	7	11	3,4483	%70
24	Be difficult for me to comprehend.	11	1 2	-	3	3	2,1379	%43
25	I prefer to read English authentic texts rather than read the reading passages in the textbooks.	6	1 3	4	5	1	2,3793	%48
26	Improve my cultural understanding.	3	9	12	3	2	2,7241	%54
I would like to use the following materials in class								
27	Short stories.	9	1 5	3	1	1	1,9655	%39
28	Books.	5	7	8	7	2	2,7931	%56
29	Poems.	6	9	8	3	3	2,5862	%52
30	Magazines.	7	8	6	4	4	2,6552	%53
31	Brochures.	4	8	7	4	6	3,0000	%60
32	Newspapers.	4	9	1	2	13	3,3793	%68
33	Novels.	5	6	7	6	5	3,0000	%60
34	Internet materials.	5	7	9	4	4	2,8276	%57
35	TV or radio programs.	3	6	7	4	9	3,3448	%67
36	Cassettes and videos.	3	8	6	8	4	3,0690	%61

Graphic 4
Male Students' Attitudes Toward Authentic Materials

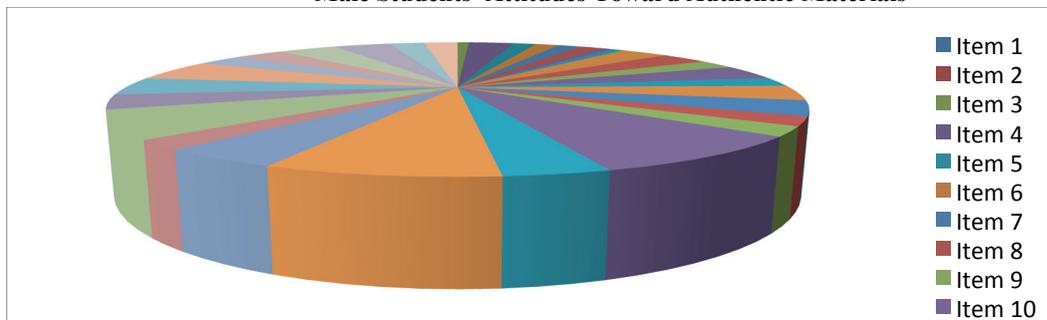
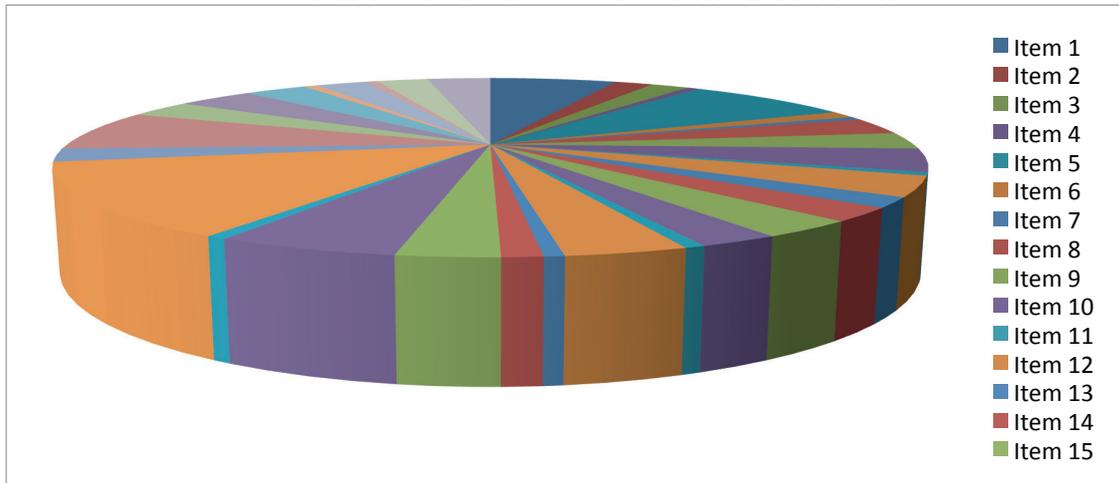


Table (7)
The Opinion of the 56 Female Students Attitudes Toward Authentic EFL Reading Materials

Components and items	1	2	3	4	5	weighted average	Weight percentil	
Your opinion on reading in English								
1	Reading English is important.	10	9	19	6	12	3,0179	%60
2	I like to read in English.	3	5	18	17	13	3,5714	%71
3	Reading helps me to improve my language proficiency.	3	12	18	12	11	3,2857	%66
4	I usually do not read in English unless I have to.	1	1	15	19	20	4,0000	%80
The current reading classes\ courses and textbook								
5	The reading course motivates me to read other materials outside the class.	13	16	8	7	12	2,8036	%56
6	The passages I read in class are similar to authentic texts.	2	11	23	9	11	3,2857	%66
7	I am satisfied with the current reading courses.	1	4	14	20	16	3,7857	%76
8	The passages I read in class are easier than authentic texts.	5	8	14	15	14	3,4464	%69
9	The reading course enable me to comprehend other materials outside the class.	5	8	27	5	11	3,1607	%63
10	The passages I read in class are more interesting than authentic texts.	7	16	16	4	13	3,0000	%60
11	The reading course introduces me to how language is used in the real world.	1	7	16	18	14	3,6607	%73
using English authentic texts such as newspapers and magazines will probably								
12	Cause cultural conflicts that hinder comprehension.	6	6	19	10	15	3,3929	%68
13	Improve my reading comprehension ability more than textbooks do.	3	7	11	14	21	3,7679	%75
14	I prefer to use English authentic texts rather than textbooks in reading classes.	4	8	17	17	10	3,3750	%68
15	Increase my familiarity with the use of grammar rules in their original context.	5	4	17	18	12	3,5000	%70
16	Introduce me to how language is used in the real world.	4	10	8	10	24	3,7143	%74
17	Make me feel frustrated.	1	3	23	9	20	3,7857	%76
18	I prefer to use English authentic texts as supplementary materials in reading classes.	6	13	11	17	16	3,3036	%66
19	Increase my knowledge of vocabulary items which I need in real situations.	1	9	25	7	14	3,4328	%69
20	Motivate me to do more reading outside the classroom.	2	10	16	13	15	3,5179	%70
21	Improve my language proficiency more than textbooks do.	5	12	15	11	13	3,2679	%65
22	Help develop my writing styles more than textbooks do.	9	16	18	3	10	2,8036	%56
23	Increase the value of reading classes.	1	6	16	16	17	3,7500	%75

24	Be difficult for me to comprehend.	22	11	10	3	10	2,4286	%49
25	I prefer to read English authentic texts rather than read the reading passages in the textbooks.	4	13	17	9	13	3,2500	%65
26	Improve my cultural understanding.	12	8	16	7	13	3,0179	%60
I would like to use the following materials in class								
27	Short stories.	5	12	12	14	13	3,3214	%66
28	Books.	6	14	11	4	21	3,3571	%67
29	Poems.	5	12	15	8	16	3,3214	%66
30	Magazines.	1	6	21	10	18	3,6786	%74
31	Brochures.	4	3	8	13	28	4,0357	%81
32	Newspapers.	1	5	12	13	21	3,8571	%77
33	Novels.	4	6	22	10	14	3,4286	%69
34	Internet materials.	5	18	17	4	21	3,0000	%60
35	TV or radio programs.	-	6	13	16	21	3,9286	%79
36	Cassettes and videos.	-	1	25	13	17	3,8214	%76

**Graphic 5
Female Students' Attitudes Toward Authentic Materials**



4.3 Conclusion

The conclusion is that teachers use different materials based on a combination of experiences and preferences, In fact, they indicated that an ideal reading class should use a combination of both authentic texts and textbooks. However, a t-test analysis shows a statistically significant difference between teachers’ and learners’ attitudes, with the learners having stronger positive attitudes.

4.4 Recommendations

1-Most teachers indicated that the ideal reading class used a combination of authentic texts and textbooks. Such a combination might serve to improve learners' reading comprehension more effectively. Authentic materials might also be integrated in both vocabulary and grammar classes, where students can increase their knowledge of vocabulary items and grammatical structures as they occur in their original contexts and not as isolated entities.

2.The teachers are also recommended to incorporate a variety of text types and different up-to-date topics, such as daily world news, education, psychology, health, fashion, sports, etc., in the reading class.

3-The teachers are recommended that having students participate in the selection of authentic texts might be beneficial to learners. Therefore, EFL teachers should consider giving language learners the opportunity to choose some authentic texts to incorporate into their reading classes.

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