College Instructors’ and Learners’ Attitudes to Authentic EFL Reading Materials in Saudi Arabia

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master’s Degree in Applied Linguistics

By
Enas Ibrahim Al-Musallam

Under the Supervision of
Prof. Mahmoud Ismail Saleh
Professor of Applied Linguistics

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اتجاهات مدراسات وطالبات المستوى الجامعي إزاء استخدام النصوص الأصيلة في تدريس القراءة بالإنجليزية في المملكة العربية السعودية

بحث مكمل لمتطلبات الحصول على درجة الماجستير في اللغويات التطبيقية

مقدم من الطالبة
إيناس إبراهيم المسلم

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Abstract

This study attempts to elicit EFL learners’ and teachers’ beliefs and attitudes regarding the use of authentic reading materials at the college level in Saudi Arabia. The descriptive research design used incorporated both qualitative and quantitative instruments to accomplish the objectives of the study, employing two questionnaires – a learners’ attitude questionnaire and a teachers’ attitude questionnaire—as well as interviews with both learners and teachers from a randomly selected representative sample of the participants. The participants were 144 female Saudi university students majoring in EFL and 32 female college EFL teachers from three higher education institutions in Riyadh.

The analysis of the results indicated that EFL Saudi college learners and teachers had positive attitudes toward the use of authentic materials in their reading classes. In fact, they indicated that an ideal reading class should use a combination of both authentic texts and textbooks.

However, a t-test analysis showed a statistically significant difference between teachers’ and learners’ attitudes, with the learners having stronger positive attitudes. In addition, a negative correlation existed between the learners’ age and their attitudes, whereas the other variables – including the
amount of outside readings, and language proficiency level – had no effect on their attitudes. The results further revealed a negative correlation between teachers’ academic degrees and their attitudes, although the remaining variables – including nationality, years of experience, and study in an English-speaking country – had no effect on their attitudes. The participants identified short stories as the most preferable type of authentic material, whereas poems were the least preferable.

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.
ملخص الدراسة

تهدف هذه الدراسة إلى معرفة اعتقادات واتجاهات مدرسات وطالبات اللغة الإنجليزية في المستوى الجامعي إزاء استخدام نصوص القراءة الأصلية (المُعدة للناطقين بهذه اللغة) في تدريس اللغة الإنجليزية بالمملكة العربية السعودية. ولتحقيق أهداف هذه الدراسة صُمم بحث وصفي يدمج بين أدوات البحث الكمية وال النوعية، التي تشمل استبانين – إحداهما للطالبات والأخرى للمعلمات – بالإضافة إلى مقابلات مع عينة مُختارة عشوائياً من الطالبات والمدرسات المشاركات. شاركت في هذه الدراسة 411 طالبة و23 معلمة من أقسام اللغة الإنجليزية في ثلاث جامعات بالرياض.

وقد أظهرت نتائج تحليل البيانات أن لدى كل من طالبات ومدرسات المستوى الجامعي مواقف إيجابية إزاء استخدام النصوص الأصلية في تدريس مهارات القراءة باللغة الإنجليزية، بل أشرن إلى أن درس القراءة المثالي هو الدرس الذي يجمع بين كل من النصوص الأصلية والكتب الدراسية.

ومن ناحية ثانية، أظهر تحليل t-test وجود اختلاف ذا دلالة إحصائية بين الطالبات والمدرسات في مواقفهن إزاء استخدام النصوص الأصلية؛ حيث كانت مواقف الطالبات أكثر إيجابية. وكشفت النتائج عن تناوب عكسي بين عمر الطالبات ومواقفه، بينما لا يوجد تأثير للتغيرات الأخرى – مثل القراءة للسلبية ومستوى المهارة اللغوية – على اتجاهات الطالبات. هناك تناسب عكسي، كذلك، بين درجة المدرسة العلمية.
ومواقفها، بالرغم من أن المتغيرات الأخرى – التي تشمل الجنسية والخبرة والدراسة في الخارج – ليس لها أي تأثير على مواقف المدارس. ودلت النتائج كذلك على أن المشاركات رأين أنهن يُفضلن القصص القصيرة على أنواع النصوص الأصيلة الأخرى ولا يحبذن استخدام النصوص الشعرية.

والنتيجة الرئيسية التي خلصت إليها هذه الدراسة هي أنه يجب على برامج اللغة الإنجليزية النظر في فكرة إدخال النصوص ذات الأصيلة في المنهج التعليمي كمورد يمكن استغلاله لتحسين الوضع التعليمي الحالي فيما يتعلق بتدريس مهارات القراءة باللغة الإنجليزية.

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To my dear parents, Ibrahim Al-Musallam and Moodi Al-Obaid, for their support, patience and prayers

To my husband, Dr. Saleh Al.Garzae, for his continuous support, encouragement, and understanding

To my beloved kids, Abdulrahman and Layan, whose cheerful smiles made this strenuous task not just bearable but enjoyable

To my siblings, for their encouragement and prayers
First and foremost, all praise is due to Allah Who gave me the ability to accomplish this work.

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Chapter One

Introduction

The “relentless” push toward communicative approaches to language teaching since the mid 1970s has brought along with it a need to develop students’ skills for the real world (Adams, 1995; Widdowson, 1979, Widdowson 1990). Teachers, therefore, must “simulate” real-world situations in the classroom (Stern, 1981). One way of doing so is to incorporate, in reading instruction, the use of authentic materials. These are “ordinary texts not produced specifically for language teaching purposes” (Carter & Nunan, 2001, p.68). Examples of such materials include newspapers, magazines, TV programs, radio talks, menus, brochures, comics, novels, short stories, weather forecasts, and recipes (Hedge, 2000).

Researchers (e.g. Breen, 1985; Duquette, Dunnett, & Papalia, 1987; Herron & Seay 1991; Lee, 1995; Morton, 1999; Nostrand, 1989; Rogers & Medley, 1988; Weyers, 1999) have repeatedly concluded that authentic materials in the foreign language classroom are effective resources that can positively contribute to students’ progress.
Foreign language pedagogy is increasingly focusing on the functional use of language while instructors look for materials that more closely reflect the language students will encounter outside of the classroom. Grammar practice, drills, exercises, and reading and listening texts found in common textbooks are necessary, but students need to be exposed to and have access to the same language native speakers typically use. In this respect, Harmer (2001) believes that, despite many textbooks’ use of non-authentic materials to practice specific language points, only authentic materials will ‘genuinely’ improve listening and reading skills.

However, significant differences in opinion have emerged regarding the presence of authentic materials in the FL classroom (Chaves, 1998; McNeil, 1994; Taylor, 1994). Views range from strong caution to encouragement. On the one hand, 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). In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language (Guariento & Morley, 2001; Weyers, 1999; Wong et al., 1995; Wilcox, Morrison, & Oaks, 1999). On the other hand, some scholars and many
students tend to believe that such materials are too demanding and difficult (Kilickaya, 2004; McNeil, 1994; Omaggio, 1986).

Accordingly, this study intends to provide a deeper understanding of opinions regarding the influence of authentic materials. It aims, in particular, at investigating EFL teachers’ and learners’ attitudes toward using authentic materials in reading instruction in Saudi Arabia.

1.1 Significance of the study

Since this study attempts to elicit learners’ and teachers’ beliefs and attitudes toward using authentic reading materials in EFL classes at the college level in Saudi Arabia, its significance stems from the following considerations:

1. Previous studies have shown the usefulness of integrating authentic materials in second/foreign language learning. However, few studies have provided insights about learners’ attitudes toward authentic written input (Bacon & Finneminn, 1990; Chaves, 1998; Kienbaum, Russell, & Welty, 1986; Peacock, 1997). In addition, there is a need to elicit teachers’ attitudes toward using authentic materials in class. Therefore, the present study is significant because of the importance
of (a) the students’ willingness to interact with authentic materials, and (b) the teachers’ role in providing authentic input for the students.

2. No previous studies—to the best of my knowledge—seem to have dealt with using authentic materials in teaching English in the Saudi context. Only one study, conducted by Abanomey (2002), has investigated the impact of text authenticity on test-taking strategies used in completing reading comprehension tests in Saudi Arabia. However, Abanomey did not discuss the possibility of using authentic materials as a pedagogical practice in the FL classroom. Thus, the current study is significant since it will determine whether teachers and learners are ready to accept and use such materials in the Saudi context.

3. Information from the current study concerning EFL students’ and teachers’ attitudes toward using authentic input would be of value to teacher education coordinators seeking to determine more beneficial materials for the teaching and learning of English.

4. The current study would assist curriculum developers in designing appropriate syllabi to make EFL teaching and learning in the Arab world context, particularly in Saudi Arabia, more effective.
5. The findings of this study will hopefully contribute to the improvement of practices for teaching reading in Saudi English classes.

6. The results of the current study will hopefully contribute to the general fields of foreign language instruction and applied linguistics.

7. Finally, the study would provide more insight into research on the use of authentic materials in EFL/ESL contexts. Meanwhile, it may also shed light on additional related areas that need investigation.

1.2 Statement of the problem

The main goal of teaching English as a foreign language in Saudi schools is to enable students to communicate with English speakers and to offer them a window to the world (Aldosari, 1992). However, in reality, the students’ English proficiency remains rather low. This weakness may be attributed to various factors, including the English curriculum, the excessive use of Arabic in instruction, the small number of hours of instruction per week (2 or 3 hours), limited use of the media, over-dependence on the board and the textbook, and the use of traditional teaching methods (e.g. grammar and vocabulary translation) which do not enhance communication (Alfallaj, 1998).
The English curriculum in Saudi Arabia can, therefore, be said to suffer from serious deficiencies. Authenticity in the foreign language classroom could be a possible solution. However, the use of authentic materials has not yet received enough attention in Saudi EFL classes. In fact, the in-class exposure to authentic input is very rare despite the fact that previous studies (Allen, Bernhardt, Berry, & Demel, 1988; Miller, 2005; Otte, 2006; Thanajaro, 2000) have provided evidence to support the effectiveness of such materials in the learning process. This lack of authentic material use could be attributed to teachers’ and learners’ attitudes toward authentic input. Karavas-Doukas (1996) indicates that teachers’ attitudes are vital in determining the successful implementation of any pedagogical innovation. Previous research has proved that teachers’ attitudes have a significant influence on students’ attitudes and motivation and, more generally, on their learning achievement (Dornyei, 2003). In addition, several researchers (Keiko Komiya, 1992; Krashen, 1981; Masgoret & Gardner, 2003; Smith, 1971) have indicated that attitudinal factors play an essential role in students’ achievement in learning a foreign/second language. Brown and Rodgers (2002) state that teaching is heavily influenced by the beliefs of its participants (teachers and students). Thus, there is a need for evidence of the
teachers’ and learners’ attitudes regarding the effect of authentic materials on language learning and teaching in Saudi Arabia.

From my own experience in teaching English, I have found out that most Saudi students lack sufficient motivation in language reading classes. The students focus exclusively on passing the course without realizing the importance of mastering English reading skills to their future careers. In this respect, Al-Nujaidei (2003) found that the reading comprehension ability of Saudi high school graduates already admitted to university English programs was poor. Moreover, Al-Juhani (1991) indicated that most college-level Saudi students who had studied English for six years were not able to grasp information or read references in English (as cited in Al-Hajailan, 1999).

This deficiency in the foreign language reading curriculum has prompted me to consider possible solutions. Employing authentic materials in reading instruction can be said to be a possible solution for improving students’ motivation, thereby raising their comprehension level. Because of the importance of reading and the low level of Saudi students’ motivation (Al-Bassam, 1987) and comprehension in reading, the current research focuses on eliciting teachers’ and learners’ attitudes regarding the use of authentic materials in reading classes in order to provide pedagogical implications to improve the current situation.
1.3 Purpose of the study

The main purpose of this study is to explore teachers’ and learners’ attitudes toward the use of authentic reading materials in the EFL classroom. The research focuses on female EFL teachers and learners enrolled in university English programs in Saudi Arabia. As part of this goal, the study determines the effect of the teachers’ nationality, academic degree, years of experience, and study abroad experience on their attitudes. Insights are gathered about teachers’ beliefs concerning the effectiveness of authentic input, suitable levels for presenting such input, the appropriate types of authentic texts, criteria for the selection of these texts, and the need for training teachers in using such materials.

In addition, the study aims to determine the impact of age, language level, and the amount of outside reading on the learners’ attitudes toward authentic written input. The study sheds 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. This way, the types and topics of authentic texts which learners wish to deal are determined.
1.4 Research questions

Based on the aims set for it, the study attempts to answer the following questions:

1. What are EFL Saudi college learners’ attitudes toward using authentic materials in their reading classes?

2. What are EFL college teachers’ attitudes toward using authentic materials in their reading classes in Saudi Arabia?

3. Is there any significant difference between teachers’ and learners’ attitudes toward the use of authentic materials in reading classes?

4. What impact do learners’ variables, such as age, the amount of outside readings, and language proficiency level, have on their attitudes toward the use of authentic materials in reading classes?

5. What impact do teachers’ variables, such as nationality, academic degree, years of experience, and study in an English-speaking country, have on their attitudes regarding the use of authentic reading materials in their classes?
1.5 Delimitations

In conducting the present investigation, a few delimitations were set, as shown below.

1. The participants in the study were limited to female teachers and students because it is difficult for me, as a female researcher, to access the male university departments (Saudi custom).

2. The participants in the study were limited to college-level teachers and learners in Saudi Arabia.

3. The study was limited to the English departments of universities in the city of Riyadh, where I live.

4. The study investigated the teachers’ and learners’ attitudes toward using authentic reading materials only; it did not include an examination of authentic aural texts.
Chapter Two

Literature Review

The present chapter reviews previous research related to the use of authentic materials in EFL classrooms. It first sheds light on a few definitions of the term *authentic material* (section 2.1). It also examines the theoretical and pedagogical basis for the notion of authenticity in language teaching (section 2.2). Then, the chapter reviews the role of authentic materials in FL/SL learning and teaching, particularly the arguments in favor of and against the idea of authenticity in the classroom (section 2.3). It also outlines criteria for selecting authentic texts for instructional use (section 2.4). Previous research into attitudes toward authentic materials will be presented in section 2.5. Studies carried out in Saudi Arabia on authentic EFL materials will be reviewed in section 2.6. The chapter will be concluded with a brief section which points out in what respect the literature is lacking as regards authentic reading materials. The general purpose of the chapter is to put the present study in perspective.
2.1 What is authentic material?

According to Widdowson (1983), “Authenticity…is a term which creates confusion because of a basic ambiguity” (p.30). Therefore, the term authentic material has been defined in different ways throughout the literature. What is common to these definitions is 'exposure to real language and its use in its own community'. Nunan (1989, as cited in Adams, 1995) refers to authentic materials as “any material which has not been specifically produced for the purposes of language teaching” (p.4). Little et al. (1988, as cited in Guariento & Morley, 2001) define authentic material as “an authentic text…created to fulfil some social purpose in the language community in which it was produced” (p.347). Bacon and Finnemann (1990) define authentic materials as texts “produced by and for native speakers of the target language” (p.469). Rogers and Medley (1988) used the term "authentic" to refer to "language samples ... that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers" (p. 468).

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

On the other hand, others believe that there are more elements to the definition of the term *authentic* than textual authenticity (Breen, 1985; Chaves, 1998; Jacobson, Degener, & Purcell-Gates, 2003; Rings, 1986; Ur, 1996). Widdowson (1990), for example, distinguishes between authentic text and authentic discourse, saying that “the language presented to [SL learners] may be genuine record of native speaker behavior, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse” (p.45). Similarly, Breen (1985) suggests that authenticity does not relate only to the language selected to be taught (authentic texts) but to the tasks on which the learners are engaged and the social setting created in the classroom. He explains that “authenticity to the target language needs to be seen as only one of a number of demands for authenticity which confront the teacher. ... the learners’ own contributions, the activity of language learning, and the actual classroom situation are also constituent elements” (p.61). Thus, Breen distinguishes four types of authenticity which must be in continual interrelation with one another during any language lesson. These are presented on the next page.
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 situation of the language classroom (p. 61)

Moreover, Rings (1986) concludes that "For a particular type of text, the speaker must be 'authentic,' the situation must be authentic, and only then will the language content and structure be authentic for that text type" (p. 205). Taylor (1994), similarly, states, “authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context. Therefore, a text can only be truly authentic in the context for which it was originally written.”

To conclude, authentic material can be said to be the kind of language which is used by native speakers, communicating orally or in writing, and which is not simplified for FL/SL learning purposes.
2.2 The theoretical and pedagogical notion of authenticity

The idea of authenticity developed in the 1970s from a communicative orientation to language teaching (Chaves, 1998; Hedge, 2000). The idea was that “‘live’ texts, unlike their pedagogically contrived counterparts, promote student learning and interest by linking form to meaning, by stressing communication, and by presenting the culture in a natural way” (Herron & Seay, 1991, p.488).

Mishan (2005), who believes that material-focused approaches and humanistic approaches besides the communicative one are the basis for the notion of authenticity in language teaching, states that

Sifting through the history books reveals many precedents for authenticity in language learning, and these can be seen to fall in three groups: ‘communicative approaches’ in which communication is both the objective of language learning and the means through which the language is taught, ‘materials-focused’ approaches, in which learning is centered principally round the text, and ‘humanistic approaches’ which address the ‘whole’ learner and emphasize the value of individual development. (p.1)

Further justifications for authenticity in FL teaching and learning are pointed out by Hadley (2001), who suggests that “ The communicative language teaching movement of the last quarter of the twentieth century, the call for proficiency-based teaching, and the standards initiative have all continued to emphasize this need for contextualization and authenticity”
According to Blaz (2002), the “national standards for foreign language education center around five goals: Communication, Cultures, Connections, Comparisons, and Communities”, that is, the national standards of the target language country (p.1).

The use of authentic materials in the FL classroom is also supported by Krashen's ‘affective filter’ hypothesis for SLA, which refers to the way in which affective and attitudinal factors such as motivation, self-confidence and anxiety alter learners’ receptivity to the target language (Schulz, 1991). Krashen claims that a high affective filter inhibits acquisition, whereas a low affective filter promotes it (Larsen-Freeman & Long, 1991). In this vein, Krashen (1989) identifies materials which tend to lower the affective filter as “comprehensible input on topics of real interest” (p.29), that is, authentic materials.

Moreover, Mishan (2005) claims that the central pedagogical rationale for using authentic materials in FL teaching stems from what is called ‘the 3 c’s’, that is to say, culture, currency, and challenge. Mishan explains that, “Culture, in that authentic texts incorporate and represent the culture/s of speakers of the target language; currency, in that authentic texts offer topics and language in current use, as well as those relevant to the learners;
challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels” (p. 44).

Furthermore, the notion of authenticity, which gives priority to the goal of learning, stems from the following kind of reasoning: “if real communicative behavior is what learners have eventually to learn, then that is what they have to be taught” (Widdowson, 1996, p.67). If the goal of an EFL program is to prepare students to cope with English outside the classroom (Widdowson, 1979; Rivas, 1999), it is suggested that educators try to provide in the classroom the kind of language that the students are likely to encounter in the real world in the classroom (Bacon, 1989; Hadley, 2001; Rogers & Medley, 1988). Widdowson (1996) further explains: “If you are going to teach real English as it functions in contextually appropriate ways, rather than a collection of linguistic forms in contrived classroom situations, then you need to refer to, and defer to, how people who have the language as an L1 actually put it to communicative use” (p.67). Focusing on reading, Dunlop (1981) believes that, since students need to be able to read authentic materials, EFL/SL instructors must concentrate on that type of materials in their classes. Further, Otte (2006) states that, “to develop proficiency in the target language, language learners must be provided with expanded opportunities to both perceive authentic language as it is used as a
fundamental means of communication among native speakers…, and to practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world” (p.56).

In addition, Bacon and Finnemann (1990) indicate that the use of authentic materials is recommended for both cognitive and affective reasons. Breen (1985) indicates that learners will be able to cope with the cognitive and effective demands of academic life only by exposure to a sufficient amount of authentic input. Using authentic texts in the classroom allows students to have "immediate and direct contact with input data which reflect genuine communication in the target language" (Breen, 1985, p. 63).

The notion of authenticity could thus be said to partly stem from the fact that current textbooks build a wall between learners and the real world. Many scholars argue that the use of textbooks does not expose students to examples of real language, the language used in everyday written communication (Brown and Eskenzai, 2004). Textbooks, Swan (1991) and Brusch (1991) claim, are also perceived as being far away from reflecting the needs and interests of students.

In conclusion, it is clear that the emergence of the notion of authenticity can generally be dated back to the inception of the communicative approach to language teaching. Moreover, material-focused, humanistic, and
proficiency based approaches besides the standards for foreign language learning advocate the use of authentic materials. It is also supported by the goal of learning and the affective filter hypothesis for SLA, and it overcomes the limitations of the current textbooks.

2.3 The role of authentic materials in FL teaching and learning

Although the use of authentic materials in the classroom has become common practice during the last 20 years, the issue of authenticity in FL teaching is still a debatable issue. There is great difference in opinions regarding the presence of authentic materials in the FL classroom. Below, a comprehensive review will be made of arguments in favor of giving authentic materials a role in FL/SL teaching (section 2.3.1) and arguments against it (section 2.3.2).

2.3.1 Arguments in favor of authentic materials

The need for and usefulness of authentic materials have been increasingly acknowledged by researchers and teachers in the field of language teaching. They argue, as we shall see below, that the use of authentic materials has both linguistic and non-linguistic advantages.
2.3.1.1 Linguistic advantages

Empirical studies have confirmed the positive results obtained by learners who have opportunities to interact with and utilize authentic texts. Several studies, such as Miller (2005) and Thanajaro (2000), found that aural language development was improved when the practice incorporates authentic materials. Moreover, Otte (2006) examined the impact of aural authentic texts on listening comprehension abilities of four adult ESL students at an American university. He found that students’ listening comprehension abilities and motivation increased after exposure to authentic materials.

Similarly, Herron and Seay (1991), in a study conducted on intermediate-level students, found that students who listened to authentic radio tapes as a substitute for regular classroom activities demonstrated significantly greater listening comprehension than those students for whom the authentic radio program was not a part of the semester's curriculum. Their research asserts that listening-comprehension skill improves with increased exposure to authentic speech.

Moreover, Berardo (2006) indicates that several studies have found out that authentic materials can increase reading development by introducing students to new vocabulary and expressions. For example, Young (1999)
investigated reading comprehension of 127 second year Spanish language students at a state university. He found a tendency for better recall scores on authentic, as opposed to simplified, versions of the same texts. Similarly, Leow (1993, as cited in Devitt, 1997) examined learners’ intake of selected linguistic items from authentic and simplified texts and found that, although the simplified versions were significantly more comprehensible, they did not facilitate greater levels of intake. Moreover, Crossley, McCarthy, Louwerse, and McNamara (2007) investigated differences in linguistic structures between sampled simplified and authentic reading texts using computational tools. They found that simplified texts demonstrate more syntactic complexity than authentic texts do. In this respect, Carney and Franciuli (1992) believe that the use of authentic texts focusing on reading has obvious advantage when teaching more mature students.

In addition, many professionals in the field of language pedagogy have emphasized the importance of using authentic materials to improve the communicative competence of learners (Guarento & Morley, 2001; Wilcox et al., 1999). Empirical evidence was provided by Gilmore (forthcoming, as cited in Gilmore, 2007). Gilmore compared the impact of authentic versus textbook materials on developing learners’ communicative competence in a one-year quasi-experimental study at a Japanese university. He found that
the experimental group, receiving the authentic input, made statistically significant improvements over the control group on six out of eight tests designed to measure different types of competence. He concluded, “This result was attributed to the fact that the authentic input allowed learners to focus on a wider range of features than is normally possible … and that this noticing had beneficial effects on learners’ development of communicative competence” (p.111).

In this respect, Weyers (1999) examined the impact of exposure to authentic video on the language acquisition process of university students of Spanish. Analysis of the results showed a significant improvement in listening comprehension skills and some component parts of the communicative competence of those students who were exposed to authentic video.

According to Ur (1996), students usually have trouble understanding texts outside of the classroom because classroom reading materials do not reflect the language of the real world. She states, “We want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language” (p.150). Similarly, Brantmeier (2008) asserts that authentic reading materials should remain a critical component of language programs. Moreover, Hadley (2001) concludes that the, “use of
real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone” (p.97). Therefore, it sounds sensible to base students’ reading practice on a variety of authentic texts.

Furthermore, Morton (1999) maintains that the strategies students develop in comprehending authentic texts can help them develop writing proficiency in the target language. He explains, “Students … need to learn the register that is appropriate for their own essays. For this, there is no substitute for authentic academic texts … which can develop students’ ability to master basic rhetorical devices” (p. 182). In this respect, Carter and Nunan (2001) assert that the use of authentic materials raises learners’ awareness of not only grammatical and lexical but also stylistic features.

Moreover, scholars in favor of authentic materials suggest that exposure to authentic materials should start in the earliest stages of language learning (Bacon, 1989; McNeil, 1994; Miller, 2005), asserting that an early exposure to such texts will help students develop useful strategies for more complex tasks later on. Herron and Seay (1991) believe that using authentic materials
allows students to experience early in their study the rewards of learning a language.

Authentic materials can still be useful in another way; empirical studies have confirmed that less proficient students can benefit from such materials. In an examination of high school students studying German as a FL, Bernhardt and Berkemeyer (1988) concluded that all levels of students were able to manage using authentic texts. Similarly, Allen et al. (1988) examined 1,500 high school students’ abilities to read authentic materials after one to five years of foreign language instruction at three different levels of language difficulty. The researchers found that all subjects were able to deal with all of the authentic texts they were asked to read, even at the beginning level; “regardless of level all subjects were at the very least able to capture some meaning from all of the texts” (p. 168).

Maxim (2002) carried out another study on beginners to investigate the effect of reading extended authentic texts in true beginning college level language students who enrolled in their first semester of German. The results of the study indicated that students in the treatment group were able to read a full-length authentic text in the fourth week of instruction, and this did not affect their language development negatively since they performed as well as the control group on three department tests. Maxim (2002) concluded,
“The students’ limited linguistic competence did not short-circuit their ability to read authentic texts in class with the support of their classmates and instructor” (p.29).

The findings of the above-mentioned studies have indicated that authentic materials can be useful in many ways. Such materials introduce students to how language is used in the real world and improve their overall language proficiency as well as reading and listening comprehension, communicative competence, and lexical and stylistic knowledge. However, such advantages, as we shall see in section 2.3.2, run counter to arguments that the use of authentic materials at early stages hinders the language learning process.

2.3.1.2 Non-linguistic advantages

Incorporating authentic materials in teaching a FL offers more than linguistic advantages. In this respect, scholars argue for the motivating power of authentic materials (Gilmore, 2007; Sherman, 2003), which is a key factor affecting successful language learning (Keiko Komiya, 1992; Krashen, 1981; Masgoret & Gardner, 2003). According to Gilmore (2007), “Claims that authentic materials are a motivating force for learners are widespread through the literature” (p. 106). For example, McNeil (1994) and
Kilickaya (2004) indicate that the use of authentic texts is now considered to be one way for increasing students’ motivation for learning since they give the learner the feeling that he or she is learning the real language – the target language as it is used by the community that speaks it. Rivers (1987) maintains that students who work with authentic materials have an interest in the language that is based on what they know it can do for them. Findings of empirical studies (Kim, 2000; Otte, 2006; Peacock, 1997; Thanajaro, 2000) have confirmed that students’ motivation and self-satisfaction increased after exposure to authentic aural texts.

Kim (2000) argues that authentic materials make a major contribution to overcoming certain cultural barriers to language learning. Sherman (2003) argues, “One reason why [authentic material] is so important for language learning is that it is a window into culture” (p.12). McGinnis and Ke (1992), in their project about using authentic cultural materials to teach reading in Chinese, conclude that “Through a carefully organized and richly divergent variety of authentic materials, students can acquire … the greater ability to develop cultural understanding by themselves” (p. 238). In this respect, Garcia (1991) claims that the use of authentic reading texts improves the students’ cultural understanding.
In conclusion, it is clear from the above review that incorporating authentic materials into the FL/SL classroom has a positive effect on the students’ linguistic achievements and the affective aspects of the learning process.

2.3.2 Arguments against the use of authentic materials

Some scholars do not see the value of using authentic materials. Clark (1983), for instance, claims that media do not affect learning under any conditions; thus, the question of authentic versus non-authentic makes no difference (as cited in Miller, 2005). Kienbaum et al. (1986) found no significant differences in the language performance of children using authentic materials compared with those in a more traditional classroom context. Further, Mihwa (1994) found that the reading comprehension level of lower-level ESL learners was not affected by the type whether the text is authentic or edited. Davies (1984) also prefers simplified texts to authentic ones.

Moreover, authentic texts have long been perceived as too difficult for students to understand (Rogers & Medley, 1988), because, as Kilickaya (2004) claims, such texts are random in respect to vocabulary, structures,
language functions, content, and length, thereby causing a burden for the teacher.

In addition, teachers, as suggested by McNeil (1994) and Miller (2005), face challenges regarding access to authentic materials, the expense of purchasing them, and the time required to find an appropriate authentic text and design suitable pedagogical tasks. McNeil (1994), for example, states, “It is often difficult for the teacher to find an appropriate pedagogical function for authentic materials” (p.314). Miller (2005) also says, “Instructors may find [authentic materials] too difficult and/or time-consuming to select, edit and prepare” (p. 3). Such issues, according to those authors, often make it impractical for instructors to integrate authentic materials into the curriculum successfully.

Authentic materials, says Martinez (2002), may be too culturally biased and difficult to understand outside the language community. According to Nostrand (1989), “Authentic texts from one culture may give a false impression to a student from another unless they are presented in an authentic context which makes it clear precisely what they exemplify” (49). Young (1999) argues that authentic materials may be so syntactically and lexically complex or so conceptually unfamiliar. Lower-level learners, according to a few authors, are most unable to benefit from authentic
materials. Such learners may experience extreme frustration when confronted with an authentic text (McNeil, 1994). Similarly, Kilickaya (2004) believes that the use of authentic materials at lower levels causes students to feel frustrated and demotivated since students at these levels lack many lexical items and structures used in the target language. According to Guariento and Morley (2001), “At lower levels, however, …the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and, more importantly, demotivated” (p. 347). Kim (2000) further argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition. According to Ur (1996), the use of authentic texts with less proficient learners is often frustrating and counter-productive.

Moreover, Schmidt (1994) argues that authentic discourse may panic learners who find themselves faced with a mixture of known and unknown vocabulary and structures, and he prefers using simplified texts that have communicative value.

In sum, the idea of authenticity in language teaching has been debated over the past three decades. However, the benefits that authentic materials bring to the FL classroom may be said to greatly outweigh the difficulties they might give rise to. In addition, it is possible to overcome such
challenges through task design. According to Guariento and Morley (2001), such difficulties can be overcome by designing tasks that require only partial comprehension. Moreover, some believe that the use of pre-reading and post-reading activities can increase the comprehensibility of difficult text, as suggested by Rivas (1999) and Garcia (1991). Thus, integrating authentic materials will merit the extra time and effort required of FL teachers.

2.4 Selection of authentic materials

Berardo (2006) provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability. Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Bacon and Finneman (1990) add that the texts should be culturally relevant to the experience of the students. In this vein, Lee (1995) states that “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” (p.325). Meanwhile, exploitability refers to how the text can be used to develop the students’ competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.
Brown and Eskenzai (2004) claim the primary criteria for selecting appropriate authentic text should be the reader’s current vocabulary knowledge and the desired vocabulary knowledge throughout the curriculum, in addition to grammar difficulty and text cohesiveness. However, Rivers (1987) claims that the primary criterion for selecting appropriate authentic text is content. He states, “although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content” (p. 50). Meanwhile, Rivas (1999) and Mishan (2005) argue that learners’ interests and needs are the most essential factors in the choice of authentic texts. In this respect, Little et al. (1989, p 71) state, “The more texts are related to learners’ personal concerns and interests the deeper and more rabid the processing will be” (as cited in Mishan, 2005, p.28).

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

Research indicates that attitude plays an essential role in language learning. Therefore, this section attempts to provide a review of attitudes toward the presence of authentic materials in the FL classroom. It is divided into two sections: students’ attitudes (section 2.5.1) and teachers’ attitudes (section 2.5.2) toward the use of authentic materials.

2.5.1 Students’ attitudes

One issue related to authenticity is whether learners perceive authentic materials as relevant to and influential in their language learning. A survey conducted by Chaves (1998) asked 190 university learners of German to provide their perspectives on authenticity and the resulting enjoyment found that the learners viewed authentic materials as essential to language learning, enjoyed interacting with such materials, and did not associate them with a high degree of difficulty. However, Chaves focused on authentic situations in which the authentic materials are read; she did not mention anything about the students’ attitudes toward presenting authentic reading materials in the language classroom. Thus, the present study distinguishes itself by focusing on the use of authentic reading materials in the classroom.
Hillyard, Reppen, and Vaásquez (2007) argued that a group of students had reported great satisfaction with an intensive English program based mainly on exposing the students to a variety of authentic texts. However, their conclusion was based on class discussion, not on research data collection methods. Unlike their study, the present study uses questionnaires and interviews to investigate learners’ attitudes.

Kienbaum et al. (1986) compared the effectiveness of traditional second language instruction and a communicative approach using only authentic materials in second year French, German, and Spanish courses. Both the linguistic progress and attitudes of the participants were tested. The test results showed no significant differences between the experimental and control groups in their linguistic progress, but an attitude survey of both groups revealed that students responded favorably to the absence of a traditional text. Unfortunately, the researchers do not indicate whether this was a result of the materials or the methodology used with the experimental group; moreover, only three items out of 23 on the attitude survey actually focused on the materials employed. Thus, their results might be far from convincing.

Similarly, Gonzalez (1990) investigated the impact of using authentic materials as textbook supplements on FL students' attitudes, motivation, and
culture and language achievement. Four classes totaling 43 students studying Spanish as a FL participated in her study. She found that there were no statistically significant differences between the experimental and control groups in achievement, but students, in general, responded favorably to the use of authentic materials. However, the learners’ attitudes were only measured by one item on a self-report FL attitude questionnaire. Thus, the results seem to need further support. The present study, by contrast, is an attempt to provide a deeper understanding of the learners’ attitudes toward using authentic materials since it uses a comprehensive questionnaire that contains 27 (out of 52) items focusing on authentic materials.

In this respect, Kim (2000) examined the changes in learners’ attitudes and proficiency after instruction using authentic listening materials in a FL classroom in a Korean university. The results revealed that the majority of the students reported that their attitudes toward authentic input were changed positively and that their English proficiency improved. However, Kim did not provide any evidence concerning authentic reading materials, which the present study attempts to do.

In addition, Peacock (1997) investigated whether authentic materials increased the classroom motivation of learners. Two beginner-level classes at a South Korean university totaling 31 students participated. Both classes
used authentic and artificial materials alternatively. The findings of the study revealed that self-reported motivation increased when the learners used authentic materials, but not because they were more interested. Bacon and Finnemann (1990) investigated first-year Spanish students’ willingness to confront authentic input. They found that exposure to authentic input had a positive perceived effect on comprehension and satisfaction but a negative perceived effect on frustration. Both Peacock (1997) and Bacon and Finnemann (1990) dealt with beginner levels at the university and were concerned with written and oral input. They did not examine the effect of learners’ level or any other variables on their attitudes. Accordingly, it can be said that the present study addresses an important gap in the literature, attempting to shed light on the impact of several learner variables, such as language level and amount of outside reading, on their attitudes, an issue that does not seem to have been discussed before.

To conclude, all of the above-mentioned studies indicate that learner reaction to authentic input is positive. However, despite the widespread belief in the motivating potential of authentic materials, very little empirical support for the claim currently exists. In addition, none of those studies seem to have investigated the types of authentic materials that learners wish to use in EFL classes or the effect of the learners’ level on their attitudes. It is the
learners' attitudes that the present study aims at providing a deeper insight into.

### 2.5.2 Teachers’ attitudes

Teachers’ attitudes toward the use of authentic materials in their classes are an issue that has not received the attention it deserves. It seems that only two studies have reported some ideas regarding teachers’ beliefs about the communicative approach, in general. Kienbaum et al. (1986) in their study of the effectiveness of a communicative approach using authentic materials reported that “the program's teachers found that selection and planning for using the authentic materials required considerable extra preparation time, and that they needed to minimize their role of authority to encourage the students' direct contact with the culture” (p.1). This claim was not based on research data collection methods; Kienbaum, Russell and Welty did not investigate whether the teachers were willing to use such materials in their classes.

In this respect, Karavas-Doukas (1996) investigated EFL teachers’ attitudes toward the communicative approach in Greek public secondary schools. A Likert-type attitude scale was developed, and fourteen teachers completed the questionnaire and were observed. The results of the study
indicated that the teachers seemed to hold favorable attitudes toward the communicative approach. However, the teachers tended to follow an eclectic approach, including features from both traditional and communicative approaches, in their classes. Karavas-Doukas did not mention anything regarding the teachers’ attitudes toward the use of authentic materials as a practice of the communicative approach.

In conclusion, it might be said that no study—to the best of my knowledge—has been conducted with the aim of eliciting FL teachers’ perspectives concerning introducing authentic materials in their classes. The present study aims at investigating this important issue.

2.6 Previous studies on using authentic materials in the Saudi Arabian context

Apparently, only one study, conducted by Abanomy (2002), has discussed a particular issue related to TEFL authenticity in Saudi Arabia. Abanomy has examined the possible effect of text authenticity on Saudi EFL students’ test-taking strategies used in answering multiple-choice and open-ended reading comprehension items. The subjects were 216 adult Saudi students. Each subject took one reading passage test in which he answered five comprehension questions. Twelve tests were designed, and each test
was given to a group of 18 students. The analysis of the results revealed that the authenticity of the text did not have any effect on the strategies utilized with authentic or non-authentic texts. However, Abanomy neither mentioned whether text authenticity affected the students’ performance and comprehension level nor provided any evidence that the students needed practice using authentic texts in order to improve their test-taking strategies, in particular, and their reading comprehension, in general.

2.7 Conclusion

The above review of the related literature has shown that there is no general consensus among researchers on the use of authentic materials in the FL/SL classroom. However, there is an increasing interest in using such materials in the language classroom to provide students with opportunities to get exposed to and practice a sampling of the kind of language that naturally occurs outside the classroom. Some of the studies that have investigated the impact of authentic materials on language comprehension and performance at various levels have shown improvement in language performance as a result of exposure to authentic language in the classroom. Other studies have revealed that students’ language performance is not affected by the presence of authentic materials.
Moreover, the review shows that few studies have provided insights into learners’ attitudes toward authentic input. Most have found that students enjoy interacting with authentic materials, but none have focused on reading or provided insights about the impact of the learners’ level on their attitudes. Furthermore, no study has been conducted with the aim of eliciting teachers’ attitudes toward using authentic materials in their classes.

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

A clearer understanding of EFL teachers’ and learners’ perceptions of the use of authentic input is, therefore, needed to provide a basis for a sound pedagogical use of authentic materials. The present study attempts to address this issue, focusing on reading classes.
Chapter Three

Research Methodology

The present chapter describes the research design and methodological steps and procedures used to carry out this study. It describes, in detail, the participants, data collection instruments, procedures, methods of data analysis, etc. that were involved in the investigation.

3.1 Participants

The participants in the study were 144 Saudi female, first- and third-year university students majoring in EFL. The reason for choosing first- and third-year students was to estimate language proficiency level. Male students were excluded in order to ensure uniformity of results since it is impossible, according to Saudi tradition, for a female researcher, like me, to access male colleges. The students participating in the study came from three higher education institutions in Riyadh: King Saud University (KSU), Imam Mohammed bin Saud Islamic University (IMSIU), and Prince Sultan University (PSU). The distribution of the student participants is shown in Table 3.1.
Table 3.1

Distribution of Student Participants

<table>
<thead>
<tr>
<th></th>
<th>KSU</th>
<th>IMSIU</th>
<th>PSU</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st yr</td>
<td>28</td>
<td>30</td>
<td>12</td>
<td>70</td>
<td>48.6%</td>
</tr>
<tr>
<td>3rd yr</td>
<td>32</td>
<td>30</td>
<td>12</td>
<td>74</td>
<td>51.4%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>24</td>
<td>144</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage</td>
<td>41.7%</td>
<td>41.7%</td>
<td>16.6%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The participants had been taught EFL for at least six years in intermediate and secondary schools before enrolling in university programs. These students may teach EFL upon graduation, but they may choose to pursue other careers. A general description of students’ variables is reported in Table 3.2 in frequencies and percentages.

Table 3.2

Description of Student Participants

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>17-19 years</td>
<td>68</td>
<td>47.2</td>
</tr>
<tr>
<td></td>
<td>20-22 years</td>
<td>71</td>
<td>49.3</td>
</tr>
<tr>
<td></td>
<td>23 and more</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td>Attending private intermediate or secondary schools</td>
<td>Yes</td>
<td>53</td>
<td>36.8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>91</td>
<td>63.2</td>
</tr>
</tbody>
</table>
In addition, as many as 60 teachers were given questionnaire forms to fill in, but only 32 returned their completed questionnaires. The 32 teachers came from the same three institutions which the learners belonged to. The distribution of the teacher participants is shown in Table 3.3.

### Table 3.3

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to English-speaking countries</td>
<td>Yes</td>
<td>56</td>
<td>38.9</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>88</td>
<td>61.1</td>
</tr>
<tr>
<td>Living in English-speaking countries</td>
<td>Yes</td>
<td>24</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>120</td>
<td>83.3</td>
</tr>
</tbody>
</table>

The teacher respondents were randomly selected regardless of their nationalities, teaching experience, or academic degrees. Twenty two of the teacher participants were Saudis, while the rest came from different countries (3 Egyptians, 3 Americans, 1 Sudanese, 2 Lebanese, and 1
French). A general description of these participants’ nationalities, teaching experience, academic degrees, and study abroad experience in English-speaking countries is reported in Table 3.4 in frequencies and percentages.

Table 3.4

Description of Teacher Participants

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>Saudi</td>
<td>22</td>
<td>68.7</td>
</tr>
<tr>
<td></td>
<td>Non-Saudi</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Academic Degree</td>
<td>Bachelor</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>Study abroad experience</td>
<td>Yes</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>18</td>
<td>56.2</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>Less than 1 year</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td></td>
<td>1-3 years</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td></td>
<td>4-6 years</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>7-9 years</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td></td>
<td>10 or more</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Having reading teaching experience</td>
<td>Yes</td>
<td>29</td>
<td>90.6</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>9.4</td>
</tr>
</tbody>
</table>
3.2. Data collection instruments

A descriptive research design incorporating both qualitative and quantitative instruments was used to accomplish the objectives of the study. The use of both types of instruments provides a more comprehensive picture of the participants’ attitudes than could be possible with one data collection method alone (Creswell, 2008). The instruments employed were (1) two questionnaires (quantitative treatment): a learners’ attitude questionnaire and a teachers’ attitude questionnaire; and (2) interviews with both learners and teachers from a representative sample of the participants (qualitative treatment). The analysis of the data collected was used to draw conclusions related to the research questions already identified. These conclusions will hopefully add to scholarly research currently available regarding teaching EFL, particularly in Saudi Arabia.

3.2.1 Questionnaires

Two different questionnaires – a learners’ attitude questionnaire and a teachers’ attitude questionnaire – were developed in order to answer the research questions. Below, a comprehensive description will be provided of both questionnaires.
3.2.1.1 Student questionnaire

To determine the participating students’ attitudes toward authentic materials, a questionnaire was used (see Appendix A). Some of the questionnaire's items (6-13, 47) were based on selected items from previous studies (Al-Arfaj, 1996; Al-Nujaidi, 2003; Bacon & Finnemann, 1990; Ellis, 2002). The other items, 43 in number, were created on the basis of an extensive review of the notion of authenticity in teaching a foreign language.

The student questionnaire included selected-response items and open-response items, both of which sought to collect information on the respondents’ (1) personal profile and background experience in learning English; (2) attitudes towards EFL reading classes; and (3) attitudes toward authentic input. The questionnaire was covered with a consent form, which informed the participants that completing the questionnaire meant that they consented to participate in the study.

The questionnaire consisted of four parts. The first included 9 items designed to collect demographic information related to the purpose of the study.

The second part included 37 statements (items 10-46) to which the participants responded using a five-point Likert-type scale ranging from 5
(Strongly Agree) to 1 (Strongly Disagree). The students were asked to express their degree of willingness by selecting one of the following alternatives: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Items 10-13 asked the students to respond to statements about their beliefs on reading in English. In items 14-21, the students responded to statements about their opinions concerning the current reading classes and textbooks. Items 22-38 asked the students to respond to statements about their beliefs concerning the use of authentic texts in reading classes, whereas items 39 through 46 asked the students to respond to statements about the kinds of English materials they wished to use in class.

The third part of the questionnaire included multiple-choice questions (items 47-49), where the participants were asked to circle only one of the given alternatives. Items 47 asked the students about the amount of their reading outside the class. Items 48 and 49 asked for the students’ opinions regarding the best and worst types of reading class.

The fourth and final part of the questionnaire was composed of two sections. The first section consisted of three open-ended questions (items 50-52) while the second section provided participants with space to write in any comments they might have about the study.
To avoid any misunderstanding on the part of the students, the questionnaire was translated into Arabic, the learners’ mother tongue (see Appendix B). I translated the questionnaire by myself (I have a B.A. in English-Arabic translation from the King Saud University College of Languages and Translation). The translation was then revised by two translation experts. To ensure the original meaning was preserved, the Arabic translation was translated back into English. (Petersen et al., 2003)

Prior to the actual commencement of the study, a random selection of 12 university students, who did not participate in the actual study, had been invited to go over each item of the questionnaire in order to test its clarity and comprehensibility. After this initial piloting, two items were removed. These items asked the participants about the most important and the least important skills for EFL students to learn. They were removed because the participants reported that all of the four language skills were of equal importance. In addition, the student questionnaire was piloted by these students to test its internal consistency and reliability. The Cronbach’s Alpha test produced a high alpha coefficient of 0.819.
3.2.1.2 Teacher questionnaire

This questionnaire was created to determine the teachers’ attitudes toward using authentic materials in their reading classes (see Appendix C). The questionnaire items were composed by me on the basis of an extensive review of the notion of authenticity in teaching a foreign language. In addition, certain items from the student questionnaire were included.

The teacher questionnaire was made up of selected-response items and open-response items. Both types of items sought to collect information on (1) personal profile (including years of experience, nationality, academic degree, etc); (2) opinions about the currently used EFL reading textbooks; and (3) attitudes toward using authentic written input in class. The questionnaire was accompanied with a consent form informing the participating teachers that completing the questionnaire meant that they consented to participate in the study.

Like the student survey, the teacher questionnaire consisted of four parts, with the first including 9 items designed to collect demographic information related to the purpose of the study.

The second part included 50 statements (items 10-59) to which the teachers responded according to a five-point Likert-type scale ranging from
5 (Strongly Agree) to 1 (Strongly Disagree). The teachers were asked to indicate their opinion by selecting one of the following alternatives: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Items 10 and 11 asked the teachers to respond to statements about their beliefs regarding reading in English. In items 12-16, the participants were asked to respond to statements concerning their current reading classes and textbooks. Items 17-38 asked the teachers to respond to statements about their beliefs concerning the use of authentic texts in reading classes. Items 39-41 asked the teachers to respond to statements about the suitable level at which authentic input should be introduced to students. Items 42-49 asked the teachers to respond to statements regarding the kinds of authentic English materials they would like to use in their classes. In items 50-59, the respondents were asked about the types of criteria they would use to select authentic reading materials for their students.

The third part of the survey included two multiple-choice questions (items 60 and 61) in which the teachers were asked to circle only one of the given alternatives to indicate their opinions regarding the best and worst types of reading class.

The fourth part of the questionnaire was composed of two sections. The first section consisted of four open-ended questions (items 62-65). The
second section provided the participants with space where they could write down any comments they had concerning the study. Finally, the participants who would be willing to participate in follow-up interviews were asked to provide their e-mail addresses and phone numbers.

Unlike the student questionnaire, the teacher questionnaire was not translated into Arabic, because the respondents were college EFL instructors and because some of them were not expected to be native speakers of Arabic.

Before the questionnaire was deemed final, three instructors who had doctoral degrees in applied linguistics, including the supervisor of this thesis, were asked to review each item in the questionnaire and provide their suggestions concerning its appropriateness as a data-elicitation tool.

In addition, the teacher questionnaire was pilot-tested on a randomly selected group of 10 EFL teachers who did not participate in the subsequent actual study. The purpose was to test the questionnaire's clarity and comprehensibility. After this initial piloting, two items asking the teachers about the most important and the least important skills in learning a foreign language were removed. The reason for the deletion was that the participants said all of the four language skills were equally important. Moreover, the questionnaire was piloted by these 10 teachers to test its internal consistency
and reliability. The Cronbach’s Alpha test produced a high alpha coefficient of 0.846.

**3.2.2 Interviews**

In order to provide a deeper understanding of students’ and teachers’ attitudes toward presenting authentic materials in EFL reading classes, it was deemed useful to conduct interviews. Interviews were conducted with a subgroup of 18 students and 9 teachers randomly selected from those who had agreed in advance to participate in follow-up interviews for the purpose of the study. Before the interviews were conducted, the participants signed a consent form (see Appendix D) in which they agreed to be audio-taped.

**3.2.2.1 Student interviews**

A representative sample of 18 female students were invited to an interview in which they were asked five questions designed to elicit more information on their attitudes (see Appendix E). The interviews with the students were conducted in Arabic, their L1, to overcome likely deficiencies in their ability to speak and understand the target language. In addition, gathering information from the students in their native language was believed to relieve them from any possible anxiety linked to speaking
English. The translation of the student interview protocol was validated in the same way as the translation of the student questionnaire (see section 3.2.1.1). The interviews were transcribed and translated into English in order to be analyzed.

3.2.2.2 Teacher interviews

A representative sample of 9 teacher interviewees were asked five questions designed to elicit qualitative data regarding their beliefs and opinions on the use of authentic reading materials in their EFL classes (see Appendix F). The interviews, which were conducted face-to-face in English, were transcribed in order to be analyzed.

The first three questions in both teacher and learner interviews were the same, whereas the last two were different. All of the questions were about the interviewees' perceptions of the use of authentic materials in English reading classes and the barriers that might be limiting such use in the Saudi context.

3.3 Instructional materials

It was necessary to involve the participants in some reading activities using authentic materials before the data collection instruments could be
administered. The purpose was to make sure that the participants knew what authentic reading materials were like.

Four authentic reading texts were chosen on the basis of their type, topic, length, and degree of interest to the reader (see Appendix G). The first text, taken from Newsweek magazine (September 13, 2007), was about the six most common tooth-damaging habits, and how to avoid them. The second text was chosen from The New York Times newspaper (October 4, 2007). It described Australians' fears about future climate change, particularly global warming. The third passage (about how personality is linked to the risk of heart attacks) and the fourth (an excerpt from a tourist brochure about Mexico) were taken from Walter's (1986) Genuine articles: Authentic reading texts for intermediate students of American English. The number of words in each of the four passages ranged from 500 to 950.

3.4 Procedures

The required data was collected at the beginning of the fall semester 2007. As mentioned earlier, the plan was to use questionnaires and follow-up interviews in order to collect the required data for the purpose of the study.
It was agreed with the heads of the targeted departments that five hours of reading instruction would be provided by me, using the above-mentioned authentic materials, to all student participants before the administration of the data collection instruments. Eventually, however, each group had only two consecutive teaching periods (2 hours) because the regular instructors said they could not afford to lose five hours of class time due to pressing syllabus requirements.

Next, the data collection instruments were administered. To ensure effective implementation, the questionnaire was administered by me in person. After the introductions were made, the research topic was explained to the students in Arabic, their native language, in order to increase the students’ comfort and understanding. The advantages and disadvantages of using authentic material in teaching EFL were pointed out. The Students were informed that the questionnaire was part of a Master’s degree project aimed at improving the teaching of reading. The students were given 20 minutes to complete the questionnaire. None were allowed to leave before the scheduled time so as to avoid them trying to rush to fill out the questionnaire in order to leave the class early.

Upon completion, the students were informed that interviews would be conducted in order to gain more insights about their beliefs,
recommendations, and needs concerning the research topic. They were also informed that the interviews would take no more than 10 minutes each, would be conducted in Arabic, and would be confidential. Equally importantly, it was made clear that the interviews would not be a test of the students’ knowledge of the subject. Moreover, the students learned that the interviews would be audio-recorded and that the tapes would be destroyed upon completion of the study. The interview consent forms (see Appendix D) were then distributed in order to obtain the students’ formal agreement to participate in the interviews. Appointments were set with a representative sample of those who agreed to be interviewed. The participating students actually reported to the agreed-upon venue at the scheduled time.

Unlike the students, the participating teachers were given a week to complete the questionnaire. The 60 teachers who were handed questionnaire forms to fill out were asked to return their completed forms to their respective department’s secretary. Eventually, about 50% of the targeted respondents did not return their forms.

A randomly selected sample of those teachers who had provided their contact information with the completed questionnaires were contacted to introduce the research topic and the purpose of the subsequent interview and
to set a date for the interview. The participants were then asked to sign the consent form (see Appendix D). The interviews were held as agreed.

3.5 Data analysis

The results of this study were based on questionnaires and follow-up interviews used as instruments for data collection. Quantitative data were analyzed using SPSS 12.0 for Windows. Means, standard deviations, frequency counts, and percentages were used to analyze collected data in order to describe the teachers’ and learners’ perceptions of authentic reading materials. Questionnaire items were given equal balance in a 5-point Likert scale (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5), except for items 31 through 33 on the students’ questionnaire and items 26 through 28 as well as items 33 through 36 on the teachers’ questionnaire. These were negatively stated and, therefore, had a reversed scale.

Pearson’s product-moment correlation coefficient ($r$) was used to describe correlations. Moreover, a $t$-test was used to the overall means of both teachers’ and learners’ attitudes toward the use of authentic reading materials in the EFL classroom in order to determine the difference between the attitudes of the two groups (the learners and the teachers).
For the qualitative analysis, the interviews were audio-recorded and transcribed. Similar teacher responses were grouped together. Student answers (in Arabic) were translated by the researcher. The translations were verified by a bilingual expert who had sufficient English-Arabic translation experience. Relevant quotations were then grouped together.
Chapter Four

Results and Discussion

The purpose of the current study was to determine college instructors’ and learners’ attitudes toward the use of authentic reading materials in the EFL classroom in Saudi Arabia. This chapter attempts to answer the questions of the study. It presents the results of both qualitative and quantitative data analysis (section 4.1) and discusses the results, relating them to previous research (section 4.2).

4.1 Results

This section is divided into two subsections: the first presents the quantitative data derived from the questionnaires while the second presents the qualitative data derived from the interviews. Finally, it will provide a summary of the findings (section 4.1.3).

4.1.1 Questionnaire results

The questionnaire results (quantitative data) are threefold: student results, teacher results, and the difference between students’ and teachers’ attitudes toward the use of authentic reading materials.
4.1.1.1 Student questionnaire results

The questionnaire was administered to a sample of 144 university students majoring in English, 70 first-year students and 74 third-year students. A descriptive statistical analysis of their responses to the survey items is provided in the following sections, which address their opinions on reading in English, their opinions on the current reading classes, their attitudes toward authentic materials, their reading comprehension level and abilities, the correlation between learner variables and attitudes, and an analysis of open-ended responses.

A. Opinions on reading in English

Student participants were asked to respond to four 5-point Likert-type items to measure their opinions as regards reading in English. As seen in Table 4.1, the highest mean was 4.79, indicating that the majority of respondents (79.9%) strongly agreed that reading is important for improving their language proficiency. In addition, half of the students (50%) agreed and 32.6% strongly agreed, with a high mean of 4.07, that they like to read in English. The lowest mean was 2.58, indicating that, on the whole, the respondents read in English even when they do not have to.
Table 4.1

Mean Scores for Students’ Opinions on Reading

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Reading in English is important.</td>
<td>115</td>
<td>79.9</td>
<td>28</td>
<td>1.0</td>
<td>0.7</td>
<td>4.79</td>
<td>0.42</td>
<td>1</td>
</tr>
<tr>
<td>11. I like to read in English.</td>
<td>47</td>
<td>32.6</td>
<td>72</td>
<td>16</td>
<td>11.1</td>
<td>4.07</td>
<td>0.89</td>
<td>3</td>
</tr>
<tr>
<td>12. I usually do not read in English unless I have to.</td>
<td>10</td>
<td>6.9</td>
<td>29</td>
<td>20.14</td>
<td>29</td>
<td>2.58</td>
<td>1.24</td>
<td>4</td>
</tr>
<tr>
<td>13. Reading helps me improve my language proficiency.</td>
<td>115</td>
<td>79.9</td>
<td>26</td>
<td>18.1</td>
<td>1.0</td>
<td>4.76</td>
<td>0.53</td>
<td>2</td>
</tr>
</tbody>
</table>

B. Opinions on the current reading classes

The sub grand mean of items related to current reading classes was 2.57, indicating that the students have negative attitudes toward the current reading classes (see Table 4.2). The lowest means were 1.76 and 1.63, indicating that most participants were not satisfied with the current reading courses (item 21) and believed that the reading textbooks are less interesting than authentic texts (item 17). Indeed, 82% (31.3 disagree and 50.7 strongly disagree) were not satisfied with the current reading courses. The highest mean was 3.8, indicating that more than half of the students (68.8%) believed in the usefulness of reading classes (item 14). Meanwhile, items 18 and 19 (mean scores of 3.3 and 3.05, respectively) indicated that just less
than half of the students claimed that the reading course motivates them to read other materials outside the class and enables them to comprehend these materials. More than two thirds of the participants (44.4% disagree and 29.2% strongly disagree) indicated that the passages they usually read in class are not similar to authentic materials (item 15), with a low mean of 2.1. Around two thirds of the respondents (35.4% disagree and 31.9% strongly disagree), with a low mean of 2.3, indicated that the reading textbooks are not easier than authentic texts (item 16). Finally, a mean of 2.6 suggests that the students do not agree that the textbook introduces them to how language is used in the real world (item 20).

Table 4.2

Mean Scores for Students’ Opinions of Current Reading Classes

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. The reading class is useful.</td>
<td>54 37.5</td>
<td>45 31.3</td>
<td>18 12.5</td>
<td>20 13.9</td>
<td>7 4.9</td>
<td>3.82</td>
<td>1.214</td>
<td>1</td>
</tr>
<tr>
<td>15. The passages I read in class are similar to authentic texts.</td>
<td>3 2.1</td>
<td>15 10.4</td>
<td>20 13.9</td>
<td>64 44.4</td>
<td>42 29.2</td>
<td>2.12</td>
<td>1.014</td>
<td>6</td>
</tr>
<tr>
<td>16. The passages I read in class are easier than authentic texts.</td>
<td>13 9.0</td>
<td>14 9.7</td>
<td>20 13.9</td>
<td>51 35.4</td>
<td>46 31.9</td>
<td>2.29</td>
<td>1.261</td>
<td>5</td>
</tr>
<tr>
<td>17. The passages I read in class are more interesting than authentic texts.</td>
<td>5 3.5</td>
<td>3 2.1</td>
<td>10 6.9</td>
<td>42 29.2</td>
<td>84 58.3</td>
<td>1.63</td>
<td>0.959</td>
<td>8</td>
</tr>
</tbody>
</table>
18. The reading course enables me to comprehend other materials outside the class.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>28</td>
<td>19.4</td>
</tr>
</tbody>
</table>

19. The reading course motivates me to read other materials outside the class.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>14</td>
<td>9.7</td>
</tr>
</tbody>
</table>

20. The reading course introduces me to how language is used in the real world.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>17</td>
<td>11.8</td>
</tr>
</tbody>
</table>

21. I am satisfied with the current reading courses.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

**Sub grand Mean**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.57</td>
</tr>
</tbody>
</table>

**C. Attitudes toward authentic reading materials**

Student participants were asked to respond to 17 Likert-type items measuring their attitudes toward the use of authentic reading materials. As shown in Table 4.3, the sub grand mean was 4.059; indeed, most of the items scored above the sub grand mean. This indicates that the students have positive attitudes toward the use of authentic reading materials.
### Table 4.3

Mean Scores for Students’ Attitudes toward Authentic Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Authentic materials introduce me to how language is used in the real world.</td>
<td>119 82.6</td>
<td>22 15.3</td>
<td>3 2.1</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>4.81</td>
<td>0.447</td>
<td>2</td>
</tr>
<tr>
<td>23. Authentic materials fulfill my needs.</td>
<td>84 58.3</td>
<td>45 31.3</td>
<td>11 7.6</td>
<td>4 2.8</td>
<td>0 0.0</td>
<td>4.45</td>
<td>0.756</td>
<td>10</td>
</tr>
<tr>
<td>24. Authentic materials increase the value of reading classes.</td>
<td>83 57.6</td>
<td>45 31.3</td>
<td>11 7.6</td>
<td>2 1.4</td>
<td>3 2.1</td>
<td>4.41</td>
<td>0.856</td>
<td>11</td>
</tr>
<tr>
<td>25. Authentic materials improve my language proficiency more than textbooks do.</td>
<td>106 73.6</td>
<td>31 21.5</td>
<td>5 3.5</td>
<td>1 0.7</td>
<td>1 0.7</td>
<td>4.67</td>
<td>0.648</td>
<td>5</td>
</tr>
<tr>
<td>26. Authentic materials improve my reading comprehension ability more than textbooks do.</td>
<td>96 66.7</td>
<td>40 27.8</td>
<td>5 3.5</td>
<td>3 2.1</td>
<td>0 0.0</td>
<td>4.59</td>
<td>0.663</td>
<td>8</td>
</tr>
<tr>
<td>27. Authentic materials help develop my writing styles more than textbooks do.</td>
<td>75 52.1</td>
<td>45 31.3</td>
<td>19 13.2</td>
<td>4 2.8</td>
<td>1 0.7</td>
<td>4.31</td>
<td>0.857</td>
<td>13</td>
</tr>
<tr>
<td>28. Authentic materials increase my familiarity with the use of grammar rules in their original context.</td>
<td>75 52.1</td>
<td>43 29.9</td>
<td>18 12.5</td>
<td>6 4.2</td>
<td>2 1.4</td>
<td>4.27</td>
<td>0.933</td>
<td>14</td>
</tr>
<tr>
<td>29. Authentic materials increase my knowledge of vocabulary items I need in real situations.</td>
<td>124 86.1</td>
<td>19 13.2</td>
<td>1 0.7</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>4.85</td>
<td>0.373</td>
<td>1</td>
</tr>
<tr>
<td>30. Authentic materials improve my cultural understanding.</td>
<td>117 81.3</td>
<td>25 17.4</td>
<td>2 1.4</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>4.80</td>
<td>0.436</td>
<td>3</td>
</tr>
<tr>
<td>31. Authentic materials are difficult to comprehend.</td>
<td>5 3.5</td>
<td>6 4.2</td>
<td>32 22.2</td>
<td>51 35.4</td>
<td>50 34.7</td>
<td>2.06</td>
<td>1.026</td>
<td>15</td>
</tr>
<tr>
<td>32. Authentic materials will cause cultural conflicts.</td>
<td>3 2.1</td>
<td>5 3.5</td>
<td>23 16.0</td>
<td>51 35.4</td>
<td>62 43.1</td>
<td>1.86</td>
<td>0.951</td>
<td>16</td>
</tr>
<tr>
<td>33. Authentic materials make me feel frustrated.</td>
<td>2 1.4</td>
<td>3 2.1</td>
<td>15 10.4</td>
<td>49 34.0</td>
<td>75 52.1</td>
<td>1.67</td>
<td>0.853</td>
<td>17</td>
</tr>
<tr>
<td>34. Authentic materials are interesting.</td>
<td>105 72.9</td>
<td>32 22.2</td>
<td>6 4.2</td>
<td>0 0.0</td>
<td>1 0.7</td>
<td>4.67</td>
<td>0.626</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>35. Authentic materials motivate me to do more reading outside class.</td>
<td>102</td>
<td>70.8</td>
<td>31</td>
<td>21.5</td>
<td>11</td>
<td>7.6</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>36. I prefer to read English authentic texts rather than textbook passages.</td>
<td>98</td>
<td>68.1</td>
<td>37</td>
<td>25.7</td>
<td>7</td>
<td>4.9</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>37. I prefer to use English authentic texts rather than textbooks in my reading classes.</td>
<td>89</td>
<td>61.8</td>
<td>42</td>
<td>29.2</td>
<td>11</td>
<td>7.6</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>38. I prefer to use English authentic texts as supplementary materials.</td>
<td>82</td>
<td>56.9</td>
<td>41</td>
<td>28.5</td>
<td>16</td>
<td>11.1</td>
<td>4</td>
<td>2.8</td>
</tr>
</tbody>
</table>

**Sub Grand Mean** 4.059

The highest mean (4.85) indicated that the majority of the students (86.1%) strongly agreed that authentic materials increase their knowledge of vocabulary items needed in real situations (item 29). In addition, a majority strongly agreed that the use of authentic materials introduces them to how language is used in the real world (82.6%, mean = 4.81) and improves their cultural understanding (81.3%, mean = 4.80). Moreover, most of the students strongly agreed that the use of authentic materials improves their language proficiency more than the textbook does (73.6%) and that such materials are interesting (72.9%), with a high mean of 4.67. More than two thirds of the students (70.8%), with a high mean of 4.64, strongly agreed that authentic materials motivate them to read more (item 35). The high mean of 4.6 indicated that almost all of the students (68.1% strongly agree and 25.7%
agree) preferred to read authentic texts rather than the passages from the reading textbooks (item 36). The means of items 26 and 37 (4.59 and 4.51, respectively) indicated that, overall, the students strongly agreed that authentic materials could improve their reading comprehension more than textbooks and that they preferred to use English authentic texts rather than the textbooks. More than half (58.3%) strongly agreed and around one third (31.3%) agreed, with a very high mean (4.45), that the use of authentic materials fulfills their needs (item 23). Moreover, most students (57.6% strongly agree and 31.3% agree), with a mean of 4.41, indicated that using authentic materials increases the value of reading classes (item 24). More than two thirds of the students (52.1% strongly agree and 31.3% agree), with a high mean of 4.31, stated that using authentic materials develops their writing styles more than textbooks do (item 27). More than two thirds (52.1% strongly agree and 29.9% agree), with a mean of 4.27, also claimed that authentic materials increase their familiarity with the use of grammatical rules in their original contexts (item 28). In addition, a low mean of 1.67 indicated that the majority of students do not believe that authentic materials make them feel frustrated (52.1% strongly disagree and 34% disagree). More than two thirds (43.1% strongly disagree and 35.4% disagree), with a low mean of 1.86, indicated that using authentic materials would not cause a
cultural conflict that hinders comprehension (item 32). Most of the students (34.7% strongly disagree and 35.4% disagree), with a low mean of 2.06, stated that authentic materials are not difficult to comprehend (item 31).

In order to provide deeper insights into the students’ attitudes, eight 5-point Likert-type items (39 through 46) asked the students about the types of authentic materials they would like to use in reading classes. As shown in Table 4.4, the highest mean was 4.76, indicating that short stories are the most preferable type of reading material. The order of the other types according to their preference is magazines (mean = 4.59), Internet material (mean = 4.17), brochures (mean = 4.1), books (mean = 4.09), newspapers (mean = 4.06), novels (mean = 4.01), and finally poems (mean = 3.3).

Table 4.4

Students’ Attitudes toward the Types of Authentic Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>39. Newspapers</td>
<td>3</td>
<td>2.1</td>
<td>7</td>
<td>4.9</td>
<td>18</td>
<td>12.5</td>
<td>67</td>
<td>46.5</td>
</tr>
<tr>
<td>40. Magazines</td>
<td>96</td>
<td>66.7</td>
<td>42</td>
<td>29.2</td>
<td>2</td>
<td>1.4</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>41. Novels</td>
<td>65</td>
<td>45.1</td>
<td>38</td>
<td>26.4</td>
<td>24</td>
<td>16.7</td>
<td>12</td>
<td>8.3</td>
</tr>
<tr>
<td>42. Short stories</td>
<td>115</td>
<td>79.9</td>
<td>24</td>
<td>16.7</td>
<td>4</td>
<td>2.8</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>43. Internet material</td>
<td>74</td>
<td>51.4</td>
<td>40</td>
<td>27.8</td>
<td>16</td>
<td>11.1</td>
<td>9</td>
<td>6.3</td>
</tr>
<tr>
<td>44. Books</td>
<td>55</td>
<td>38.2</td>
<td>56</td>
<td>38.9</td>
<td>26</td>
<td>18.1</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>45. Poems</td>
<td>26</td>
<td>18.1</td>
<td>40</td>
<td>27.8</td>
<td>41</td>
<td>28.5</td>
<td>26</td>
<td>18.1</td>
</tr>
<tr>
<td>46. Brochures</td>
<td>59</td>
<td>41.0</td>
<td>49</td>
<td>34.0</td>
<td>30</td>
<td>20.8</td>
<td>4</td>
<td>2.8</td>
</tr>
</tbody>
</table>
Meanwhile, two multiple-choice items asked the participants about the best and worst reading classes. Table 4.5 shows that more than half of the students (61.8%) indicated that the best reading class is one that uses a combination of both English authentic texts and textbooks, while more than one third (37.5%) asserted that a reading class that uses authentic texts only is the best. Only one student preferred having a reading class that uses a textbook only. In addition, almost all students (95.8%, n=138) indicated that a reading class which uses a textbook only is the worst; six students (4.2%) indicated that the worst reading class uses authentic texts only (see Table 4.6).

Table 4.5

Students’ Opinions on the Best Reading Class

<table>
<thead>
<tr>
<th>Types of reading</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reading class that uses authentic texts only</td>
<td>54</td>
<td>37.5</td>
</tr>
<tr>
<td>A reading class that uses a textbook only</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>A reading class that uses a combination of both English authentic texts and textbooks</td>
<td>89</td>
<td>61.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4.6

Students’ Opinions on the Worst Reading Class

<table>
<thead>
<tr>
<th>Types of reading</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reading class that uses authentic texts only</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>A reading class that uses a textbook only</td>
<td>138</td>
<td>95.8</td>
</tr>
<tr>
<td>A reading class that uses a combination of both English authentic texts and textbooks</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>

C. Amount of outside reading

A multiple-choice item asked the student participants about their amount of outside reading. As Table 4.7 shows, only 18.1% read English for enjoyment more than 3 hours a week. More than one third of the participants (35.4%) read English for 1-3 hours a week for enjoyment. In addition, more than one third (34.7%) of the student respondents read English for enjoyment less than an hour a week. Finally, about 11.8% never read for enjoyment.

Table 4.7

Amount of Outside Reading

<table>
<thead>
<tr>
<th>Item</th>
<th>More than 3 hours a week</th>
<th>1-3 hours a week</th>
<th>Less than 1 hour a week</th>
<th>Never</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Amount of outside reading</td>
<td>26</td>
<td>18.1</td>
<td>51</td>
<td>35.4</td>
<td>50</td>
<td>34.7</td>
</tr>
</tbody>
</table>
D. Correlation between learner variables and attitudes

To investigate the relation of college students’ age, amount of outside reading, and language proficiency level to their attitudes toward the use of authentic reading materials (Question 4), Pearson’s product-moment correlation coefficient \((r)\) was applied (see Table 4.8).

As can be seen in Table 4.8, the analysis revealed a negative relationship \((r = -0.173)\), which is statistically significant at the 0.05 level of significance, between the learners’ age and their attitudes. However, all other variables showed statistically insignificant relationships with the learners’ attitudes toward the use of authentic materials in reading classes.

### Table 4.8

**Correlation between Learner Variables and Attitudes**

<table>
<thead>
<tr>
<th>Learner Variables</th>
<th>Correlation</th>
<th>Attitude</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Pearson Correlation</td>
<td>-0.173*</td>
<td>1.563</td>
<td>0.56</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.038</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of outside reading</td>
<td>Pearson Correlation</td>
<td>0.010</td>
<td>2.597</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.901</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language proficiency level**</td>
<td>Pearson Correlation</td>
<td>-0.016</td>
<td>1.514</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.852</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>144</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed).

**Proficiency level was determined on the basis of students’ academic level in the college.*
E. Analysis of open-ended responses

Ninety-six (66.7%) of the student participants provided responses to the three open-ended questions, mostly in the form of short phrases. Analysis of the answers is provided below, categorized according to three themes: types of authentic texts preferred for use in reading classes, suggestions for the use of authentic reading materials, and topics of authentic texts the students prefer in their reading classes.

1. Types of authentic texts preferred for use in reading classes

The students included 10 types of authentic materials in their answers. Those were biographies, surveys, advertisements, reports, jokes, real stories, letters, comic books, interviews with famous people, and facts.

2. Suggestions for the use of authentic reading materials

The majority of respondents suggested considering the students’ interests and needs in the selection of authentic texts. For example, one response indicated that “teachers must take into consideration the students’ needs and interests. If they consider these two points, I believe that our achievement will certainly be better.” Other suggestions included considering students’ choices, enhancing discussion and group activities,
using variant text types, and choosing up-to-date texts. For example, one student said, “I suggest that students participate in the selection and bring their own texts to discuss with the class.” In addition, many students indicated that exposure to authentic reading materials should start in the earliest stages of language learning.

3. Preferred topics of authentic texts

The students mentioned a variety of topics they wish to address in their reading classes, including daily world news, education, science, technology, art, society, psychology, family, health, personality, literature, nature, fashion, sports, and tourism. Most students indicated that they want to deal with different topics in order to improve their knowledge and vocabulary. One stated, “I prefer to have different topics in class in order to acquire a large number of vocabulary items in different fields.”

4.1.1.2 Teacher questionnaire results

The questionnaire was administered to a sample of 60 university EFL instructors. However, only 32 returned a completed questionnaire. A descriptive statistical analysis of their responses to the items is provided in the sections below, addressing the instructors’ opinions on reading in
English, their opinions on the current reading classes, their attitudes toward authentic materials, the correlation between the teachers’ variables and attitudes, and analysis of open-ended responses.

A. Opinions on reading in English

The teacher participants responded to two 5-point Likert-type items intended to measure their opinions on reading in English. The mean of both items was 4.9, indicating that most respondents (93.8%) strongly agreed that reading is important and that it helps improve the students’ language proficiency (see Table 4.9).

### Table 4.9
Mean Scores for Teachers’ Opinions on Reading

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Reading in English is important.</td>
<td>30 93.8%</td>
<td>2 6.3%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>4.9</td>
<td>0.246</td>
</tr>
<tr>
<td>11. Reading helps to improve students' language proficiency.</td>
<td>30 93.8%</td>
<td>2 6.3%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>4.9</td>
<td>0.246</td>
</tr>
</tbody>
</table>
B. Opinions on the current reading classes

As Table 4.10 demonstrates, the sub grand mean of the items related to teachers’ opinions of the current reading classes was 3.88, indicating that EFL college instructors were satisfied with their current reading classes. The highest means were 4.5 and 4.4, indicating that many teachers strongly agreed (56.3%) that the current reading classes are beneficial and enable the students to read and comprehend other materials outside the classroom. Meanwhile, the means of the participants’ responses to whether the reading courses introduce the students to how language is used in the real world and motivate them to read outside the classroom were 3.8 and 3.7, respectively, indicating that many teachers agreed or strongly agreed with these statements. The lowest mean was 3.03, revealing that the teachers, in general, were satisfied with the current reading textbooks. Just over half of the participants (56.3%) were neutral while 15.6% agreed and only 6.3% strongly agreed.
Table 4.10

Distribution of Teachers’ Opinions on the Current Reading Classes

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Reading classes are beneficial.</td>
<td>18</td>
<td>56.3</td>
<td>11</td>
<td>34.4</td>
<td>3</td>
<td>0.0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>13. Reading courses enable the students to read and comprehend other materials outside the class.</td>
<td>18</td>
<td>56.3</td>
<td>8</td>
<td>25.0</td>
<td>6</td>
<td>18.8</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>14. Reading courses introduce the students to how language is used in the real world.</td>
<td>10</td>
<td>31.3</td>
<td>10</td>
<td>31.3</td>
<td>8</td>
<td>25.0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>15. Reading courses motivate the students to read other materials outside the class.</td>
<td>7</td>
<td>21.9</td>
<td>11</td>
<td>34.4</td>
<td>13</td>
<td>40.6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>16. I am satisfied with the current reading courses.</td>
<td>2</td>
<td>6.3</td>
<td>5</td>
<td>15.6</td>
<td>18</td>
<td>56.3</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

Sub grand Mean 3.88

C. Attitudes toward authentic reading materials

The teacher participants were asked to respond to twenty-two 5-point Likert-type items measuring their attitudes toward the use of authentic reading materials. As shown in Table 4.11, the sub grand mean was 3.63. Most of the items were above the general mean, indicating that the teachers have positive attitudes toward the use of authentic materials in reading classes.
The highest mean, which was 4.47, showed that the majority of teachers believed that using authentic materials in EFL reading instruction is important and improves the students’ cultural understanding. Most of the teachers (90.7%), with a high mean of 4.3, believed that the use of authentic materials introduces the students to how language is used in the real world. Similarly, most of the teachers, with a high mean of 4.2, agreed or strongly agreed that the use of authentic materials is interesting (78.2%), increases the students’ knowledge of vocabulary items they need in real situations (90.6%), and helps overcome some cultural barriers to language learning (84.4%). Many of the respondents, with a mean of 4, preferred to use authentic texts as supplementary materials in their reading classes and believed that these materials improve the students' language proficiency more than textbooks do, thereby motivating the students to read more. A mean score of 3.9 indicated that, on the whole, teachers agreed that authentic materials enable the students to see the value of reading classes and develop the students’ writing styles as well as familiarize them with the use of grammatical rules in their original contexts. More than half (62.5%) agreed or strongly agreed that the use of authentic materials fulfill the students’ needs and improve their reading comprehension more than textbooks do, with a mean of 3.8. Moreover, about 37.5% preferred authentic texts to
textbooks. Less than half (43.8%) disagreed that it is difficult to select appropriate authentic texts. Moreover, only 28.1% indicated that it is difficult to design the appropriate types of tasks when using authentic texts, with a mean of 2.97. Only 21.9% of the teachers believed that authentic texts are difficult for the students, and 18.8% stated that it is difficult to access authentic materials. Approximately one third (31.2%) indicated that using authentic materials is time consuming. A mean of 2.4 indicated that, in general, teachers disagreed that using such materials would cause cultural conflicts that hinder comprehension or make the students feel frustrated.

Table 4.11

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Authentic materials introduce students to how language is used in the real world.</td>
<td>14 43.8%</td>
<td>15 46.9%</td>
<td>2 6.3%</td>
<td>1 3.1%</td>
<td>0 0.0%</td>
<td>4.31</td>
<td>0.738</td>
<td>3</td>
</tr>
<tr>
<td>18. Authentic materials fulfill students’ needs.</td>
<td>7 21.9%</td>
<td>13 40.6%</td>
<td>11 34.4%</td>
<td>1 3.1%</td>
<td>0 0.0%</td>
<td>3.81</td>
<td>0.821</td>
<td>13</td>
</tr>
<tr>
<td>19. Authentic materials enable students to see the value of reading classes.</td>
<td>8 25.0%</td>
<td>14 43.8%</td>
<td>10 31.3%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>3.94</td>
<td>0.759</td>
<td>11</td>
</tr>
<tr>
<td>20. Authentic materials improve students’ language proficiency more than textbooks do.</td>
<td>12 37.5%</td>
<td>12 37.5%</td>
<td>4 12.5%</td>
<td>4 12.5%</td>
<td>0 0.0%</td>
<td>4.00</td>
<td>1.016</td>
<td>9</td>
</tr>
<tr>
<td>21. Authentic materials improve students’ reading comprehension ability more than textbooks do.</td>
<td>10 31.3%</td>
<td>10 31.3%</td>
<td>8 25.0%</td>
<td>4 12.5%</td>
<td>0 0.0%</td>
<td>3.81</td>
<td>1.029</td>
<td>14</td>
</tr>
<tr>
<td>22. Authentic materials help develop students’ writing styles more than textbooks do.</td>
<td>10 31.3%</td>
<td>12 37.5%</td>
<td>7 21.9%</td>
<td>3 9.4%</td>
<td>0 0.0%</td>
<td>3.91</td>
<td>0.963</td>
<td>12</td>
</tr>
<tr>
<td>Item</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Mean</td>
<td>SD</td>
<td>Order</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>23. Authentic materials increase students’ familiarity with the use of grammar rules in their original context.</td>
<td>10 31.3</td>
<td>14 43.8</td>
<td>5 15.6</td>
<td>3 9.4</td>
<td>0 0.0</td>
<td>3.97</td>
<td>0.933</td>
<td>10</td>
</tr>
<tr>
<td>24. Authentic materials increase students’ knowledge of vocabulary items which they need in real situations.</td>
<td>12 37.5</td>
<td>17 53.1</td>
<td>1 3.1</td>
<td>2 6.3</td>
<td>0 0.0</td>
<td>4.22</td>
<td>0.792</td>
<td>5</td>
</tr>
<tr>
<td>25. Authentic materials improve students’ cultural understanding.</td>
<td>18 56.3</td>
<td>12 37.5</td>
<td>1 3.1</td>
<td>1 3.1</td>
<td>0 0.0</td>
<td>4.47</td>
<td>0.718</td>
<td>1</td>
</tr>
<tr>
<td>26. Authentic materials are difficult for students.</td>
<td>2 6.3</td>
<td>5 15.6</td>
<td>13 40.6</td>
<td>10 31.3</td>
<td>2 6.3</td>
<td>2.84</td>
<td>0.987</td>
<td>18</td>
</tr>
<tr>
<td>27. Authentic materials cause cultural conflicts that hinder comprehension.</td>
<td>1 3.1</td>
<td>2 6.3</td>
<td>10 31.3</td>
<td>16 50.0</td>
<td>3 9.4</td>
<td>2.44</td>
<td>0.878</td>
<td>21</td>
</tr>
<tr>
<td>28. Authentic materials make students feel frustrated.</td>
<td>0 0.0</td>
<td>6 18.8</td>
<td>6 18.8</td>
<td>14 43.8</td>
<td>6 18.8</td>
<td>2.38</td>
<td>1.008</td>
<td>22</td>
</tr>
<tr>
<td>29. Authentic materials are interesting.</td>
<td>14 43.8</td>
<td>11 34.4</td>
<td>6 18.8</td>
<td>1 3.1</td>
<td>0 0.0</td>
<td>4.23</td>
<td>0.845</td>
<td>4</td>
</tr>
<tr>
<td>30. Authentic materials motivate students to do more reading outside the classroom.</td>
<td>10 31.3</td>
<td>15 46.9</td>
<td>5 15.6</td>
<td>2 6.3</td>
<td>0 0.0</td>
<td>4.03</td>
<td>0.861</td>
<td>8</td>
</tr>
<tr>
<td>31. Authentic materials help overcome some cultural barriers to language learning.</td>
<td>10 31.3</td>
<td>17 53.1</td>
<td>5 15.6</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>4.16</td>
<td>0.677</td>
<td>6</td>
</tr>
<tr>
<td>32. It is important to use authentic materials in EFL reading instruction.</td>
<td>19 59.4</td>
<td>9 28.1</td>
<td>4 12.5</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>4.47</td>
<td>0.718</td>
<td>2</td>
</tr>
<tr>
<td>33. It is difficult to access authentic materials.</td>
<td>3 9.4</td>
<td>3 9.4</td>
<td>11 34.4</td>
<td>12 37.5</td>
<td>3 9.4</td>
<td>2.72</td>
<td>1.085</td>
<td>20</td>
</tr>
<tr>
<td>34. It is difficult to select appropriate authentic materials.</td>
<td>2 6.3</td>
<td>12 37.5</td>
<td>4 12.5</td>
<td>14 43.8</td>
<td>0 0.0</td>
<td>3.06</td>
<td>1.045</td>
<td>16</td>
</tr>
<tr>
<td>35. It is difficult to design the appropriate types of tasks when using authentic texts.</td>
<td>1 3.1</td>
<td>8 25.0</td>
<td>12 37.5</td>
<td>11 34.4</td>
<td>0 0.0</td>
<td>2.97</td>
<td>0.861</td>
<td>17</td>
</tr>
<tr>
<td>36. Authentic material is time consuming.</td>
<td>1 3.1</td>
<td>9 28.1</td>
<td>6 18.8</td>
<td>13 40.6</td>
<td>3 9.4</td>
<td>2.75</td>
<td>1.078</td>
<td>19</td>
</tr>
<tr>
<td>37. I prefer to use authentic texts rather than textbooks.</td>
<td>5 15.6</td>
<td>7 21.9</td>
<td>12 37.5</td>
<td>7 21.9</td>
<td>1 3.1</td>
<td>3.25</td>
<td>1.078</td>
<td>15</td>
</tr>
<tr>
<td>38. I prefer to use authentic texts as supplementary materials.</td>
<td>11 34.4</td>
<td>14 43.8</td>
<td>4 12.5</td>
<td>3 9.4</td>
<td>0 0.0</td>
<td>4.03</td>
<td>0.933</td>
<td>7</td>
</tr>
</tbody>
</table>

Sub grand Mean 3.63

Three 5-point Likert-type items assessed the teachers’ attitudes regarding the right stage to present authentic materials to EFL learners (see
Table 4.12). Most of the teachers responded that exposure to authentic texts should start at intermediate levels, with a mean of 4.00. Advanced levels were second (mean = 3.72), while beginning levels were last (mean = 3.38).

Table 4.12

Teachers’ Attitudes toward the Suitable Level for Using Authentic Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Beginning levels</td>
<td>11</td>
<td>34.4</td>
<td>4</td>
<td>12.5</td>
<td>7</td>
<td>21.9</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>40. Intermediate levels</td>
<td>8</td>
<td>25.0</td>
<td>19</td>
<td>59.4</td>
<td>2</td>
<td>6.3</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>41. Advanced levels</td>
<td>15</td>
<td>46.9</td>
<td>7</td>
<td>21.9</td>
<td>1</td>
<td>3.1</td>
<td>4</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Moreover, in order to gain deeper insight into the instructors' attitudes, eight 5-point Likert-type items (42 through 49) asked the teachers which types of authentic materials they would like to use in reading classes. As shown in Table 4.13, the highest mean was 4.66 indicating that short stories are the most preferable type – a response which is in line with the students’ attitude to the issue. The remaining types, ranked according to preference, are magazines (mean=4.41), Internet material (mean=4.34), newspapers (mean=4.31), books (mean=4.16), novels (mean = 4.03), brochures (mean =3.69), and poems (mean=3.53).
### Table 4.13

**Teachers’ Attitudes toward Types of Authentic Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>42. Newspapers</td>
<td>16</td>
<td>50.0</td>
<td>10</td>
<td>31.3</td>
<td>6</td>
<td>18.8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>43. Magazines</td>
<td>17</td>
<td>53.1</td>
<td>12</td>
<td>37.5</td>
<td>2</td>
<td>6.3</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>44. Novels</td>
<td>17</td>
<td>53.1</td>
<td>4</td>
<td>12.5</td>
<td>6</td>
<td>18.8</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>45. Short stories</td>
<td>23</td>
<td>71.9</td>
<td>8</td>
<td>25.0</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>46. Internet material</td>
<td>14</td>
<td>43.8</td>
<td>17</td>
<td>53.1</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>47. Books</td>
<td>12</td>
<td>37.5</td>
<td>14</td>
<td>43.8</td>
<td>5</td>
<td>15.6</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>48. Poems</td>
<td>5</td>
<td>15.6</td>
<td>14</td>
<td>43.8</td>
<td>8</td>
<td>25.0</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>49. Brochures</td>
<td>8</td>
<td>25.0</td>
<td>13</td>
<td>40.6</td>
<td>5</td>
<td>15.6</td>
<td>5</td>
<td>15.6</td>
</tr>
</tbody>
</table>

In addition, Table 4.14 presents percentages, frequencies, and mean scores for the criteria that the EFL college instructors would use in their authentic reading materials selection. As shown in the table, the most important factor in selecting authentic texts was language level, with the highest mean of 4.66. The students’ interests were second (mean = 4.53), while the students’ needs were third (mean = 4.44). The percentage of new vocabulary ranked fourth (mean = 4.31) and course objectives were fifth (mean = 4.25). The length of the text, complexity of grammatical structures, and the type of text were all equally sixth, with a mean of 4.13. The least important factors in selecting authentic texts, according to the EFL instructor responses, were writing styles (mean = 4.06) and cultural content (mean = 3.97).
Table 4.14

Teachers’ Criteria for Authentic Materials Selection

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>SD</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Language level</td>
<td>22</td>
<td>68.8</td>
<td>9</td>
<td>28.1</td>
<td>1</td>
<td>3.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>51. Text length</td>
<td>11</td>
<td>34.4</td>
<td>15</td>
<td>46.9</td>
<td>5</td>
<td>15.6</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>52. Students’ needs</td>
<td>20</td>
<td>62.5</td>
<td>8</td>
<td>25.0</td>
<td>2</td>
<td>6.3</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>53. Student's interests</td>
<td>22</td>
<td>68.8</td>
<td>6</td>
<td>18.8</td>
<td>3</td>
<td>9.4</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>54. Percentage of new vocabulary</td>
<td>16</td>
<td>50.0</td>
<td>11</td>
<td>34.4</td>
<td>4</td>
<td>12.5</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>55. Complexity of grammatical structures</td>
<td>15</td>
<td>46.9</td>
<td>9</td>
<td>28.1</td>
<td>6</td>
<td>18.8</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>56. Course objectives</td>
<td>13</td>
<td>40.6</td>
<td>15</td>
<td>46.9</td>
<td>3</td>
<td>9.4</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>57. Text types</td>
<td>13</td>
<td>40.6</td>
<td>12</td>
<td>37.5</td>
<td>5</td>
<td>15.6</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>58. Writing style</td>
<td>12</td>
<td>37.5</td>
<td>10</td>
<td>31.3</td>
<td>10</td>
<td>31.3</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>59. Cultural content</td>
<td>11</td>
<td>34.4</td>
<td>10</td>
<td>31.3</td>
<td>10</td>
<td>31.3</td>
<td>1</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Two multiple-choice items asked the teacher participants about the best and worst reading classes. Table 4.15 shows that almost all of the teachers (96.9%, n=31) indicated that the best reading class is one that uses a combination of both English authentic texts and textbooks; only one instructor responded that a reading class that uses authentic texts only is the best, and none chose a reading class that uses a textbook only.

Table 4.16 shows that more than two thirds of the teachers (78.1%) believed that a reading class that uses only a textbook is the worst, and that 7 teachers (21.9%) indicated that the worst reading class is one that uses...
authentic texts only. None of them indicated that a reading class that uses a combination of both text types is the worst.

Table 4.15

Teachers’ Opinions on the Best Reading Class

<table>
<thead>
<tr>
<th>Type</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reading class that uses authentic texts only</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>A reading class that uses a textbook only</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>A reading class that uses a combination of authentic texts and textbooks</td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.16

Teachers’ Opinions on the Worst Reading Class

<table>
<thead>
<tr>
<th>Type</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reading class that uses authentic texts only</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>A reading class that uses a textbook only</td>
<td>25</td>
<td>78.1</td>
</tr>
<tr>
<td>A reading class that uses a combination of authentic texts and textbooks</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

D. Correlation between teachers’ variables and attitudes

To investigate the relation of college teachers’ nationality, years of experience, academic degree and study in an English-speaking country to
their attitudes toward the use of authentic reading materials (Question 5), Pearson’s product-moment correlation coefficient (r) was applied.

### Table 4.17

<table>
<thead>
<tr>
<th>Demographic data</th>
<th>Correlation</th>
<th>Attitude</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>Pearson Corr</td>
<td>0.067</td>
<td>1.781</td>
<td>1.41</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.716</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching experience</td>
<td>Pearson Corr</td>
<td>-0.080</td>
<td>3.125</td>
<td>1.10</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.662</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic degree</td>
<td>Pearson Corr</td>
<td>-0.363*</td>
<td>1.594</td>
<td>0.61</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.041</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study abroad experience</td>
<td>Pearson Corr</td>
<td>0.182</td>
<td>1.536</td>
<td>19.13</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.533</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed).

As seen in Table 4.17, the analysis revealed a negative correlation (r=-0.363) that is statistically significant at the 0.05 level of significance between the teachers’ academic degree and their attitudes. However, all other variables indicated statistically insignificant relationships with the teachers’ attitudes toward the use of authentic materials in their reading classes.

### E. Analysis of open-ended responses

On average, 24 (75%) of the instructor participants provided answers to the four open-ended questions, most of which were in the form of short
phrases. Analysis of the respondents’ comments is categorized according to four themes: types of authentic texts teachers prefer to use in reading classes, suggestions for using authentic reading materials, criteria for selecting authentic reading materials, and types of training that teachers need in using authentic reading materials.

1. *Types of authentic texts teachers prefer to use in reading classes*

The college teachers surveyed mentioned eleven types of authentic materials: documentaries, statistics that provide facts, emails, personal diaries and journals, technical articles, instruction manuals, announcements, advertisements, food recipes, medical prescriptions, and letters. One of the teachers added, “Excerpts from famous literary works usually arouse the curiosity of some students to try to read the whole work.”

2. *Suggestions for using authentic reading materials*

The respondents’ suggestions for using authentic materials included incorporating authentic texts into the textbook, taking trips to the library, and considering the students’ choice. One teacher said, “Through the use of authentic materials, students could be asked to bring their own [authentic material], read parts [of it], and discuss [it] in class. This offers a great
opportunity for students to get involved in the learning process.” Only one teacher expressed a need to motivate the students, stating, “Let’s use it [authentic material] as a way of having fun, and the students will learn for sure.”

3. **Criteria for selecting authentic reading materials**

The teachers cited the following six selection criteria: the students’ level, culture, university regulations, variation of topics, moral goals, and current events. One of the teachers stated, “Each teacher should know the level of her students. This assessment helps in choosing the most appropriate material. In addition, she must provide texts on current events.” Another teacher indicated, “We must take into consideration the students’ language level and their ability to grasp the content.”

4. **Types of training teachers need in using authentic materials**

An analysis of the participants’ responses revealed that 37.5% needed some additional training in using such materials, 16.7% were neutral, and 45.8% claimed they needed no training. The most often noted types of training included training in selecting appropriate texts, designing suitable activities, and implementing them successfully in the class. For example,
one teacher mentioned the need for “any kind of workshop that shows us how to select a good authentic text and how to implement it in the class.”

4.1.1.3 Differences between student and teacher attitudes

To investigate the differences between college students and teachers in regard to their attitudes toward the use of authentic reading materials (Question 3), a \( t \)-test was applied to the overall means of the attitudes of both groups.

Table 4.18

\( t \)-test Results of the Comparison between Students’ and Teachers’ Attitudes

<table>
<thead>
<tr>
<th>Item</th>
<th>Target pop.</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>( t )</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Teachers</td>
<td>32</td>
<td>3.626</td>
<td>0.33</td>
<td>.671</td>
<td>-7.394</td>
<td>0.000**</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>144</td>
<td>4.059</td>
<td>0.29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**\( t \)-test is significant at the 0.01 level.**

Table 4.18 reveals that while the students’ mean was 4.059, the teachers’ mean was 3.626. Moreover, \( t = -7.394 \), which is statistically significant at the 0.01 level of significance. This indicates that a significant difference exists between EFL college teachers’ and learners’ attitudes toward the use of authentic reading materials in the classroom. Indeed, the students have stronger positive attitudes.
4.1.2 Follow-up interview results

The use of follow-up interviews provided a more comprehensive picture of the participants’ attitudes toward authentic materials. As mentioned earlier, 18 students and 9 teachers were interviewed. The interviewees were asked five questions. Key findings arising from the analysis of their answers to the five questions are provided in the two subsections below. Representative quotes are provided to better illustrate the participants’ attitudes.

4.1.2.1 Student follow-up interview results

1. Reasons for supporting the use of authentic reading materials

When the students were asked about their willingness to use authentic materials in their EFL reading classes, all 18 interviewees expressed positive attitudes toward such use. Statements such as “yes, I strongly support their use” and “of course, I do” were typical. However, one interviewee expressed a reserved positive attitude, stating, “I support the use of authentic materials, but this doesn’t mean that I am against the use of textbooks. In my opinion, a combination of both is the best.”

When they were asked about their personal reasons for their positive attitudes toward using authentic materials in EFL reading instruction, almost
all of the interviewees attributed their attitudes to the advantages such materials might bring into the class. They indicated that using authentic materials may benefit their language learning by a) exposing them to real language; b) responding more closely to their needs and interests; c) improving their communicative and contextual knowledge; d) having a positive effect on their motivation, confidence, and attitudes toward the FL; and e) exposing them to a variety of writing styles and text types.

For example, one interviewee stated, “The presence of authentic materials will change my attitude toward the reading classes because of the merits they bring into the learning process.” Another said, “Such texts expose me to the real language as it is used by native speakers. Thus, they motivate me to read and improve my knowledge of communication.” In addition, one student said, “The use of authentic materials exposes me to different styles of writing and improves my linguistic and contextual knowledge.”

2. Factors limiting the use of authentic reading materials in EFL instruction

All of the student interviewees agreed that there were no factors hindering the use of authentic materials in EFL instruction. However, some
believed that the educational curriculum adopted in the kingdom may obstruct such use. According to one student, “the English curriculum in Saudi Arabia always ignores the importance of contact with the real language.” Two of the interviewees believed that such materials may be culturally unacceptable. One stated, “Our culture may hinder their [authentic materials] use.” Furthermore, some of the interviewees claimed that it might be difficult for the teacher to select and prepare authentic reading texts. For example, one student said, “The use of these texts requires a lot of work from teachers. Therefore, teachers may not prefer the use of authentic texts.”

3. Suggestions for appropriate use of authentic materials for reading instruction

The students discussed various factors that they thought EFL teachers should take into consideration before using authentic materials for appropriate reading instruction. First, most of the interviewees claimed that teachers should choose interesting, up-to-date, and informative topics such as fashion, psychology, health, society, and science. One student said, “Teachers should choose informative texts that deal with interesting topics, such as health and society, in order to motivate the students and as a result
improve their language, in particular, and knowledge of the world, in general.”

Moreover, many student interviewees believed that teachers ought to use different types of texts, such as short stories, documentaries, and expository texts in order to familiarize the students with various text types and writing styles. Meanwhile, five of the interviewees said that it would be more interesting if the teachers asked them to participate in the selection of authentic texts. Finally, about half of the interviewees suggested that teachers should start exposing students to authentic materials from the beginning levels in order to acquaint them with the type of language they might face outside the class and in their future careers.

4. The students' need for an effective use of authentic materials

When asked about their ability to read and enjoy authentic materials, the students indicated that they could read authentic texts to some extent and that they enjoyed interacting with them. However, they said they could not understand all that they read. Almost all of the students agreed that they needed instructed practice using authentic reading materials. One interviewee said, “I enjoy reading authentic materials, and I wish to have an authentic reading course that enables me to succeed in dealing with such
materials.” Another stated, “The reading textbook that we have is not easy, and it does not enable me to read outside the class. What I need is a course based on authentic materials that can acquaint me with the type of reading I would face outside the class in the real world.”

5. Types of activities that can facilitate the students’ comprehension of authentic materials

Asked about the types of activities that would facilitate their comprehension of authentic texts, the interviewees named activities that would require overall understanding, such as writing out main ideas, summarizing, discussion, as well as activities that would enhance critical thinking. One interviewee stated, “There should be discussion in class, where each student states her opinion. This will improve our understanding and motivation.” Another said, “It would be so beneficial if we were asked to summarize the main ideas of a particular text. I believe that this will improve our reading comprehension and writing at the same time.”
4.2.2 Teacher follow-up interview results

1. Reasons for supporting the use of authentic reading materials

When the surveyed teachers were asked if they recommended the use of authentic materials in their reading classes, eight expressed a positive attitude toward such use. However, one interviewee expressed her support for textbooks, saying, “I strongly believe in textbooks, but occasionally I give students an authentic text or two to give them a taste of the real thing.”

When asked about their personal reasons for their positive attitudes toward the use of authentic materials in EFL reading instruction, the interviewees cited the advantages that such materials might bring into the class. They indicated that using authentic materials would a) expose students to real language, b) improve their cultural awareness, c) develop their vocabulary knowledge, d) have a positive effect on their motivation and interest, and e) expose them to a variety of text types. For example, one interviewee stated,

Of course, I am with the use of authentic materials. Using this technique connects the students to the real world, where the language is to be used. It saves the student from possible shock when she first practices the language and from being
overwhelmed by the difference between the classroom setting and the real world.

Another instructor said, “I definitely recommend using authentic materials because such materials offer a variety of reading materials that can enhance students’ language and cultural awareness.”

2. Factors limiting the use of authentic reading materials in EFL instruction

The teacher participants mentioned four factors that limit the use of authentic reading materials: time, students’ abilities, heavy teaching load, and the rigid college curriculum. For example, one interviewee stated,

The main reason for the limitation of authentic materials use is that they are time consuming on the part of the teachers. EFL instructors often have too many students and a heavy workload, and they cannot devote their time to prepare these types of materials for students’ use.

Another teacher added, “The administration at a particular institution does not permit teachers to have this type of flexibility. They want teachers to
follow a specific curriculum, which includes specific textbooks, workbooks, etc.”

3. *Suggestions for the appropriate use of authentic materials for reading instruction*

The EFL teachers who participated in the study provided three suggestions to consider when using authentic materials for reading instruction appropriately. First, it would be beneficial, most of the interviewees claimed, if the students participated in the choice of the topics. According to one teacher, “Students should be able to have some input as to the topics they choose to study. When students feel that they have a say in what they learn, the motivation and interest level is higher.” Another suggestion was to make use of the Internet in order to obtain a diversity of text types. One teacher stated, “EFL instructors should try to provide supplementary materials, to induce more interest, through the Internet.” Finally, many teachers added that EFL teachers should give their students tasks that would enable them to participate in their learning and connect what they learn in class to real life. For example, “Participation is essential and so the teacher should include discussions, oral presentations, research, writing assignments, etc., so that the approach involves the whole language.”
Another teacher stated, “Most importantly, students need to apply in their lives what has been taught in class. They need to have assignments that involve an application of the reading skills they have been taught outside the class.”

4. **Suitable levels for presenting authentic materials in class**

Almost all of the interviewees believed that authentic materials should be used at the intermediate level and above. They said it might be difficult for students to comprehend such materials at beginning levels. For example, one of the teachers said, “I suggest using authentic reading materials for intermediate and advanced levels, so students can grasp the feel of the language.” Another claimed, “Beginners cannot handle such materials because they lack many of the lexical items and structures of the FL.”

5. **Activities that can facilitate comprehension of authentic materials**

The interviewed teachers suggested several activities that would facilitate students’ comprehension of authentic materials. They, in general, indicated that they would use application assignments and critical thinking activities. For instance, one interviewee stated, “I would encourage as much as possible application assignments using authentic materials to be done
outside of the classroom to make the learning more relevant and useful to the EFL students and improve their comprehension.” Another said, “Students should use critical thinking skills. They also have to develop interpretative comprehension abilities, such as cause and effect.” In addition, one teacher said, “I would develop the students’ thinking skills by doing fun reading activities such as games and puzzles.”

4.1.3 Summary of main findings

This chapter has focused on analyzing the data in order to address the five research questions. It is now time to wrap up the results of the quantitative and qualitative analyses conducted above. These are as follows:

1. Both the EFL college learners and teachers were found to be aware of the role of reading in improving EFL proficiency.

2. The learners showed negative attitudes toward the current reading classes and pointed out the urgent need to improve the situation by introducing authentic materials in reading classes.

3. Although the teachers expressed some degree of satisfaction with the current reading classes, none of them indicated that a reading class that uses textbooks only is the best one.
4. The student participants showed a positive attitude toward using authentic materials in their EFL reading classes. They expressed their willingness to use such materials either instead of or in combination with the textbooks. However, a word of caution is in place. Students’ responses were mostly impressionistic since their formal exposure to authentic materials was limited.

5. The teacher participants showed positive attitudes toward the use of authentic materials in reading classes. They preferred using these materials in combination with textbooks to using such materials instead of textbooks.

6. Although both the teachers and learners showed positive attitudes toward the use of authentic materials in reading instruction, a significant difference emerged between their attitudes ($t = -7.394$, $p<0.01$). The students showed a stronger willingness to interact with such texts in reading classes.

7. A significant negative correlation ($r = -.173$, $p < 0.05$) was found between EFL learners’ age and their attitudes toward using authentic materials in reading instruction.
8. A significant negative correlation \((r = -0.363, \ p < 0.05)\) was found between EFL teachers’ academic degree and their attitudes toward the use of authentic materials in reading instruction.

9. Most of the teachers indicated that exposure to authentic materials should start at intermediate levels.

10. Short stories were the most preferable type of authentic reading materials to both learners and teachers whereas poems were the least preferable.

11. Language level and students’ needs and interests were the most common criteria that the teachers felt should be used in selecting appropriate authentic materials for reading instruction.

12. Some of the teachers indicated that they needed training in the selection of appropriate authentic texts and the design of suitable activities in order to implement such texts successfully in class.

13. The participants suggested that it is essential to consider the students’ preferences when using authentic reading materials.

14. The participants suggested six types of activities that would enhance students’ comprehension of authentic texts: overall comprehension activities, summarization activities, discussion activities, critical thinking activities, application activities, and group work.
The instructors mentioned four factors that limit the use of authentic reading materials – time, the students’ abilities, heavy teaching load, and the rigid college curriculum.

The student participants wished to deal with several topics when using authentic materials, such as daily world news, education, science, technology, art, society, psychology, family, health, leading personalities, literature, nature, fashion, sports, and tourism.

4.2 Discussion

This section addresses the study’s five research questions by first summarizing key results and then providing interpretations of these results. It also clarifies the relation of these results to previous research.

1. What are EFL Saudi college learners’ attitudes toward using authentic materials in their reading classes?

The results suggested that Saudi EFL learners have highly positive attitudes toward the use of authentic materials in reading classes, which confirms findings of previous studies (Bacon & Finnemann, 1990; Chaves, 1998; Gonzalez, 1990; Hillyard et al., 2007; Kienbaum et al., 1986; Kim, 2000; Peacock, 1997). Indeed, this result is not surprising as the students
moved from their limited learning environment (using only textbooks) to another environment connecting them with the language as it is used in the real world by native speakers. The use of authentic materials also seemed to arouse a great deal of interest among the students; they appeared to enjoy learning by being able to deal with a variety of authentic texts away from their usual classes (with a textbook).

The students’ positive attitudes were based on the merits that authentic materials bring into FL instruction. The students agreed that authentic materials (a) increased their knowledge of vocabulary items needed in real situations, (b) introduced them to how language is used in the real world, (c) improved their cultural understanding and language proficiency as well as reading comprehension, (d) were interesting, (e) fulfilled their needs, and (f) enabled them to enhance their writing styles. These findings are consistent with the current literature, which shows that several researchers (e.g., Berardo, 2006; Carter & Nunan, 2001; Guarento & Morley, 2001; Hadley, 2001; Miller, 2005; Morton, 1999; Thanjaro, 2000; Ur, 1996) provided evidence supporting the advantages of using authentic materials in improving FL learning (see section 2.3.1).

The results of the current study further revealed that the majority of the student participants indicated that authentic materials increased their
motivation. Previous research also found motivation to be a key justification for the use of authentic texts in language learning (Gilmore, 2007; Kilickaya, 2004; Sherman, 2003). Moreover, these positive attitudes were not hampered by the level of difficulty of the texts. The majority of students participating in the current study did not believe that authentic materials were difficult to comprehend, made them feel frustrated, or would cause cultural conflict and thus hinder comprehension. This finding contradicts the claims of some scholars who argue that the use of such materials may not be beneficial as they may be too difficult for EFL/ESL students to understand and cause cultural conflicts, thereby making students feel frustrated when confronting authentic texts (Martinez, 2002; Nostrand, 1989; Young, 1999).

More than one third of the student participants indicated that a reading class that used authentic texts exclusively would be ideal. However, more than half of the students preferred the use of a combination of authentic texts and textbooks, supporting Hadley’s (2001) claim that a combination of both authentic and instructional materials seems to be more appropriate. Almost all of the students indicated that a reading class that used a textbook only was the worst. This supports previous research arguments that textbooks do not expose students to examples of real language and fail to reflect students’ needs and interests (Brown & Eskenzai, 2004; Brusch, 1991; Swan, 1991).
In order to provide deeper insights into the students’ attitudes, the current study determined the types of authentic materials the students would like to use in their reading classes. The results indicated that short stories were the most preferable type of authentic reading materials for these EFL college learners whereas poems were the least preferable. This finding supports Ghosn’s (2002) claim that authentic short stories provide “a motivating medium for language learning while fostering the development of the thinking skills that are needed for L2 academic literacy” (p.172). The components of narrative texts include rising action, conflict, falling action, and plot, which may attract students’ curiosity, thereby engaging them to read until they reach the resolution. Students also stated that they preferred materials such as magazines, Internet resources, brochures, books, newspapers, novels, biographies, surveys, advertisements, reports, jokes, real stories, letters, comic books, interviews with famous people, and facts.

2. What are EFL college teachers’ attitudes toward using authentic materials in their reading classes in Saudi Arabia?

According to several researchers (Keiko Komiya, 1992; Krashen, 1981; Masgoret & Gardner, 2003; Smith, 1971), students’ achievement in learning a FL is heavily influenced by both teachers’ and learners’ attitudes; thus,
understanding teachers’ perspectives regarding the use of authentic materials in reading instruction is essential for a successful application of this practice in Saudi colleges. However, a review of the related literature could not identify any study that focused on eliciting FL teachers’ perspectives concerning the presence of authentic texts in their classes; thus, the current study could be said to fill an important gap in the literature.

The analysis of the results showed that the teacher participants have a positive attitude toward the use of authentic materials in their reading classes. As stated earlier, a growing body of researchers believes that authentic materials introduce students to how language is used in the real world and improve students’ overall language proficiency as well as reading and listening comprehension, communicative competence, cultural awareness, lexical and stylistic knowledge, and motivation (Bacon, 1989; Berardo, 2006; Garcia, 1991; Herron & Seay, 1991; Otte, 2006; Peacock, 1997). The extra advantages such materials provide clearly justify the teachers’ positive attitude.

Moreover, almost all of the teachers indicated that the ideal reading class uses a combination of both authentic texts and textbooks, which provides further support for Hadley’s (2001) claim that such a combination is more appropriate. Most of the teacher participants also stated that a reading class
that exclusively used textbooks was the most ineffective, which supports previous research findings that textbooks can build a wall between the students and the real language and fail to reflect the students’ needs and interests (Brown & Eskenzai, 2004; Brusch, 1991; Swan, 1991).

The teachers in the current study also indicated the types of authentic texts they preferred for use in their reading classes. As with students, short stories were the most preferred, whereas poems were the least preferred, providing further support for Ghosn’s (2002) claim that authentic short stories effectively motivate students and promote the development of skills necessary for L2 academic literacy. The teachers also preferred, in order, magazines, Internet materials, newspapers, books, novels, and brochures. They also suggested using documentaries, statistics that provide facts, emails, personal diaries and journals, technical articles, instruction manuals, announcements, advertisements, food recipes, medical prescriptions, and letters.

The current study also examined the teachers’ attitudes in regard to the right stage to introduce authentic materials to EFL learners. The results revealed that the majority of instructors believed that exposure to authentic texts should start at the intermediate levels of language learning. However, several previous studies have found that even beginning language learners
can benefit from the use of authentic materials in language instruction (Allen et al., 1988; Bernhardt & Berkemeyer, 1988; Maxim, 2002).

Regarding the selection criteria they would apply in their selection of authentic materials, the teachers indicated that language level was the most important factor in selecting authentic texts. The students’ interests were second and their needs third. Moreover, the teachers ranked the percentage of new vocabulary fourth and course objectives fifth in deciding upon texts to use. The length of the text, complexity of grammatical structures, and type of text all placed sixth. However, Rivas (1999) and Mishan (2005) argue that learners’ interests and needs are the most essential factors in the choice of authentic texts, and Brown and Eskenzai (2004) claim that the primary criteria for selecting appropriate authentic texts should be the reader’s current vocabulary knowledge and desired vocabulary knowledge throughout the curriculum in addition to grammar difficulty. The least important factors in selecting authentic texts, according to the instructor responses, were writing styles and cultural content. Again, this contradicts findings in the current literature. Rivers (1987), for example, claims that “although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content” (p. 50).
3. Is there any significant difference between teachers and learners in their attitudes toward the use of authentic materials in reading classes?

The results of the present study revealed a statistically significant difference between teachers’ and learners’ attitudes in regard to the use of authentic materials in reading classes at the 0.01 level of significance. Although both groups indicated positive attitudes, the students demonstrated stronger positive attitudes. This difference could be attributed to the fact that the use of authentic materials requires time-consuming efforts on the part of teachers. According to Hadley (2001), McNeil (1994), and Miller (2005), teachers face challenges in accessing authentic materials, purchasing them, and finding an appropriate authentic text due to limited time and funding resources; constraints do not even take into account the time required to design suitable pedagogical tasks. Thus, teachers often encounter numerous difficulties in utilizing such texts in class on a frequent basis.

In addition, the formal experience of learners with authentic materials was very limited compared with the experience of teachers with such materials. Another possible explanation of the difference between teachers and learners in their attitudes toward using authentic texts in their reading classes is that teachers have heavy teaching loads that do not allow them to
devote their time to selecting and incorporating such materials. However, one may suggest that sharing units with other teachers is an excellent way to overcome the difficulties teachers face in selecting and preparing authentic texts. This approach also maximizes their benefit. Such issues highlight the need for offering teachers training in utilizing authentic texts effectively, an idea with which several teachers agreed. As a result, the lack of experience using such materials could have negatively affected the teachers’ attitudes.

Ultimately, despite the statistically significant difference between the students’ and the teachers’ attitudes regarding authentic reading materials, both groups indicated positive attitudes. Therefore, the use of these materials has the potential to improve the current situation of FL education in Saudi colleges.

4. What impact do learners’ variables, such as age, the amount of outside readings, and language proficiency level, have on their attitudes toward the use of authentic materials in reading classes?

Applying Pearson’s product-moment correlation coefficient to the students’ responses resulted in a statistically significant negative correlation between the learners’ age and their attitudes. In other words, as their age increases, their positive attitudes become weaker. This result contradicts
Kormes and Csizer’s (2008) findings, which indicated that adult language learners were more motivated than younger learners and more willing to do more effort in language learning.

However, the analysis found no statistically significant correlation between college students’ amount of outside reading and language proficiency level as regards their attitudes toward the use of authentic materials in reading classes. That is, students indicated a willingness to use authentic texts regardless of their language level or amount of outside reading. However, McNeil (1994) and Kilickaya (2004) claim that students with low language proficiency levels may be de-motivated and frustrated when using authentic materials.

5. What impact do teachers’ variables, such as nationality, academic degree, years of experience, and study in an English-speaking country, have on their attitudes regarding the use of authentic reading materials in their classes?

The Pearson’s product-moment correlation coefficient indicated a significant negative correlation at the 0.05 level of confidence between the teachers’ academic degree and their attitudes. Thus, the teachers’ positive attitudes become weaker, as they achieve higher academic degrees.
However, their nationality, years of experience, and study in an English-speaking country do not have any effects on their attitudes. Thus, regardless of whether an EFL teacher is Saudi, has studied in an English-speaking country, or has little or significant teaching experience has no impact on her willingness to present authentic materials in class.
Chapter Five

Conclusion

This chapter summarizes the study (section 5.1) and then provides implications for teaching reading in English as a Foreign Language (section 5.2) and suggestions for further research relating to the use of authentic reading materials in EFL classes (section 5.3).

5.1 Summary

Research in foreign language pedagogy indicates that authentic materials are effective resources that can positively contribute to students’ learning and achievement. Focusing on female EFL teachers and learners enrolled in university English programs in Saudi Arabia, the present study attempted to elicit learners’ and teachers’ beliefs and attitudes toward using such materials in reading instruction at the college level in Saudi Arabia. The participants included 144 female Saudi university students majoring in EFL (70 first-year and 74 third-year students) and 32 female college EFL teachers from three universities located in Riyadh: King Saud University, Imam Mohammed bin Saud Islamic University, and Prince Sultan University.
As part of its primary purpose, the study examined the differences between the teachers’ and the learners’ attitudes as well as determined the relation of various variables (teachers’ nationality, academic degree, years of experience, and study in English-speaking countries and learners’ age, language level, and amount of outside reading) on these attitudes. It also gathered insights about the teachers’ beliefs concerning the suitable levels at which authentic materials should be employed, the appropriate types of authentic texts, criteria for the selection of these texts, and the need for training teachers in using such materials. Finally, the study identified the types and topics of authentic texts which the learners wish to deal with in reading classes.

The descriptive research design incorporated both qualitative and quantitative instruments to accomplish the objectives of the study. The study employed two questionnaires – a learners’ attitude questionnaire and a teachers’ attitude questionnaire – as well as interviews with both learners and teachers from a randomly selected representative sample of the participants. The students’ instruments were translated into Arabic, the learners’ mother tongue, to ensure full comprehension.

Two hours of reading instruction using four different authentic texts were provided to all student participants in order to ensure that they knew
what authentic materials looked like. The first text was taken from Newsweek magazine, and the second from The New York Times newspaper. The third and fourth texts were taken from Walter's book (1986) Genuine Articles: Authentic reading texts for intermediate students of American English. The research topic was explained to the students in Arabic, and the advantages and disadvantages of using authentic materials in teaching EFL were pointed out.

The questionnaires were then distributed, and the interviews were conducted with a subgroup of 18 students and another subgroup of 9 teachers randomly selected from those who had agreed in advance to participate in the follow-up interviews.

All statistical analysis was performed using SPSS 12.0 for Windows. Means, standard deviations, frequency counts, percentages, Pearson’s product-moment correlation coefficient, and t-tests were used to analyze the data in an attempt to answer the five research questions.

The analysis of the results indicated that the EFL Saudi college learners who participated in the study had positive attitudes toward the use of authentic materials in their reading classes (Question 1). More than half preferred to have authentic materials in combination with a textbook, whereas more than one third wanted to use authentic materials exclusively.
However, this conclusion should be considered tentative, requiring further investigation, since students’ responses were impressionistic due to the fact that their formal exposure to authentic materials was limited.

Furthermore, the analysis of the students’ responses revealed a negative correlation between their age and their attitudes, whereas the other variables had no effect on their attitudes (Question 4). The learners identified short stories as the most preferable type of authentic material, whereas poems were the least preferable. The students indicated that they wanted the reading material to deal with daily world news, education, science, technology, art, society, psychology, family, health, personality, literature, nature, fashion, sports, and travel.

The teachers also showed positive attitudes toward presenting authentic input in their reading classes (Question 2). In fact, almost all of the teachers indicated that an ideal reading class used a combination of both authentic texts and textbooks. The results further revealed a negative correlation between the teachers’ academic degrees and attitudes, although the remaining variables had no effect on their attitudes (Question 5). Most teachers claimed that exposure to authentic texts should start at the intermediate level. They concurred with students that short stories were the most preferable type of authentic material, whereas poems were the least
preferable. In addition, the teachers indicated that the most important factor in selecting authentic texts was language level and that writing styles and cultural content were the least important. Finally, some teachers indicated a need for additional training in selecting appropriate texts, designing suitable activities, and implementing them successfully in the class.

A t-test was applied to the overall means of the attitudes of both groups in order to assess differences between college students and teachers in regard to their attitudes toward the use of authentic reading materials (Question 3). The analysis showed a statistically significant difference between the teachers’ and the learners’ attitudes; the students had stronger positive attitudes than the teachers did. Despite this difference, both teachers and students indicated strong acceptance of the practice using authentic reading materials in foreign language. Therefore, introducing these materials into the curriculum may improve the current learning environment.

5.2 Implications for EFL reading instruction

Based on the participants’ feedback, a better learning situation might incorporate the elements outlined below.

1. As the participants in this study demonstrated positive attitudes with regards to the use of authentic materials in reading classes, EFL
language programs might consider integrating authentic reading materials into their curricula as the main focus for reading courses. In addition, most participants 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 findings further indicated that short stories were the most preferable type of reading material, although the participants expressed a willingness to utilize magazines, Internet materials, books, newspapers, and novels as well as biographies, advertisements, reports, letters, documentaries, statistics that provide facts, emails, personal diaries, instruction manuals, announcements, food recipes, and medical prescriptions. They also suggested incorporating 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. EFL programs should therefore consider providing language
learners with various up-to-date authentic texts covering different topics.

3. Since the majority of respondents suggested considering students’ language level, interests and needs in the selection of authentic texts, EFL programs should consider these factors in selecting authentic texts.

4. The participants in this study also suggested that having students participate in the selection of authentic texts might be beneficial to learners. Therefore, EFL teachers might consider giving language learners the opportunity to choose some authentic texts to incorporate into their reading classes.

5. The participants named several activities that would enhance comprehension of authentic texts, including activities that require overall understanding – writing out, summarizing, and discussing main ideas – as well as activities that enhance critical thinking and group work activities. EFL language programs and teachers might consider utilizing these activities in lessons to improve EFL learners’ reading comprehension.

6. The participants claimed that EFL teachers should give students tasks that enable them to participate in their learning and connect what they
learn in class to real life. Such tasks include application assignments as well as discussions, oral presentations, research, writing assignments, etc. Hence, EFL teachers should consider supplementing authentic materials with application activities based on what they have read, such as compositions, presentations and discussions.

7. According to the EFL teacher participants in this study, a need may exist for teacher training in selecting appropriate texts, designing suitable activities, and implementing them successfully in the class. Thus, EFL language institutions might consider providing their teachers with workshops to acquaint them with the newest findings in the field of FL teaching as related to using authentic materials in reading classes.

5.3 Suggestions for further research

Although the current study provides a reasonably deeper insight into college instructors’ and learners’ attitudes toward the use of authentic reading materials in the EFL classroom in Saudi Arabia, much remains to be investigated in scholarly research in the field of authenticity in FL education. Based on the outcomes of the current study, the following suggestions identify possible areas for future research.
1. The student participants had limited formal exposure to authentic materials in this study; therefore, a replication of the study with more formal exposure to authentic materials is needed to obtain more reliable results.

2. Although the number of the student participants exceeded 100, the study focused on a small sample of teacher participants (N = 32). Replicating the study with a greater number of EFL teachers is needed to obtain more reliable and generalizable results.

3. The study dealt with teachers and learners majoring in EFL at the college level. The same study should be conducted with EFL teachers and learners at schools rather than colleges, including elementary, intermediate, and secondary schools.

4. The study focused on female teachers’ and learners’ attitudes. Hence, future research should elicit male EFL teachers’ and learners’ attitudes toward authentic input. In addition, scholars should investigate differences between the two genders in terms of attitude.

5. This study focused on teacher and learner attitudes toward authentic reading materials. Further investigation should focus on teacher and learner attitudes toward authentic listening materials.
6. The findings of this study demonstrated that the participants had positive attitudes toward the use of authentic texts in class. However, the effect of the use of such materials in regard to improving Saudi EFL students’ reading comprehension, in particular, and their language proficiency in general remains to be determined.

7. Additional aspects of authenticity should be explored, such as teachers’ opinions about how authentic materials can be used to develop productive skills or how to plan instruction that incorporates such materials effectively.
References


APPENDICES
Appendix A: Students’ Questionnaire

(English version)

Dear student,

The main purpose of this questionnaire is to collect data about your beliefs concerning the use of authentic materials in your English reading classes. Authentic materials are those materials which were produced by native speakers of English for non-teaching purposes and were directed at other native speakers of English. Examples of such materials include newspapers, magazines, books, short stories, novels, internet information, brochures, and so on.

Your participation in this study is very important and will contribute to the improvement of the teaching of EFL reading in Saudi Arabia. Please respond to the items in this questionnaire as carefully and honestly as possible.

This is a survey asking for your opinion. It is not a test of your knowledge about reading. There are NO right or wrong answers. Your participation has nothing to do with your grade in any course. Your answers will remain confidential.

Completing the attached questionnaire means that you have consented to participate in this study.

Thank you for your cooperation.

Yours sincerely,
Enas, I. Al-Musallam.
M.A. Candidate, King Saud University

------------------------------------------------

Part 1: (Demographic information)

1. Name: ............................................................
2. College: ......................................................
3. University: ...................................................
4. Age: ............................................................

5. Level of study at the college:
   a. _____ Freshman    b. _____ Sophomore    c. _____ Junior    d. _____ Senior

6. How long have you been studying English? ....... years
7. Did you attend an intermediate or secondary private school where special attention is given to the teaching of English?
   Yes _______                    No ________

8. Have you ever traveled to English-speaking countries?
   Yes _______                    No ________

9. Have you ever lived in English-speaking countries?
   Yes _______                    No ________
   If so, for how long?  ...........

Part 2: (Statements)
Please check (√) in the box that best reflects your opinion about each of the following statements using this scale:
   SA = Strongly Agree
   A = Agree
   N = Neutral
   D = Disagree
   SD = Strongly Disagree

Your opinion on reading in English:

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<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>10. Reading in English is important.</td>
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<td>11. I like to read in English.</td>
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<td>12. I usually do not read in English unless I have to.</td>
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<td>13. Reading helps me improve my language proficiency.</td>
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The current reading classes/courses and textbooks:

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<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
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<tbody>
<tr>
<td>14. The reading class is useful.</td>
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<td>15. The passages I read in class are similar to authentic texts.</td>
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<td>16. The passages I read in class are easier than authentic texts.</td>
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<td>17. The passages I read in class are more interesting than authentic texts</td>
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<td>18. The reading course enables me to comprehend other materials outside the class.</td>
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<tr>
<td>19. The reading course motivates me to read other materials outside the class.</td>
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<tr>
<td>20. The reading course introduces me to how language is used in the real world.</td>
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<tr>
<td>21. I am satisfied with the current reading courses.</td>
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Using English authentic texts such as newspapers and magazines will probably

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<tr>
<td>22. Introduce me to how language is used in the real world.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
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<tr>
<td>23. Fulfill my needs.</td>
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<tr>
<td>24. Increase the value of reading classes.</td>
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<tr>
<td>25. Improve my language proficiency more than textbooks do.</td>
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<tr>
<td>26. Improve my reading comprehension ability more than textbooks do.</td>
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<tr>
<td>27. Help develop my writing styles more than textbooks do.</td>
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<tr>
<td>28. Increase my familiarity with the use of grammar rules in their original context.</td>
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<tr>
<td>29. Increase my knowledge of vocabulary items which I need in real situations</td>
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<tr>
<td>30. Improve my cultural understanding.</td>
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<tr>
<td>31. Be difficult for me to comprehend.</td>
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<tr>
<td>32. Will cause cultural conflicts that hinder comprehension.</td>
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<tr>
<td>33. Make me feel frustrated.</td>
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<tr>
<td>34. Be interesting.</td>
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<tr>
<td>35. Motivate me to do more reading outside the classroom.</td>
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<tbody>
<tr>
<td>36. I prefer to read English authentic texts (not required for the course) rather than read the reading passages in the textbook.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>37. I prefer to use English authentic texts rather than textbooks in reading classes.</td>
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<tr>
<td>38. I prefer to use English authentic texts as supplementary materials in reading classes.</td>
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I would like to use the following English materials in class:

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<tr>
<td>39. newspapers</td>
<td>SA</td>
<td>A</td>
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<tr>
<td>40. magazines</td>
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<tr>
<td>41. novels</td>
<td></td>
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<tr>
<td>42. short stories</td>
<td></td>
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<tr>
<td>43. internet material</td>
<td></td>
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<tr>
<td>44. books</td>
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<tr>
<td>45. poems</td>
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<tr>
<td>46. brochures</td>
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</table>
Part 3: (Multiple-choice items)
Please circle one of the choices given:

47. How often do you read English for enjoyment in your spare time?
   A. Never                     B. Less than 1 hour a week
   C. 1-3 hours a week          D. More than 3 hours a week.

48. Which of the following types of reading classes is the best one in your opinion?
   A. A reading class which uses English authentic texts only
   B. A reading class which uses a textbook only
   C. A reading class which uses a combination of both English authentic texts and textbooks.

49. Which of the following types of reading classes is the worst one in your opinion?
   A. A reading class which uses English authentic texts only
   B. A reading class which uses a textbook only
   C. A reading class which uses a combination of both English authentic texts and textbooks.

Part 4: (Open-ended questions)

50. What are the types of English authentic texts which are not mentioned in this questionnaire and which you prefer to use in reading classes?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………

51. What are your suggestions for using English authentic texts to improve Saudi students’ reading comprehension abilities?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………

52. What are the topics of authentic English texts that you prefer to deal with in your reading classes?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………

Other comments: (Optional)
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thank you for your cooperation.
عزيزي الطالبة

إن الغرض الأساسي من هذا الاستبيان هو جمع معلومات عن اعتقاداتك بخصوص استخدام النصوص الأصلية (المعدة للناطقين بهذه اللغة) في تدريس القراءة (reading) الإنجليزية. هذه النصوص تستخدم نفس اللغة التي يستعملها المتحدثون الأصليون للغة الإنجليزية من الإنجليز والأمريكيين في حديثهم وكتاباتهم لمتحدثين آخرين أصلين لغة الإنجليزية من دون أي تبسيط لأغراض تعليمية. وتشمل هذه النصوص الصحف، والمجلات، والكتب غير الدراسية، والقصص القصيرة، والروايات، والنصوص الأخذة من الإنترنت، والمنشورات العامة.

أختي الطالبة، إن مشاركتك في تعبئة هذا الاستبيان تعتبر مهمة جداً وستساهم في تحسين تدريس القراءة الإنجليزية في المملكة العربية السعودية. أرجو الإجابة على بنود هذا الاستبيان بدقة وأمانة قدر الإمكان.

إن هذا الاستبيان يسألك عن رأيك فقط وليس اختبار لمعرفتك عن القراءة باللغة الإنجليزية، حيث لا توجد هناك أي إجابات صحيحة أو خاطئة. كما أود أن أؤكد لك أن مشاركتك في تعينة هذا الاستبيان لن تؤثر على درجاتك في أي مادة، وأن إجاباتك ستحافظ على سرية تامة ولن يطلع عليها إلا الباحثة فقط.

وختاماً، أود أن أنوه بأن تعبئتك لهذا الاستبيان تعني الموافقة على المشاركة في هذه الدراسة.

شكراً على حسن تعاونك

إيناس المسلم
مرشحة لدرجة الماجستير، جامعة الملك سعود

الجزء الأول (معلومات شخصية)

الاسم: ........................................
الكلية: ........................................
الجامعة: ......................................
العمر: ........................................
المستوى الدراسي في الجامعة: ........
أ. طالبة في السنة الأولى  
ب. طالبة في السنة الثانية  
ج. طالبة في السنة الثالثة  
د. طالبة في السنة الرابعة
6. كم عدد سنوات دراسك للغة الإنجليزية (منذ الطفولة حتى الوقت الحالي)؟ سنين.
7. هل تلقيت تعليمك المتوسط أو الثانوي في مدارس خاصة تهتم بشكل خاص باللغة الإنجليزية؟

8. هل سبق وان سافرت إلى بلد لغته هي اللغة الإنجليزية (مثل بريطانيا أو أمريكا)؟
9. هل سبق وان أق 따라서 في بلد لغته هي اللغة الإنجليزية؟

إذا كانت إجابتك نعم، كم كانت مدة إقامتك؟

الجزء الثاني: (عبارات):
ضع علامة (√) في المربع الذي يعبر عن رأيك بدقة أمام كل عبارة من العبارات الآتية:

1. أوافق بشده  
2. أوافق  
3. محيد  
4. لا أوافق  
5. لا أوافق بشده

رأيك حول القراءة باللغة الإنجليزية:

لا أوافق  
أوافق  
بشد  
محاد  
أوافق  
محاد  
أوافق  
لا أوافق

10. تعتبر القراءة باللغة الإنجليزية مهمة.
11. أنا أحب أن أقرأ باللغة الإنجليزية.
12. عادة لا أقرأ باللغة الإنجليزية إلا إذا اضطررت لذلك.
13. تساعدني القراءة على تحسين مهاراتي في اللغة.

فصول القراءة الحالية و الكتب الدراسية المقررة:

لا أوافق  
أوافق  
بشد  
محاد  
أوافق  
محاد  
أوافق  
لا أوافق

14. إن فصل القراءة الإنجليزية مفيد.
15. إن قطع القراءة التي آورها في الفصل متشابه للنصوص الإنجليزية الموجودة في الكتب غير الدراسية، الروايات، والمجلات، و الصحف.
16. إن قطع القراءة التي آورها في الفصل أسهل من النصوص الإنجليزية الموجودة في الكتب غير الدراسية، الروايات، والمجلات، و
الصحف.

17. إن قطع القراءة التي أقرأها في الفصل مُنتمية أكثر من النصوص الإنجليزية الموجودة في الكتب غير الدراسية، والروايات، والمجلات، والصحف.

18. يساعدني منهج القراءة الإنجليزية على فهم ما أقرأ من نصوص أخرى خارج الفصل.

19. يحتوي منهج القراءة الإنجليزية على قراءة نصوص أخرى خارج الفصل.

20. يُطلعني منهج القراءة الإنجليزية على كيفية استخدام اللغة الإنجليزية في الحياة الواقعية.

21. أنا مقتنعة تماما بمناهج القراءة المستخدمة حالياً.

إن استخدام النصوص الإنجليزية الأصيلة (المعدة للناطقين بهذه اللغة) كالمجلات والمجلات في تدريس القراءة سوف لا أوافق بشده لا أوافق محلي أوافق بشده لا أوافق

22. يُطلعني على كيفية استخدام اللغة الإنجليزية في الحياة الواقعية.

23. يُساعده من تطوير أساليب كتابتي أكثر من استخدام الكتب المُقررة.

24. يُحسن مهاراتي اللغوية أكثر من استخدام الكتب المقررة.

25. يُحسن من قدراتي في فهم ما أقرأه أكثر من استخدام الكتب المقررة.

26. يُحسن من قدراتي في تطوير أساليب كتابتي أكثر من استخدام الكتب المقررة.

27. يُحسن من معرفتي بالقواعد النحوية الإنجليزية في محيطها الأصلي.

28. يُحسن من معرفتي بالمفردات الإنجليزية التي تحتاجها في الحياة الواقعية.

29. يُحسن من معرفتي بالثقافات وحضارات الأخرى.

30. يُحسن من معرفتي بالثقافة وحضارات الأخرى.

31. يكون صعب الفهم على.

32. يودي إلى تعارض ثقافي يُعيق بدوره عملية الفهم.
33. يُشعرني بالإحباط.
34. يكون ممتعاً.
35. يشجعني على أن أقرأ أكثر خارج الفصل.
36. أفضل قراءة النصوص الإنجليزية الأصلية أكثر من النصوص الموجودة في الكتاب المقرر.
37. أفضل استخدام النصوص الإنجليزية الأصلية بدلاً من الكتب المقررة في فصول القراءة.
38. أفضل استخدام النصوص الإنجليزية الأصلية كأنشطة ومواد إضافية في فصول القراءة.

أفضل استخدام الأنواع التالية من النصوص الإنجليزية الأصلية (المُعدة للناطقين بهذه اللغة) في فصول القراءة:

لا
أوافق
بشد

لا
أوافق
محايد
أوافق

39. الصحف
40. المجلات
41. الروايات
42. القصص القصيرة
43. النصوص المأخوذة من الإنترنت
44. الكتب غير الدراسية
45. القصائد
46. المنشورات

الجزء الثالث: (أسئلة مُحددة الإجابة):
من فضلك وضع دائرة حول إحدى الإجابات المُعطاة بعد كل سؤال:

47. كم من الزمن تقضينه خلال وقت فراغك في القراءة باللغة الإنجليزية لمجرد التسلية؟
(أ) لا أقرأ أبداً
(ب) أقل من ساعة في الأسبوع
(ج) من ساعة إلى ثلاث ساعات في الأسبوع
(د) أكثر من ثلاث ساعات في الأسبوع

48. أي نوع من أنواع مناهج القراءة التالية هو الأفضل برأيك؟
أ) النهج الذي يستخدم النصوص الأصلية فقط.
ب) النهج الذي يستخدم الكتب الدراسية فقط.
ج) النهج الذي يستخدم الاثنين معاً (النصوص الأصلية و الكتب الدراسية).

49. أي نوع من أنواع مناهج القراءة التالية هو الأسوأ برأيك؟
أ) النهج الذي يستخدم النصوص الأصلية فقط.
ب) النهج الذي يستخدم الكتب الدراسية فقط.
ج) النهج الذي يستخدم الاثنين معاً (النصوص الأصلية و الكتب الدراسية).

الجزء الرابع: (أسئلة غير مُحددة الإجابة)

50. ما هي أنواع النصوص الإنجليزية الأصلية غير تلك التي ورد ذكرها في الاستبيان و التي تفضل أستخدامها في فصول القراءة الإنجليزية؟

51. ما هي اقتراحاتك لاستخدام النصوص الأصلية لتحسين قدرات الطالبات السعوديات في القراءة الإنجليزية؟

52. ما هي مواضيع النصوص الأصلية التي تفضلين التعامل معها في فصول القراءة الإنجليزية؟

تعليق: (اختياري)

شكراً على مشاركتكن وتعاونكن
Appendix C: Teachers’ Questionnaire

Dear teacher,

The main purpose of this questionnaire is to collect data about your beliefs concerning the use of authentic materials in your EFL reading classes. Authentic materials are those materials which were produced by native speakers for non-teaching purposes and were directed at other native speakers of English. Examples of such materials include newspapers, magazines, books, short stories, novels, internet information, brochures, and so on.

Your participation in this study is very important and will contribute to the improvement of the teaching of EFL reading in Saudi Arabia. Please answer the items in this questionnaire as carefully and honestly as possible.

This is a survey asking for your opinion. It is not an evaluation of your knowledge about teaching reading. It is not necessary that you teach or have taught reading. It asks about your beliefs as an EFL teacher. Your answers will remain confidential.

Completing the attached questionnaire means that you have consented to participate in this study.

Thank you for your cooperation.

Yours sincerely,
Enas, I. Al-Musallam.
M.A. Candidate,
King Saud University

---------------------------------------------------

Part 1: (Demographic information)

1. Name: ……………………………………………………
2. Nationality: ……………………………………………
3. College: …………………………………………
4. University: …………………………………………
5. Highest degree earned:
   A. Bachelor’s Degree          B. Master’s Degree          C. PhD
6. If you have studied overseas (in English-speaking countries), please list the country, level of study, and length of stay.

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<th>Country</th>
<th>Level of study</th>
<th>Length of stay</th>
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<td>2.</td>
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<td>3.</td>
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7. For how long have you taught a foreign language?
   A. Less than 1 year
   B. 1-3 years
   C. 4-6 years
   D. 7-9 years
   E. 10 or more

8. For how long have you taught the foreign language in Saudi Arabia?
   A. Less than 1 year
   B. 1-3 years
   C. 4-6 years
   D. 7-9 years
   E. 10 or more

9. Are you teaching/ have you taught reading?
   A. yes
   B. No

Part 2: (Statements)

Please check (√) in the box that best reflects your opinion about each of the following statements using this scale:
   SA = Strongly Agree
   A = Agree
   N = Neutral
   D = Disagree
   SD = Strongly Disagree

Your opinion on reading in English:

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<th>Statement</th>
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<tr>
<td>10. Reading in English is important.</td>
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<tr>
<td>11. Reading helps to improve students’ language proficiency.</td>
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The current reading classes/courses:

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<tr>
<td>12. Reading classes are beneficial.</td>
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<td>13. The reading courses enable the students to read and comprehend other materials outside the classroom.</td>
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<td>14. The reading courses introduce the students to how language is used in the real world.</td>
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<tr>
<td>15. The reading courses motivate the students to read other materials outside the classroom.</td>
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<tr>
<td>16. I am satisfied with the current reading courses.</td>
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### Using authentic texts will probably

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<tr>
<td>17. Introduce students to how language is used in the real world.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>18. Fulfill students’ needs.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<td>19. Enable students to see the value of reading classes.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<td>20. Improve students’ language proficiency more than textbooks do.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
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<td>21. Improve students’ reading comprehension ability more than textbooks do.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>22. Help develop students’ writing styles more than textbooks do.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>23. Increase students’ familiarity with the use of grammar rules in their original context.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<td>24. Increase students’ knowledge of vocabulary items which they need in real situations.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>25. Improve students’ cultural understanding.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>26. Be difficult for students to comprehend.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<td>27. Will cause cultural conflicts that hinder comprehension.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
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<td>28. Make students feel frustrated.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>29. Be interesting.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>30. Motivate students to do more reading outside the classroom.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>31. Help to overcome some cultural barriers to language learning.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
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### Exposure to authentic materials should start at:

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<tr>
<td>39. Beginning levels of language learning.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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<tr>
<td>40. Intermediate levels of language learning.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
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41. Advanced levels of language learning.

I would like to use the following authentic materials in class:

SA A N D SD

42. newspapers
43. magazines
44. novels
45. short stories
46. internet material
47. books
48. poems
49. brochures

I would select authentic reading materials according to the following factors:

SA A N D SD

50. Language level
51. Length of text
52. Students’ needs
53. Students’ interests
54. Percentage of new vocabulary
55. Complexity of grammar structures
56. Course objectives
57. Type of text
58. Writing style
59. Cultural content

Part 3: (Multiple choice questions)
Please circle one of the given choices:

60. Which of the following types of reading classes is the best one in your opinion?
   A. A reading class which uses authentic texts only
   B. A reading class which uses a textbook only
   C. A reading class which uses a combination of both authentic texts and textbooks.

61. Which of the following types of reading classes is the worst one in your opinion?
   A. A reading class which uses authentic texts only
   B. A reading class which uses a textbook only
   C. A reading class which uses a combination of both authentic texts and textbooks.
Part Four: (Open-ended Questions)

62. What are the types of authentic texts (not mentioned in this questionnaire) that you prefer to use in your reading classes?

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63. What are your suggestions for using authentic reading materials to improve the Saudi students’ English reading comprehension abilities?

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64. What other criteria would you follow in selecting authentic reading materials for your reading classes?

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65. Do you think that you need training in using authentic materials? If so, what type of training would you suggest?

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Other comments: (Optional)

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*** If you are willing to participate in the follow-up interviews, please provide your phone number, and e-mail.
Phone: .................................................................
E-mail: .................................................................

Thank you for your cooperation
Appendix D: Interview Consent Form

Interview Consent Form

I hereby agree to participate in this study, which aims at collecting data about teachers’ and learners’ attitudes toward the use of authentic reading materials in EFL classrooms, and I consent to be interviewed by the researcher. I have been informed that the interview will be audio recorded, and the tapes will be destroyed upon the completion of the study. I understand that my responses are confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed consent form to keep in my possession.

......................................................... ......................................................... .........................................................

Participant’s Name                Signature                Date

......................................................... ......................................................... .........................................................

Researcher’s Name                Signature                Date
Appendix E: Students’ Interview Guide

(English and Arabic versions)

Please answer the following questions in detail:

الرجاء الإجابة عن الأسئلة الآتية بالتفصيل:

1. Would you support the use of authentic materials in your reading classes? Why or why not?

هل تؤيدين استخدام النصوص الأصيلة (المُعدة للناطقين بهذه اللغة) في تدريس القراءة الإنجليزية؟ ولماذا؟

2. Which factors, if any, do you think would hinder the use of authentic reading materials in EFL instruction?

ما هي العوامل التي قد تعيق استخدام النصوص الأصيلة (المُعدة للناطقين بهذه اللغة) في تدريس اللغة الإنجليزية كلغة أجنبية؟

3. How do you think EFL teachers at Saudi Colleges can make appropriate use of authentic materials for reading instruction?

كيف يمكن لمدرسات اللغة الإنجليزية استخدام النصوص الأصيلة (المُعدة للناطقين بهذه اللغة) الاستخدام الأمثل في تدريس اللغة الإنجليزية؟

4. Do you think that you can read and enjoy authentic materials? What do you need in order to succeed in dealing with authentic materials?

هل تعتقد أنك بإمكانك قراءة هذه النصوص والاستمتاع بقراءتها؟ و ماذا تحتاج حتى تنجح في ذلك؟

5. What types of activities would facilitate your comprehension of authentic materials?

ما هي أنواع الأنشطة أو التمارين التي قد تسهل عليك فهم هذه النصوص؟
Appendix F: Teachers’ Interview Guide

Please answer the following questions in detail:

1. Do you recommend the use of authentic materials in EFL reading classes? Why or why not?

2. Which factors, if any, do you think would limit your use of authentic reading materials in EFL instruction?

3. How do you think EFL teachers at Saudi Colleges can make appropriate use of authentic materials for reading instruction?

4. When should authentic materials be introduced to the students? Why?

5. How would you facilitate the students’ comprehension of authentic materials?
Six Easy Ways to Wreck Your Teeth
The six most common tooth-damaging habits, and how to avoid them.
By Katie Connolly

Sept. 13, 2007 - No one wants to have nasty breath, or big dental bills. Nonetheless, there are several very common habits that can produce both of those unpleasant results. And they can also leave your smile looking more Pirate of the Caribbean than Christie Brinkley.

Should your looks, breath and bank balance not be enough motivation to break those tooth-busting habits, maintaining your overall health should be. “It is absolutely clear that teeth are connected to the rest of the body,” says American Dental Association spokesman Dr. Matthew Messina. While the exact mechanism remains unclear, studies have shown links between bacteria in the mouth and heart disease, diabetes and low-birth-weight babies. “It’s about bacterial load,” Messina says. “If you’re fighting bacteria in your mouth, you have fewer resources to fight other things in your body.”

Here are the six most common tooth-defying mistakes and how you can avoid them:

1. **Constant Coffee Baths**: Take a look around any office building or car interior and you’re likely to see desks and cup-holders littered with giant coffee or soda cups. Americans, particularly office workers, have a tendency to sip and snack all day. Not only do coffee and tea tend to stain your teeth, but if you’re drinking milky, sweet coffee or soda, you’re creating a mini-health hazard in your mouth. Consuming carbohydrates, particularly sugars, activates the acid-producing bacteria that live on the surface of your teeth. “Every time the bacteria get active they produce more acid, and that just causes more decay,” says Dr. Kimberly Harms, a dentist in Farmington, Minn. She encourages her patients to refrain from snacking or sipping drinks all day to reduce the amount of sugars these bacteria are burning.

2. **Dessert Without Dinner**: Many of us are eating our cake—or cupcake or muffin—as a snack rather than an after-meal treat. If you don’t have the willpower to cut sweet treats and sodas out of your diet (and most of us don’t), then try to consume them as part of a main meal, when the decay-causing bacteria are already working. That way you limit your exposure to the bacteria to just a couple of times per day, rather than having them constantly active. If you can’t eat a whole meal, Harms says that eating a small piece of
hard cheese after a meal can be good for your teeth. “First of all, cheese has calcium in it, and hard cheeses have been shown to neutralize the pH levels in your mouth,” she says. That means your mouth is less acidic, and therefore less prone to tooth decay.

3. **Water Deprivation**: Everyone seems to be carrying a bottle of water lately, but most of us don’t know that one of the most tooth-friendly times you can drink water is after you eat. A glass of water after a meal will wash away food particles and some bacteria, and generally clean the mouth. But, unlike most beverages, it won’t introduce new sugars to your mouth or fattening calories to your system. Plus, water can help you feel full and stick to a weight-loss regime.

4. **Tough Love**: If you adore chewy or sticky treats like taffy, Starburst candies, Skittles, Tootsie Rolls or even gnawing on those unpopped popcorn kernels or ice, beware. That’s one of the best ways to stuff a long-lasting chunk of tooth-rotting bacteria into a hard-to-clean spot inside your mouth, or even to crack a tooth. With all the sugar in sticky candy, even a tiny piece is like a siren song to bacteria. Ice, peanut brittle and popcorn kernels are also a problem for teeth. “Ice and tooth enamel are both crystals. When you push two crystals against each other, the weaker one will break most of the time—that’s the ice—but occasionally the teeth will break,” says Messina.

5. **Produce Avoidance**: We all know fruits and veggies are good for your figure and can prevent disease. But avoiding them has oral consequences, too. Fruits and vegetables contain vitamins that are particularly important for your gums, helping prevent infections that may cause gums to become inflamed or bleed. “You can see the effect of malnutrition on gums almost immediately,” says Messina.

6. **Gumming up the Works**: Maybe you just can’t shake that addiction to the little shock of sweet that comes with that first chomp of sugary gum, but try a little harder. Giving your teeth a regular sucrose shower, even with a tiny slice of gum, is a fabulous way to promote tooth decay. On the other hand, chewing sugar-free gum has all kinds of benefits. It increases the production of saliva, which is your body’s natural mechanism for washing away food and neutralizing acid.

Even if you just can’t break those tooth-busting habits, you can still work on developing consistently excellent tooth-care routines. “You can eat almost anything you want, as long as you brush and floss to get rid of it,” says Messina. He emphasizes the importance of flossing, saying that unfortunately only 25-30 percent of his patients floss every day. “Flossing every day is best, but even if you do it only three or four days out of seven, you’re doing better than most.” He says a lot of his patients engage in “social brushing” or brushing after eating to “get rid of that broccoli from between the teeth. But at least once a day you want to do a really thorough job.” Harms recommends using a soft toothbrush in a gentle, circular motion, and fluoridated toothpaste. “You don’t want to scrub your teeth with a hard brush. Also, visit your dentist on a regular basis to make sure that tartar is being cleaned off and your gums are healthy,” she says.
Electric toothbrushes can help ensure that you brush for the right amount of time and prevent hard scrubbing, but they aren’t necessarily better. Regular toothbrushes should be replaced every three to four months. And if you use mouthwash, make sure you choose one that carries the American Dental Association seal of acceptance, as that means it has undergone independent testing to verify its claims.

**Text 2**

October 4, 2007

Australian Fires Add to Fears on Climate Change

By TIM JOHNSTON

SYDNEY, Australia, Oct. 3 — As the first bush fires of the year rage through Australia’s national forests, concern over climate change and its effects is intensifying among Australians. A telephone survey of more than 1,000 people released today showed that 40 percent of Australians thought that global warming was a great threat to security.

The survey, by the United States Studies Center, based at the University of Sydney, came a day after the government’s most senior scientific body said that rising temperatures and reduced rainfall were inevitable in Australia.

The report brought calls for more resources to be focused on mitigating the effects of future climate change rather than the current policy of concentrating on trying to reduce greenhouse gas emissions.

Extreme weather, including a drought that has persisted in some places for six years, has focused the Australian public on climate change, and it is shaping up as a major issue in the general elections that are expected to be called in the next few weeks.

On Tuesday, Australia’s most influential scientific research body, the government-financed Commonwealth Scientific and Industrial Research Organization, released a report that said a temperature rise of 1.8 degrees Fahrenheit was likely by 2030, along with many more days with temperatures of over 95 degrees and reduced rainfall across much of southern Australia, already the driest part of the driest inhabited continent.

“The message is that global warming is real, humans are very likely to be causing it and that it is very likely that there will be changes in the global climate system in the centuries to come larger than those seen in the recent past,” the report said.

Recent events have made the subject even more urgent for many Australians. Although the spring season started only a month ago, about 50 separate bush fires, fanned by unseasonably hot weather and strong winds, have burned about 76,000 acres, of bush and national forest and destroyed a house.
Large areas of the state of New South Wales, including Sydney, had a total fire ban in force today. “It is very interesting to see how climate change has moved from the environmental field to the security sphere,” said Alan Dupont, who heads the United States Studies Center, referring to the report released today. “Most of the government response has been about reducing greenhouse gas emissions rather than trying to manage the effects of the change.”

The survey’s results echo comments last week by the head of Australia’s police, Commissioner Mick Keelty, that climate was a growing security concern. “We could see a catastrophic decline in the availability of fresh water,” Mr. Keelty said. “Crops could fail, disease could be rampant and flooding might be so frequent that people, en masse, would be on the move. Even if only some and not all of this occurs, climate change is going to be the security issue of the 21st century.”

His comments provoked a sharp retort from Prime Minister John Howard, who said that terrorism was a more immediate threat to security than climate change. Mr. Howard was until recently a climate change skeptic, and the opposition Labor Party has said that the new attention he is paying to climate change is driven more by polls than conviction.

Australia has one of the world’s highest per capita emissions of greenhouse gases. The government has refused to ratify the Kyoto Protocol, saying it is meaningless because it does not impose restrictions on the two greatest emerging emitters, India and China.

Environmentalists say the time to tackle climate change is running out and that the major global economies need to commit themselves to radical cuts in greenhouse gas emissions.

Both the United States and Australia have resisted efforts to set hard emissions targets, and have encouraged the development of technologies like nuclear and clean coal in an effort to improve the efficiency of carbon-based fuel sources.

The United States Studies Center survey relied on 1,213 telephone interviews conducted between July 13 and July 29, and had a margin of error of plus or minus 3 percentage points.

Text 3

How Personality Affects your Health?

Here are six questions about your approach to life. Try to answer them as honestly as you can. You may find the results revealing.

- Are you hard driving and competitive?
- Are you usually pressed for time?
• Are you bossy or dominating?
• Do you have a strong need to excel in most things?
• Do you eat too quickly?
• Do you get upset when you have to wait for anything?

If you have answered “yes” to most of these questions then I can make a few predictions about you, based on a recent eight-year study of nearly two thousand people who live the way that you do.

You probably find that life is full of challenges and you often need to keep two or more projects moving at the same time. The chances are that you have been to college, that you have a management job and that you bring work home at night. You think that you put more effort into your job than many of the people you work with, and you certainly take your work more seriously than most of them. You get irritated easily, and if someone is being long-winded, you help them get to the point. You also have trouble finding the time to get your hair cut.

And there’s one other thing. You are about twice as likely to have a heart attack as someone who takes a more easygoing approach to life.

The mention of heart attacks probably makes you think that surveys like this only apply to men. After all, men up to middle age in the United States and Britain have about four times more coronaries than women do. But women suffer too, if they adopt this same hard-driving, competitive, time-urgent life-style. Working women living this way are twice as likely to develop coronary disease as those who are more relaxed.

You might expect things to be different for housewives, since living at home should cause less hassle than going out to work, and as a group, housewives in this study were more easygoing. But some felt the same time pressures as women with outside jobs; the sense that things would get out of control unless they tried all the time to keep on top. Those who felt this suffered three times as much heart disease as those who didn’t, whether they looked after an office or at home. And women with children, who were married to blue-collar workers and were holding down clerical jobs at the same time, had the highest heart disease risk of all.

The beginnings of your hard-driving behavior go right back to childhood. In school you got recognition and perhaps prizes for being quick and bright, for being an achiever, for competing with others and for winning. You probably went on from school to get a series of increasingly better jobs against pretty stiff competition. They were jobs where you had to care about the results, where you constantly had to push things forward and get things done. In your present job you also feel some conflict, either with time or with other people.
Vacationing in Mexico

Each year more travelers are finding their way to the sun coasts of Mexico; where ancient civilizations once honored the sun, modern sun worshippers are discovering superb vacation destinations. Airlines now schedule weekly flights from major national and international points to a variety of sun coast resort areas.

The peninsula of Baja California provides one of the most splendid vacation sites in the Western Hemisphere. The peninsula is divided into two states: Baja California Norte and Baja California Sur, which are now connected by the Benito Juarez Transpeninsular Highway, so that the entire peninsula can be easily reached by car, as well as by sea and air. A chain of new hotels offer deluxe accommodations, but there are also numerous camping grounds, trailer parks and wayside inns for those who prefer casual-living vacations. At the southern end of the peninsula, La Paz, San Jose del Cabo and Cabo San Lucas offer rapidly expanding deluxe facilities to accommodate the growing influx of visitors. All have good accommodations, restaurants, sports facilities and meeting rooms. In addition, La Paz, with its duty-free zone, is a shopper’s paradise.

Kino Bay, a coastal resort on the mainland near Hermosillo, is expanding and will soon offer new luxurious tourist accommodations.

South along the coast are Topolobampo and Los Mochis, the former a ferry terminus serving La Paz on the Peninsula, and boasting the largest natural bay in the world; and the latter a starting point for the Chihuahua-Pacific Railway trip which goes through the breathtaking Copper Canyon to the city of Chihuahua.

Mazatlan, the sailfish capital of the world, has developed a large new resort complex to accommodate its many visitors. Famous for its jumbo shrimp and other delicious seafood, Mazatlan also offers seasonal bullfights, lively evening entertainment and big-game fishing. An international fishing tournament is held there each fall. Modern convention and sport facilities are available. Mazatlan is easily reached from other major cities by good highways and an international airport.

Puerto Vallarta, once a sleepy fishing village, is now one of Mexico’s fastest growing resorts. The red-tiled roofs and cobblestoned streets contrast with the luxurious new hotels. The annual temperature averages around 80° F., offering a perfect climate for parasailing, skin diving, surfing and other aquatic sports. Evening entertainment includes seafood dinners and floor shows. Big-game hunting and fishing are also popular within this region of coastal Mexico.