

**Sudan University of Science and
Technology**

College of Postgraduate Studies

College of languages

**Using of the Authentic Reading Materials
on Developing and Retaining Secondary
School Students Vocabulary**

إستخدام مواد القراءة الأصلية في تطوير وحفظ
المفردات اللفظية لطلاب المرحلة الثانوية

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Dedication

TO my parents, My wife, my sons and daughters, My brothers and sisters and my friends.

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Abstract

This study aimed at investigating the effect of authentic reading materials on developing and retaining secondary school students' vocabulary. The descriptive-research design used incorporated both qualitative and quantitative instruments to accomplish the objectives of the study, employing interviews with educational experts, questionnaire to English language teachers in both schools and universities. The study also used a pre-test and post-test given to secondary school students. The population sampling involved 332 English language teachers from both schools and universities, 30 female secondary school students from Alemtiaz secondary school as a case study and 10 educational experts whose experiences exceed 15 years. The results analysis showed that most of English language teachers and educational experts had positive attitudes towards the use and the impact of authentic reading materials on the secondary school students. Experimental and controlled groups, consist of 15 students for each group. A test, containing authentic reading materials, was given for the two groups. The mean differences measured by (t-test) in the students results was noticeable seen. The results also showed that the two pairs showed significant mean differences before and after the test (0.018) for the controlled group and (0.000), the (t) value of the experimental group (9.102) is greater than that of the controlled group (2.685). The findings showed that authentic materials affect positively on enriching and retaining secondary school students' vocabulary. The findings also showed that English language teachers and educational experts have positive attitudes towards the use of authentic materials. The study concludes by some recommendations and suggestions for further studies.

(Arabic Version)

هدفت هذه الدراسة الي تقصي أثر مواد القراءة الأصيلة في التطوير والإحتفاظ بالمفردات اللفظية لطلاب المدارس الثانوية. استخدم البحث الوصفي كل من الأدوات الرقمية والنوعية بطريقة متحده لانجاز أهداف الدراسة، واستخدم المقابلات مع خبراء التعليم والاستبانات التي وجهت لمدرسي اللغة الإنجليزية في كل من المدارس الثانوية والجامعات على حد سواء. كما استخدمت الدراسة ايضا صيغة الاختيار القبلي والبعدي لطلاب المدارس الثانوية المستهدفة. شارك في الدراسة حوالى 332 مدرس لغة إنجليزية في كل من المدارس والجامعات وعدد 30 طالبة من مدرسة الإمتياز الثانوية كدراسة حالة المدارس الثانوية وعدد (10) من خبراء التعليم الذي لديهم خبرة لاكثر من 15 عام. اظهر تحليل النتائج أن غالبية مدرسي اللغة الإنجليزية وخبراء التعليم لديهم اتجاهات ايجابية نحو استخدام وتأثير مواد القراءة الأصيلة على طلاب المدارس الثانوية. شملت المجموعات التجريبية والضبط عدد 15 طالبه لكل مجموعة، اجرى اختيار لكلتا المجموعتين شكل مواد القراءة الأصيلة. تم قياس الإختلافات الرئيسية من خلال اختبار (T) من نتائج الطلاب وكانت واضحة للعيان. اظهرت النتائج لكلتا المجموعتين اختلافات جوهرية قبل وبعد الاختبار. وكانت النتيجة (0.015) لمجموعة الضبط بينما المجموعة التجريبية (0.000)، وكانت القيمة (T) (معامل الإتجاه) بالنسبة للمجموعة التجريبية هي (9.102) أكثر من مجموعة الضبط التي كانت (2.0685)، أختتمت الرسالة ببعض التوصيات والإقتراحات الي دراسات لاحقة.

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List of Abbreviations

AMS	Authentic Materials
Awl	Academic Word List
BES	Bilingual English Speaker
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
GSL	General Service List
L1	First Language
L2	Second Language
MES	Monolingual English Speaker
NP	Noun Phrase
NSS	Native Speakers
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Language
VLS	Vocabulary Learning Strategies
VP	Verb Phrase
TTC	Teacher Training Course

Definitions of Terms

Term	Definitions
Active vocabulary:	The words which the student understands; can pronounce correctly and use constructively in speaking and writing.
Affective meaning:	Distinguishing between the attitudinal and emotional factors. (Denotation and connotation), which depends on the speaker's attitude or the situation.
Authentic materials:	Are those materials which were produced by native speakers of English and not designed for pedagogical purpose.
Authenticity:	The ability to behave or think like target language group.
Challenge:	Authentic texts are intrinsically more challenging, yet can be used at all proficiency levels.
Chunks of language:	Multi-word verbs, idioms, strong and weak collections, lexical phrases.
Culture:	In authentic texts, is that which incorporates and represents the culture of speakers of the target language.
Currency:	Authentic texts offer topics and language in current use.
Extrinsic motivation:	Individuals are motivated by an external outcome.
Grammar of vocabulary:	Learning the rules that enable students to build up different words form that word (e.g. sleep, step, sleeping; able, unable; disability).

Homonymy:	Distinguishing between the various meanings of a single word from which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
Homophony:	Understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower, write, right).
Intrinsic motivation:	Exists when someone works because of an inner desire to complete the activity successfully. Native speakers someone who acquired the L1 in childhood, has intuitions about his/ her grammar, the grammar of the standard language can produce fluent, spontaneous discourse, has a creative capacity and has the capacity to interpret and translate into L1.
Polysemy:	Distinguishing between the various meanings of a single word form with several different but closely related meanings (head: of a person, of a pin).

Chapter One

The General Framework of the Study

Chapter One

Interdiction

1.0 Overview:

Language learning requires mastering grammar and lexicon in order to facilitate comprehension understanding and developing reading skills. As a matter of fact, a foreign language cannot be spoken or understood without being aware of its essential vocabulary that requires knowing the words aspects, such as pronunciation, spelling, collocation, grammar aspects and semantic meaning. Besides, knowing words, relationships in their contexts and semantic associations is essential stipulation in learning English. In fact, vocabulary is considered as the most crucial aspect in a foreign and second language learning stages. Therefore, no one can claim to speak or understand a foreign language without mastering its essential vocabulary and grammar.

The learner's comprehension understanding and reading skills developing can be facilitated and enhanced by vocabulary. Learner's incapability of providing the appropriate and correct vocabulary's item is really a problem. Inadequate and poor of lexis and inability of understanding the lexical meaning of words and collocations are really stumbling-blocks to overcome the language skill problems.

1.1 Statement of the Research Problem

During the last two decades, foreign English language learners of the third year secondary school students face many obstacles to enrich their vocabulary which is necessarily required for the learner to understand a comprehension and develop the learner's reading skill. In fact, the weak competence in basic sub skills, grammar and vocabulary affect directly the learner's performance in the language skills. Most of the learners have spent many years studying English language at school although they still find difficulty in understanding a comprehension. Moreover, they are not able to develop reading skill and provide

the proper and correct vocabulary items. The problem appears noticeably when they read, write, speak, or even when they listen to English language in interpersonal communicative situations. The learners face a problem of vocabulary lack that appears as a result of passive syllabus which ignores the cyclical approach of rich and active vocabulary. Moreover, most of the students feel frustrated due to the lack of rich and active vocabulary and vocabulary's aphasia. Consequently, they regard learning and deciphering discourse as an arduous task. Vocabulary can be considered as a problematic issue among students and it entails breaking down of oral and written communication. Owing to excessive expository genre and non-authentic texts used in the syllabus, retrieving and recalling the active vocabulary can be baffled.

1.2 Significance of the Research

According to researcher's reading only a few researches have been conducted on vocabulary enriching in general, and the impact of authentic reading materials on developing and retaining secondary school students, vocabulary in particular. So, taking into consideration the impact of authentic reading materials on developing and retaining vocabulary of the EFL (3rd year secondary school students), the research will accentuate how authentic texts are enriched with various and active lexicons that can affect noticeably on facilitating comprehension understanding and develop the EFL learner vocabulary. Furthermore, learning English language as foreign language entails mastering reasonable amount of vocabulary, and mastering the fundamental grammatical rules. This study accentuates the enriching of vocabulary via authentic text(s); hence, it will assist educators, teachers, linguists and methodologists to concentrate on enriched vocabulary sources via authentic texts a are highly enriched with the lexicon variety. Vocabulary technicality such as figurative, rhetoric, jargon, collocation, informality, binomial, idioms and phrasal verbs aspects can cater learners with

broad sense of the language comprehensibility and flexibility; such sources are abundantly available in authentic texts.

The pedagogic consideration of the vocabulary empowerment from various aspects such as phonetic, morphological, grammatical, semantic and contextual aspect can be fruitful tool for English learners and can be considered as vocabulary enriching framework.

The learner will be able to read if he/she uses a big amount of various vocabulary items, and consequently, understands what he/she reads. Such various reasonable amount of vocabulary has to be taken into consideration and included in the syllabus.

1.3 Objectives of the Research:

The research aims to achieve these objectives:

- 1- Showing the effectiveness of authentic materials on the enrichment and retention of vocabulary for secondary school students.
- 2- Encouraging third year secondary students to expand and retain their vocabulary through authentic reading materials such as short stories, newspapers, magazines and text books.
- 3- Raising the awareness of methodologists, linguists, syllabus designers and teachers, and direct their attention to the crucial role of authentic reading materials in enriching and retaining the learners, vocabulary.

1.4 Research Questions:

- 1- To what extent do authentic reading materials affect on the enrichment of vocabulary of secondary school students?
- 2- To what extent do authentic reading materials affect on the retention of vocabulary of secondary school students?
- 4- What is the role of English teacher in secondary school in implementing and using authentic materials in class room?

1.5 Research Hypotheses:

- 1-Authentic materials affect positively on enriching secondary school students, vocabulary.
- 2- Authentic materials affect positively on retaining secondary school students vocabulary.
- 3- Teachers are the essential part in implementing, selecting and using authentic materials in the class room.

1.5.1 Research Population:

The population of the research will be third year secondary school students in Gezira state (Al-Imtiyaz Secondary School) particularly. The researcher chooses the above mentioned state because it includes different people from different parts of Sudan. The researcher plans to take thirty female students.

1.5.2 Tools of data collection:

The tool of data collection will be pre-test and post-text based on vocabulary of some selected pieces of authentic reading materials. The researcher is plans to use the two tests to give accurate validity to measure the impact of authentic materials from lexicon perspective. A questionnaire will be used addressing English language teachers in both schools and universities. An interview will also be used as supporting tool addressing educational experts.

1.5.3 Tools of data analysis:

The researcher is going to use the SPSS in analyzing the results of the questionnaire and the tests due to its accuracy. A qualitative approach will be used to analyze the interview.

1.6 limits of the Research:

The methodology, tool, procedure, sample and timing factor will be limited in this study. Purposively the study will be limited to the effectiveness of authentic materials on developing and retaining third secondary students' vocabulary.

This study is focused on secondary school students. The study is limited to a small sample of population which was chosen from one secondary school in Gezira State.

The scope of this study is limited to one supporting tool which was an interview.

The study is limited to one subject area, English language.

1.7 Definition of Terms:

Definition of terms is a matter of epistemological theoretical background. Thus, the terms below are the key terms of this research:

Vocabulary:

Oxford Advanced Learner's Dictionary (2010): the words that people use when they are talking about a particular subject / a list of words with their meanings, especially in a book for learning a foreign language.

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.

From psycholinguistic point of view, mental lexicon refers to the representation of words and their associative prosperity in permanent memory.

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

Vocabulary Learning Strategies:

'VLS' show that incidental learning from exposure to text will be greatly facilitated if the learners use vocabulary learning strategies. Strategies should also aid in discovering the meaning of a new word and in consolidating a word once it has been encountered.

Comprehension: Oxford Learner's Dictionary (2003) defines comprehension as, an exercise that tests how well you understand spoken or written language.

EVL: Explicit Vocabulary Learning. In explicit vocabulary learning students engage in activities that focus attention on vocabulary.

IVL: Implicit Vocabulary Learning. It occurs when the mind focuses elsewhere.

1.8 Structure and Plan of the Research:

The researcher sets time budget plan for library and bookworm; besides, consulting the supervisor as a proofreader and academic mentor. The researcher plans to split up the study into five chapters:

- Chapter 1: Introduction and an overview about the topic.

This chapter gives an overview about the topic of the research, presents research problem, objectives of the study, analysis of data and discussion and finally findings and recommendations.

- Chapter 2: Literature Review

It is devoted the presentation of theoretical framework and literature review.

- Chapter 3: Methodology

This chapter reports the methodology which has been adopted in collecting data, the procedures and shows reliability and validity of the test and the questionnaire.

- Chapter 4: Data collection and Analysis

This part concerns the results of the study, their analysis and interpretations.

- Chapter 5: Conclusion

This final part concludes the research including the finding of the study, recommendations, besides, suggestions for further research.

The researcher has already surveyed the related citations of the topic and absorbs appropriate knowledge. Consequently, the researcher is ready to follow up the

research under supervision and mentoring of the supervisor who will be appointed by the university's academic board or senate.

1.9 Theoretical Background:

This research is theoretically grounded on developing and enriching vocabulary, but it will practically be oriented to the impact of authentic reading materials on developing and retaining secondary school students, vocabulary. Hamer, N (1990: 125-152) states that:

Knowing a foreign or a second language's words means knowing its pronunciation and spelling, morphology and grammar which includes its parts of speech, prefixes, suffixes, its semantic meaning, and pragmatic meaning which includes context meaning, and collocation meaning. Moreover, normal authentic usage and deviant use are crucial to be regarded specially the use of rhetoric, idioms, style and the tenor of discourse.

Learning English language involves morphological, phonological, register and semantic consideration. The morphological aspect entails the word formation, word class, and word categorization, and sub categorization whereas the semantic consideration focuses on word literal meaning and non-literal meaning regarding lexeme relationship and contextual restriction. Register embodies the usage factors of word's use and the socio-linguistics factors. Furthermore, the phonological aspect concerns with sound constraints, phonotactics and syllables. Thus, denotation, connotation and pragmatic meaning should be considered from discourse and stylistic angle. Furthermore, the cornerstone of learning vocabulary is reading from various resources and not only from the syllabus. Vocabulary is considered to be as one of the fundamental items of English learning. Students need to be prepared with a wide and vivid vocabulary to compete in the world's market place. The challenge of learning vocabulary is the creating source of both effective and entertaining to grasp the learners' attention

in the classroom and ease the retrieve of the vocabulary in the communicative setting. Celce-Murcia, Marianne (2001) mentions that:

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systemic and principled approach to vocabulary by both the teacher and the learner.

1.10 Summary:

This introductory chapter was concerned with presentation of the statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, definitions of terms and outline of the research.

Chapter Tow
Literature Review

Chapter Two

Literature Review

2.0 Introduction:

It is admissible that vocabulary knowledge and enrichment plays a significant role in language understanding and its skills development. Undoubtedly, no language exists without words. Language words design ideas, styles as well as communication. The four language skills, listening, speaking, reading and writing cannot be achieved or developed without the mastery of adequate and vast vocabulary.

According to Decurion (2000) "vocabulary is central to language acquisition, whether the language is first, second or foreign". Vocabulary knowledge and mastery is considered as the crucial and basic factor that facilitates reading comprehension. Vocabulary plays a tremendously important role in self-expression, translation and style development (cited in M. Celc. Murica (2001).

Widdowson (1987) states that people could describe few things without grammar, but they could express nothing without vocabulary.

Lewis (1993) asserts that vocabulary acquisition is the main task of second language acquisition and the language skills as listening; speaking, reading, writing and translating all cannot go without vocabulary.

The importance of vocabulary acquisition, knowledge and teaching has been noticeably and widely highlighted in second language research by researchers, linguists, as well as, methodologists. The obstacle of vocabulary appeared in the field of education in the four previous decades, since, no consensus on how the problem can be solved.

The use of authentic materials in developing and retaining vocabulary, therefore, become necessary to solve the problem.

Lee (1995) states that authentic materials are effective resources in the foreign language classroom and can positively contribute to students' progress. The culture of target language is of great importance, therefore, using and incorporating authentic reading materials in EFL classrooms is required to bridge the gap between the classroom knowledge and the students' capacity to participate in the real-world events. During the last two decades EFL learners become eager to use authentic materials in the classroom as they facilitate vocabulary acquisition and development.

2.1 Definition of Authenticity:

The term authenticity is of great importance to be defined, because it's impossible to engage in a meaningful debate over the advantages and disadvantages of authenticity, until we agree on what we are talking about.

Many writers mention various definitions and interpretations for the term authenticity;

- Benson & Voller (1997) claim that authenticity relates to the language produced by a real audience, conveying a real message.
- Widdowson (1978) asserts that authenticity relates to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener.
- Vanlier (1996) mentions that authenticity relates to the interaction between students and teachers.
- Rost (2002) clarifies that authenticity relates to the social situation of the classroom.
- Bachman & Palmer (1996) indicate to the relationship between authenticity and assessment.
- Kramsch (1998) comments differently on authenticity by mentioning that authenticity does not only relate to culture, but also to the ability to behave

or think like a target language group in order to be recognized and validated by them.

- MisHan (2005) prefers to set some criteria for authenticity rather than defining the term. According to her "Authenticity is a factor of the:
 - Provenance and authorship of the text.
 - Original communicative and socio-cultural purpose of the text.
 - Original context (e.g. its source, socio-cultural context) of the text.
 - Learning activity engendered by the text.
 - Learners, perceptions of and attitudes to, the text and the activity pertaining to it.
- Mc Donough and Shaw (2003) define authenticity as a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection of both language material and of the activities and methods used for practice in the classroom.
- Lee (1995) defines authenticity as the "learners, positive feelings and reactions towards materials and the pedagogical intentions inherent in them". What is intended by Lee here is not the materials and their authenticity but their potential communication.
- Kramersch (1993) points out that "all pedagogy is an artifact of educational discourse. She further asserted that "communicative and cognitive goals accepted as appropriate in a particular educational context" should be as the language classroom environment. What Kramersch means by the above mentioned notion is that there should be an appropriateness of context and goals of authentic materials that are selected. Meanwhile, Widdowson (1979) pointed out the following:

(It is probably better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver.

Authenticity in this view is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker... Authenticity has to do with appropriate...Authenticity has to do with appropriate response). Mishan (2005) states that:

(Shifting 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, 'material-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). (ibid)

Moreover, Mishan adds that the central pedagogical rationale for using authentic materials in FL teaching stems from what is called 'the 3c's, that is to say, culture, currency, and challenge (ibid). What Mishan means by culture is that "culture, in authentic texts incorporate and represent the culture of speakers of the target language; currency, in that authentic texts offer topics and language in current use, and challenge in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels". Krashen (1989) identifies materials which tend to lower the affective filter as "comprehensible input on topics of real interest".

Authenticity support and justification is seen noticeably when Hadley (2001) 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". Chaves (1998) mentions that authenticity can be considered as the main factor that contribute to language learning, anxiety enjoyment and tried to find out their level of difficulty and

authenticity. One hundred and ninety university level learners of German participated in her study.

Findings showed that learner viewed authentic materials as essential to language learning and found them enjoyable. Many students found great advantages in dealing with authentic situations and materials.

2.2 Types of Authenticity:

Breen (1985) identifies four types of authenticity to be particularly used within the classroom:

- Authenticity of the texts which we may use as input data for our students.
- Authenticity of the learners' own interpretations of such texts.
- Authenticity of tasks conducive to language learning.
- Authenticity of the actual social situation of the classroom language.

2.3 Definition of Authentic Material:

Authentic material is defined by many authors and researchers in various ways. According to Nunan (1999), this type of material is all that spoken or written information that is produced genuinely on a daily basis of communication, and not specially intended for English learning. Widdowson (1990), distinguishes between authentic text and authentic discourse, saying that the language presented to SL learners may be genuine record for 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.

Nunan (1988) defines authentic materials as the materials "which have been produced for purposes other than to teach language". Jordan (1997) agrees with Nunan in that authentic materials or texts as the ones which are not designed for pedagogical aims. Jacobson et al (2003) see authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.

Authentic texts are also defined as "actual, attested, and such that they have real authentic instances of use" by Stubbs (1996). Similarly, (Carter and Nunan (2001) describe authentic materials as "ordinary texts not produced specially for language teaching purposes". Harmer (1991) defines authentic materials (either written or spoken) as items that designed for native speakers of English and were not designed for language students per se. Morrow (1997) clarifies that authentic materials convey a real language; a real speaker or writer produced authentic text to convey a real message. Dulay, Burt, and Krashen (1982) define authentic materials as "the natural communication task". At the same time authentic texts are also defined as the ones which are not designed for pedagogical aims Jordan (1997).

2.4 Types of authentic materials:

Types of authentic materials whether spoken or written are endless and infinite. The most common ones are newspapers, magazines, T.V, video, radio, literature, and the internet. Berardo (2006) considered the internet as the most useful source, justifying this opinion, Berardo adds: As printed materials date very quickly, the internet is always updated, is interactive, and provides visual simulation.

Miller (2003) does not agree with Berardo when stating, that T.V is the most used medium for obtaining authentic listening materials for language instruction. Gebhard (1996) lists more examples of authentic materials that are: Authentic listening-viewing materials, T.V commercials, quiz shows, cartoons, news clips, comedy show', movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick figure drawings, wordless-street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and x-rays. Authentic Printed Materials: newspapers articles, movie advertisements, astrology columns, sport

reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, T.V guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules. Realia (Real word objects) used in EFL/ESL classrooms: coins and currency, folded paper, wall clocks, phones, Halloween, masks, dolls, and puppets.

2.4.1 Newspapers:

Newspapers are considered as the most important types of authentic materials because they are easy to obtain, cheap and available-besides, they have various sources of knowledge since they are issued daily. Haliday (1978) cited in Jacobson (2003) argues that newspapers can be used in many ways. When reading a newspaper to find out an upcoming concert, the students, activity is an example of the informative function of language. Haliday keep on saying that newspapers can also be read in a more open-ended way. Students who begin by reading an article about an environmental summit may finish with information about their own role in climate change. Because newspapers can be read for information in many ways, teachers and students view them as valuable tools. Haliday sum up the role of newspapers by saying that students can keep up with current events, access information they need, and be introduced to new subjects and ideas via newspapers.

Grundy (1993) mentions two benefits of the newspapers as follow:

- a) They offer interesting, relevant, topical, and varied information.
- b) They provide one of the more obvious keys for opening up the foreign society, its preoccupations, its habitual ways of thought, and its prejudices.

Grundy adds that language teachers tend to use newspapers in three ways:

- 1- To develop various language competencies, including reading comprehension and grammar/vocabulary work.
- 2- To focus on aspects of the target society and its culture.

3- To stimulate discussion of issues raised by the articles.

Grundy keeps on mentioning a number of points to make about the use of newspapers in the English language classroom, these points are worthwhile:

- Availability: what Grundy means here by availability is that newspapers are obtainable in both English-speaking countries and Arab countries where newspapers are locally produced.
- Variety: Newspapers contain various texts with immense range of information.
- The reading habit: In this case, by regular reading of newspapers, latent skills will be transferred from the mother tongue world to the language learning world.
- Reading for information: Here the reading process is not only for gaining a limited knowledge or certain information, but also the reader exercise and practice skimming, besides, scanning skills of a very high order.
- Content: As newspapers are about the outside world, their essence and use in the classroom will bridge the gap between the outside world and the classroom.
- Skills integration: A wide range of communicative, integrated activities when we come across political, social and economical opinions appears noticeably.
- The authentic response: The reader response to newspapers is likely to be authentic and personal.
- Topicality: Newspapers are considered as the freshest of all foods in the language classroom.

Tajino and Pemberton (2003) support the use of newspapers because they are the sources of authentic and subject-specific materials. Newspaper texts are authentic since they are related to the real life and present the practical implication; and also students might select the articles according to their interests

and needs, which will help them to be motivated and willing to learn the topic and language. They can be used as a linguistic object through which the language and content will be learned together.

2.5 Selection of Authentic Materials:

Various ideas and different opinions are written about authentic materials selection, but most of them agree with the significance of material comprehensibility and suitability. According to Berardo (2006) there are three important criteria for choosing authentic texts: Suitability of content, exploitability, and readability. Suitability of content indicates that the text should be appropriate to students' needs and abilities; besides, meeting their interest. By exploitability he means the way through which learners' competence as readers may be developed. Readability means choosing texts' difficulty based on learners' language level.

- Paltridge (2001) asserts that some criteria must be followed. Such as the learners' needs proficiency level and interests.
- Rogers and Medley (1988) clarify that for the identification of authentic materials.(ibid)

The source and purpose are not the only vital factors and other characteristics such as quality, appropriateness, and naturalness of the language must be considered. (ibid)

- Jordan (1997) states that considering the early stages of learning and for low proficiency learners, it is still possible to use such materials if they are chosen from the learners' own subject area.(ibid)
- Guariento & Moley (2001) state that for the lower-level learners authentic texts which are going to be selected must be studied carefully for the issues of "lexical and syntactic simplicity".(ibid)
- Fei and Yu-feng (2008) mention three criteria for choosing and selecting authentic materials, these are :

- Readability. By readability it meant "a combination of structural and lexical difficulty" which is an important issue in selecting texts for pedagogical purposes since very difficult texts can demotivate learners since the learning process may be hindered.
- They must take into consideration the learners' need particularly when the reading materials are provided for learners who learn English in academic settings.
- Learners' interest must be taken into accounts.
- Khaniya (2006) concentrates on the learners' background mentioning three aspects in selecting materials. The first is the linguistic background which "affects classroom management, the selection of tasks, the sequencing and execution of tasks, and the focus of micro-skill instruction". The second is the conceptual background which "determines the need for specificity or generality of information in the selected materials" and the last aspect is cultural aspect which affects trainee-instructor interaction, the formality or informality of classroom interaction, and expectations of traditional instructor and trainee/student roles. He adds two other criteria, applicability and adaptability. By applicability he means that the tasks and texts must be selected based on the learners' "field of employment" or "Professional reality". By adaptability he means ease in "task design" and "text manipulation".
- Galloway (1990) recommends the following criteria in authentic material selection.
 - Length of text should not be intimidating to beginning readers.
 - Topic should be accessible to learners.
 - Linguistic level should be slightly above the reader's own level unless the tasks are closely structured to involve focused reading.

- Clues to meaning should be abundant such as contextual, verbal, pictorial, and linguistic. (cited in Haley & Austin (2004).

Lee (1995) (Ibid) argues that "careful and wise selection of materials focused on learners is a must if we want a positive response from them". Moreover, lee adds 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, teacher 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 time tables, and brochures.

Rivers (1987) states that the primary criterion for selecting appropriate authentic text is content. He adds, "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". On the other hand, Mishan (2005) argues that learners' interest and needs are the most essential factors in the choice of authentic text.

Bacon and Finneman (1990) assert that the texts should be culturally relevant to the experience of the students. Mishan (2005) (Ibid) claims, "Learners' interests and needs are the most essential factors in the choice of authentic texts". According to Mc Grath (2002) there are eight criteria to be considered when choosing appropriate authentic texts. These are:

- Relevance to course book and learners, need.
- Topic interest.
- Cultural fitness.
- Logistical considerations.
- Cognitive demands.
- Logistic demands.
- Quality.
- Exploitability.

Heitler.D. (2005) mentions four criteria for choosing the most appropriate articles:

- Is it the kind of real English that the student(s) need?
- Is it up-to-date? Is it topical?
- Are we limiting the area of language sufficiently for the students to feel that they are making genuine progress?
- Is this material directly relevant to the students' requirements?

Haley and Austin (2004) See that the selection and accessing of authentic materials as a very challenging activity.

Karpova (1999) provides a list of criteria that should be considered when using authentic materials:

- Content: the content of authentic materials has to be appropriate for learners, age, interest, needs and goals.
- Tasks: tasks must be "sequenced and differentiated" and must include "communicative and cognitive procedures" so that the learners' background and new knowledge can be integrated.
- Teacher-learner relationship: the materials must be structured in a way that a "reciprocal" interaction between the instructor and the learner takes place.
- Learning strategies: cognitive abilities of the learners must be improved by paying attention to learning strategies.
- Learning environment: the environment provided must in away encourage "risk taking and idea sharing".
- Social values and attitudes: authentic materials must be a reflection of social values and attitudes.
- Culture issue: authentic materials must further learners "cultural sociolinguistic, and paralinguistic awareness.

2.6 Authentic materials and communicative competence:

Unquestionably, most researchers, linguists, methodologists and teachers do relate authentic materials to communicative competence for the great role of authentic materials in enhancing the positive role of authentic materials in proper communication in the field of learning. Hymes (1972) addresses it as the inherent grammatical competence plus the ability to use correct grammar structures in communicative situations, which imply the use of sociolinguistic features.

In another way Sauvignon (1983) centered the emphasis on the ability in the concept of communicative competence. Namely, she conceived communicative competence as "the ability to function in a truly communicative setting-that is, in a dynamic ex-change in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, of one or more interlocutors". Bachman (2006), on the other hand, included the term "communicative language ability", claiming that this term mixes the meanings of both language proficiency and communicative competence. Meanwhile, Bachman & Palmer (1996) state that many characteristics of language learners such as some general language features, their knowledge of linguistic aspects, affective schemata and language ability influence their communicative language ability.

2.7 Characteristics of authentic activities:

Authentic activities are thought to develop both language and academic skills. Since they are of great importance they are expected to create fun, engagement as they are achievable within a classroom context. Herrington (2003) suggested ten characteristics of authentic activities or tasks that, when used as design guidelines, may provide the necessary and relevant conditions for bringing the gap between the classroom and the real world. Authentic tasks therefore,

- Have real world relevance.
- Are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity?
- Comprise complex tasks to be investigated by students over a sustained period of time.
- Provide the opportunity for students to examine the task from different perspectives, using a variety of resources.
- Provide the opportunity to collaborate.
- Provide the opportunity to reflect.
- Can be integrated and applied across different subject areas and lead beyond domain specific outcomes.
- Are seamlessly integrated with assessment.
- Create polish products valuable in their own right rather than as preparation for something else.

Allow competing solutions and diversity of outcome. Similarity, Tuttle (2007) have sought to create activities that are often fun, engaging and achievable within a classroom context.

Many other authors do agree that authentic learning support noticeably the qualitative knowledge, hence, the learning environments should:

- Provide for authentic, integrated assessment of learning within the tasks, Reeves (1996).
- Provide coaching by the teacher at critical times, and scaffolding and fading of teacher support, Greenfield (1984).
- Provide articulation to enable tacit knowledge to be made explicit Vygotsky (1987).
- Promote reflection to enable abstractions to be formed, Boud (1985).
- Support collaborative construction of knowledge. Collins (1989) (Ibid).
- Provide multiple roles and perspectives, Branford et.al (1990).

- Provide access to expert performances and the modeling of processes (Lave & Wenger (1991).
- Provide authentic context that reflect the way the knowledge will be used in real life (Collins 1988).

2.8 Advantages of authentic materials:

Many advantages of authentic materials are written by many authors.

These include.

- Authentic materials provide an opportunity to transmit information and foster communication and understanding across culture (Gebhard, 1996).
- Authentic materials include resources and activities that instructors use in class. They contextualize language learning and are a valuable source of language input (Kramsch, 1989).
- Authentic materials include a wide variety of text types and language styles not easily found in traditional teaching materials (Peacock, 1997).
- Incidental or improper English often is not included in textbooks and the same piece of material can be used in a different way if the task is different (Dumitrescu 2000).
- Authentic materials provide exposure to real language and relate more closely to students' needs. Students are exposed to real world intercultural discourse (Peacock, 1997). (Ibid).
- Authentic materials contain topics of interest to students and encourage reading for pleasure, and they are practical and real because they provide valid linguistic data (Dumitrescu (Ibid).
- Authentic materials are applicable and adaptable for classroom use (Chase, 2002).
- Authentic materials give the students the opportunity to practice English, help the students gain confidence in their English ability, expose the

students to cultural differences and customs, and help them develop their ability to find pertinent information quickly (Kelly, 2002).

- They provide close contact with language, build up paralinguistic features, introduce life-like scenarios in to the classroom... And can be used for all levels (Karpova, 1999).
- Authentic materials provide valuable support (creative approach to teaching) and can be used for a specially designed curriculum. They are a bridge between a classroom and the real world (Peacock 1997(Ibid)).
- They provide authentic cultural information and help "facilitate cultural adaptation, language comprehension, and language use" (Duquette et al (1987)).
- Authentic materials are realistic, ready-to-use, relevant, and trigger the process of natural language acquisition for students (Hwang (2005)).
- Authentic materials have an intrinsic educational value and keep students informed about what is happening in the world (Sanderson, 1999).

According to Hadley (2001) "the use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs newspaper and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone". Therefore, it sounds sensible to base students, reading practice on a variety of authentic texts.

Carter and Nunan (2001) claim that the use of authentic materials raises learners' awareness of not only grammatical and lexical but also stylistic features. Similarly, 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.

Krashen (1987) claims that authentic input for teaching children as second language can provide for a relatively comfortable environment for young

children. Songs, stories and games tend to motivate and excite children, thus enhancing learning. The affective filter hypothesis put forth by Krashen describes a filter that the brain has during SLA which can block out L2 input. This filter is raised when the L2 student has anxiety, low self-confidence or is not motivated.

Curtain & Pesola (1988) add that the filter is minimized, allowing input to come through when motivation is high, the student has self-confidence and when learning occurs in an environment that is reasonably anxiety free. Authentic input can provide for the type of environment that is conducive to learning because music, games, stories and play tend to be activities that children enjoy participating in and consequently they do not feel much stress.

Bacon & Finneman (1990) argue that authentic materials are promoted for both cognitive and affective reasons. Cognitively, authentic materials provide necessary context for appropriately relating form to meaning in the language acquisition process. Affectively, authentic materials are seen as motivators and as a means to overcome the cultural barrier to language learning. Not only this but also authentic materials are becoming valued as positive tools to be used in the second language classroom because of the encouraging opportunities for learning that it provides. Besides, "The pedagogical trend is clearly in the direction of increased use of authentic input in language instruction". (ibid)

Weyers (1999) examines the effectiveness of exposure to authentic video on the language acquisition process of university students of Spanish. Analysis of the result shows a significant improvement in listening comprehension skills and some component parts of the communicative competence of those students who were exposed to authentic video. Because classroom reading materials do not reflect the language of the real world, students usually have trouble understanding as Ur (1996) claims.

Brantmeier (2008) also asserts that authentic reading materials should remain a critical component of language programs. Crossley et al (2007) believe in that simplified texts demonstrate more syntactic complexity than authentic texts after investigating differences in linguistic structures between sampled simplified and authentic reading texts using computational tools. Nuttal (1996) cited in Mishan (2005) assert that authentic materials can offer new knowledge, significant exposure to the target language like it is used in an actual context, improve learners communicative abilities, increase their motivation and develop their attitudes positively to learn the target language.

Widdoson (1978), as cited in Shomoossi & Ketabi (2007), differentiated between how genuine a text is and how authentic its use is. Van Lier (1996) cited in Tomilson (2012) states that authenticity is essentially "a personal process of engagement". Tomilson (2001), on the other hand, asserts that, since the artificial materials focus on the target language form they can be more beneficial to learners although he says later that if meaningful exposure to language is the purpose, authentic materials is the right choice to use.

Shrum and Glisan (2000) claim that although many language textbooks contain a variety of grammatical structures, they contain less interesting and illogically sequenced texts and dialogues that do not represent real-life language or situations. Kenning (2007) claims that, there is an important issue when considering modern technology which is that the same devices and activities we use for pleasure/ leisure/work, etc. in our every lives are also used in learning: they are part of a continuum of social practice (they can be contrasted to the use of language learning annuals, say, which are typically rooted in the classroom learning context.

Philips & Shettle worth (1978) argue that authentic materials:

- Intrinsically more motivating and interesting than created materials.
- Relating closely to language learners' interests.

- Provide genuine cultural and social information about the target language.
- Expose students to real language use.
- Have positive effects on learners' self-esteem.
- Encourage independence, autonomy and creativity in both students and teachers.
- Support more creative approaches to teaching and learning.

Prodromou (2002) reviews the debates on text books use, its uses and drawbacks in his article. He lists the advantages and disadvantages of text books as the following points:

Advantages of using a text book:

- Textbooks provide a plan of work for the teacher.
- They are compact – can be easily stacked, stored and carried.
- They are mobile – you can take them with you to read everywhere.
- Text books provide a built-in language syllabus in systematic way.
- For the students they provide a clear programme of study.
- They present a common core of language which learners in different contexts may share.
- They facilitate revision; students and teachers can go back at any time throughout the year and review material.
- The materials usually look professional.
- They are collated within a book binding: the sheets do not fall out and get lost.
- They are accompanied by enriching components.
- They save time for busy teachers.

Drawbacks of using a textbook:

- They often lack humor.
- Many books can be repetitive and therefore boring.

- They quickly go out of date.
- They may not be relevant to the needs and culture of a particular group of learners.
- They often ride roughshod over the heterogeneity we find in most classrooms.
- They include texts and exercises which may be too long or too difficult.
- They include texts and exercises which may be too short or too easy.
- They are often based on topics that are not interesting or relevant to your students.
- Textbook, activities may presuppose equipment which you do not have.
- They undermine the freedom of choice of learners and teachers.
- They militate against spontaneity in the classroom.
- They avoid controversial topics.
- They present a sanitized, elitist, middle-class view of reality.
- They cannot do all the work of making acquisition happen in the classroom.

Similarly, Haines (1995) lists the advantages of authentic materials as follow:

- They help students to develop useful reading and listening strategies.
- They are written or spoken in real English.
- They can be presented at different levels.
- They are themselves attractive to learners.

On the other hand Haines summarizes the disadvantages as follow:

- They might break the rules taught by teachers.
- They might be too long.
- They might be very soon out of date.
- They are too difficult for lower level students.
- Some of them might be irrelevant to students.

Altan (1995) also argues that if cultural elements of learners' native countries are integrated into ELT materials, the learners psychologically will be more ready for the learning situation. Culture of the native country is really important in language learning; one cannot learn foreign language properly without its culture. Wong, Kwok and Choi (1995) claim that authentic materials are rich sources for planning and organizing teaching and learning activities. Furthermore, they state that authentic materials are quite helpful in enhancing students, experience in learning grammar and using them in daily conversation, making them understand the real world of English and follow a strategy in learning English. They also define the authentic materials as the genuine language communicated in the real world, which was not designed for the teaching and learning of English.

They are effective because they are also genuine in time locations and people; in other words, they are about current events in the real world and it is really easy for the student to relate the events to their own experience, what they know, which is familiar to them. To investigate the impact of authentic materials, they conducted a study in which students were exposed to authentic text, which aimed at making students think and discuss the contemporary events. Authentic materials were accepted as the most suitable means of showing the real use of English for communication rather than ready-made teaching materials. The core of the lesson in the implementation was the input (authentic material), the teacher and the students. Communicative tasks were also included in the lesson. As a result of the activity, it was seen that authentic materials are the good sources of bridging the classroom to the outside world (ibid).

Guariento and Morley (2001) agree that the use of authentic materials as one of the ways of increasing students' motivation for learning. Students will be aware that they are learning and using the real language in relation to the others. On the other hand, Melvin and Stout (1987) argue that authentic materials make

students interact with the language as it is used in the culture to meet the communicative needs. By authentic texts, students do not need to show their knowledge of grammar, but to communicate what they want to mean and to experience the culture of the language.

Roberts (2003) suggests using the breaking news in the classroom in his article. By the help of using this authentic piece of material grammar can be presented in its natural flow and the teacher will not need to present the language forms. Abbott (2001) points out those language learners can be excited, moved, and soothed by musical activities and songs as authentic materials. Music is believed to increase retention. Also, since song lyrics are often repetitive, they might help learners develop their language skills due to the fact that they are exposed to the forms, syntax, lexical items, segmental and supra segmental in an enjoyable and interesting way. Songs can be used as very meaningful contexts for teaching forms and functions. For example, repetitive songs present a context and can be employed as grammar practice activities.

Berardo (2006) also mentions some advantages of using authentic materials as follows:

- They have positive effect on student motivation.
- They give authentic cultural information.
- They expose students to real language.
- They relate more closely to student' needs.
- They support a more creative approach to teaching.(ibid)

Brosnan, Brown and Hood (1984) clarify the effectiveness of the use of authentic language in the classroom as follows:

- Language is natural. By simplifying language or altering it for teaching purposes (limiting structures controlling vocabulary, etc.).We risk making the task more difficult. We may in fact, be removing values to meaning.

- Authentic language offers students the chance to deal with a small amount of materials which, at same time, contains complete and meaning full messages.
- Authentic printed materials provide students with the opportunity to materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs).

Adult need to be able to use the immediate relevance of what they do in the classroom to what they need to do it outside it, and real- real-life materials treated realistically make the connection obvious. Swaffer (1985) cited in Lariner. R & schleicer.L (1999) discuss some of authentic materials advantages as follow:

- There will be an increase in variety and spontaneity in classes that introduce authentic materials.
- Learning is enhanced by the use of texts of particular interest to a class.
- Exposure to a variety of vocabulary and structures will occur.
- Students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture. (cited in Lariner. R&Schleicher1990).

2.9 Disadvantages of authentic materials:

A lot of researchers assert that authentic materials have a positive effect and noticeable contribution in language teaching and learning. Nevertheless, there are some scholars who are against the use such type of materials. Kilickaya (2004) states that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners. On the other hand, Miller (2005) also states that authentic materials are "too difficult and time consuming to select, edit and prepare".

Guariento and Morley (2001) (Ibid) claim that "A" Lower levels, the use of authentic texts may not only prevent the learners responding in meaningful ways, but can also lead them to feel frustrated, confused and de-motivated. Widdowson (1998) claims that there is a difficulty in connecting the learner with context. Saying that AMs can only be in complete accounts of reality, asking about the suitability of this "partial description" for pedagogical use. For example, a newspaper article is generally written with a particular discourse community in mind and the writer typically makes assumption about who the readers will be and what they will know and understand. How can this article be ratified by teachers who do not meet these criteria for understanding? On these grounds, Widdowson argues against the use of authentic materials mentioning:

(" I would, on the contrary, argue against using authentic language in the class room, on the fairly reasonable grounds that it is actually impossible to do so the language cannot be authentic because the classroom cannot provide the contextual conditions for it to be authenticated by the learners. The authenticity or reality of language use in its normal pragmatic functioning depends on its being localized within a particular discourse if they are insiders. But learners are outsiders, by definition, not members of user communities. So the language that is authentic for native speaker users cannot possibly be authentic for learners").

Daries (1984) does not mention any disadvantages be he prefers simplified texts to authentic ones. Whereas Rogers and Medley (1988) describe authentic texts as too difficult to be understood. Miller (2005) claims that teachers 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 besides, instructors may find authentic materials too difficult and/or time consuming to select, edit and prepare".

Nostrand (1989), assumes that "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".

Meanwhile, Young (1999), claims that authentic materials may be so syntactically and lexically complex or so conceptually unfamiliar. Guariento and Morley (2001), (Ibid), mention that "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".

According to Ur (1996) also mentions that the use of authentic texts with less professional learners is often frustrating and counter-productive. Rivas (1999) agrees with Miller (2005) (Ibid) in that authentic materials consumes much time and effort. According to Byrd (1997) authentic materials often contain difficult language, unneeded vocabulary.

Grammar, and too many structures, so the lower level students might have a hard time decoding the texts. Students might be less motivated. Eynon (2000) claims that some students criticize the authentic environment as non-academic, non-rigorous, and time wasting to efficient learning. Sometimes even the materials instructors work so hard to prepare such tasks of authentic material work. Some instructors find that they have difficulty find suitable authentic materials and create their own communicative activities.

Harington, Oliver, & Reeves, (2003) assume that no matter how authentic the conditions or realistic the cases that instructors use in a learning environment, they still cannot be the same as a work environment. (ibid) Dumitrescu (2000) claims that the wide range of contents and topics are not accompanied by textual aids, so they might be too challenging and discourage some students. The materials can be used in the older age group, but for the younger age group they

may be irrelevant in accurate, or in appropriate because of the unfamiliar words, phrases and idioms. (ibid)

Peacock (1997) on the other hand, lists some disadvantages as follow:

- The materials can become outdated easily and the designs are more complex.
- The preparation of materials can be time consuming if special preparation is needed.
- Authentic materials may be too culturally biased for students to understand.
- Authentic materials can force readers to focus on the code.
- The vocabulary may not fit the students' immediate need.
- The investment of time may not be feasible or realistic.
- Interpreters recorded on the listening materials may have many different accents.
- Student may lack skills required to manage the vast amount of information.(ibid)

2.10 Vocabulary acquisition:

Undoubtedly, vocabulary is considered as the most important tool through which thought, self-expression, translation and communication are achieved. Krashen (1989) (Ibid), asserts that, many, if not most, second language (L2) learners view lack of vocabulary as their single largest problem in L2 communication.

Krashen keeps on mentioning, "Certainly I do as an L2 learner of Mandarin Chinese. In fact, my conviction that if I could just learn enough vocabulary, I would no longer have trouble functioning effectively in Chinese is what originally aroused my interest in studying the vocabulary acquisition research. My work as a teacher of L2 English learners further focused my pursuit of vocabulary acquisition understanding; thus, I keep looking for answers to

questions including: "How is vocabulary learned? How can L2 students be helped to study academic vocabulary effectively?" To him, vocabulary teaching methods that attempt to do what reading-give the student a complete knowledge of the word-are not efficient. Widdoson (1987) states that the native English speaker understands those

Language materials with correct vocabulary but not so proper use of grammar use rather than those with correct grammar use but not so proper grasp of vocabulary use. Lewis (1993) argues that the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, and translating all cannot go without vocabulary.

To sum up Lewis notion, foreign language learning is basically connected with the words. Lewis adds that vocabulary should be at the center of language teaching, because language consists of grammatical zed Lexis, not lexicalized grammar. Gairns and Redman (1986) list several aspects of lexis that are of importance to be taken into account when teaching vocabulary:

- Boundaries between conceptual meanings: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, and bowl).
- Polysemy: distinguishing between the various meanings of a single word form with several different but closely related meanings (head: of a person, of a pain, of an organization).
- Homonymy: distinguishing between the various meanings of a single word from which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase; expand).

- Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depends on the speaker's attitude or the situation. Socio-cultural associations of lexical items are another important factor.
- Style, register, dialect: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- Chunks of language: multi-word verbs, idioms, strong and weak collocations. Lexical phrases.
- Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept; sleeping; able, unable; disability).
- Pronunciation: ability to recognize and reproduce items in speech.

According to Lui and Nation (1985) learners need to encounter target vocabulary in a context containing 95-98%. Known words if they are to be able to gain it incidentally. Nation (2001) states that mastery of the (GSL), General Service List and (AWL). Academic Word List along with knowledge of a field's technical, readers up to the 95% known-words threshold, but prior to students, having gained such a solid vocabulary foundation, it is difficult to find authentic materials providing a balance of 95-98%.

Comprehensible input joined to vocabulary students need to learn, such as AWL vocabulary. Beck et al (1983) agree with Nation's above mentioned idea about the impact of context on vocabulary acquisition adding, "While people do often learn vocabulary by guessing its meaning from context, contexts can be differentially informative.

Coxhead (2008) states that the number of repetitions to acquire a target word is a controversial matter, because there is no agreed on "magic number", because there are many things to be learned about a word, such as form and meaning. In addition, certain kinds of words are apparently more easily learnable than others, e.g. concrete nouns. Conversely, Schmitt & Mc Carthy (1997) claim that "there is no generally accepted theory of vocabulary acquisition, no standard vocabulary test against which to validate other newer tests, and no consensus on the best way to integrate vocabulary into the syllabus".

2.11 The Importance of Vocabulary:

Vocabulary, in all languages, is considered as the most important factor that plays a crucial role in comprehensibility, communication and the development of the four skills, listening, speaking, reading and writing. Without an adequate number of vocabularies, language learner will not be able to understand and use the second language.

Wilkins (1972) states that people could describe a few things without grammar, but they could express nothing without vocabulary. Vocabulary acquisition is considered the main task of second language acquisition and the language skills such as listening, speaking, reading, writing, and translating, all cannot proceed without vocabulary.

Celce-Murica, M (2001) asserts that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. The increased interest in this topic is evidenced by a rapidly expanding body of experimental studies and pedagogical material, most of which addresses several key questions. For example, what does it mean to know a word? Which words do learners need to know? How will they learn them? These questions and others show noticeably the needs of learners for the vocabulary learning in order to develop their skills processes.

2.12 Language learning enhancement:

Researches of EFL learning approximately discuss many points in this field, especially, vocabulary issue. Patsy (2001) suggests many important issues about language learning which are considered according to the research as the most important points in the field of language learning, these issues are:

The best way to learner vocabulary is through reading pasty here means that, learners who receive guidance from instruction and develop good strategies for learning and remembering words will benefit more than those who simply focus on getting the main idea from a text. What is perhaps more striking in the research is the evidence that in order to successfully guess the meaning of new words in a text, a reader usually needs to know 90% or more of the words in the text.

Teachers should use materials that expose students only to language structures they have already been taught.

- Simple language structures should be taught before complex ones.
- Errors should be corrected as soon as they are made in order to prevent the formation of habits.
- Students can learn both language and as academic content simultaneously in classes where the subject matter is taught in their second language.
- Studies learn what they are taught.
- Teachers should respond to students errors by correcting or rehearsing what they have said rather than be explicitly pointing their error.
- Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another.
- When learners are allowed to interact freely, they copy each other's mistakes.
- Most of the mistakes that second language learners made are due to interference from their first language.

- It is essential for learners to be able to pronounce all the individuals' sounds in the second language.
- Once learners know roughly 1,000 words and the basic structures of a second language, they can easily participate in conversations with native speakers.
- It is sometimes attention on pragmatic features of the new language, such as how speakers show respect, apologize, or make requests. The cultural differences in these types of interactions sometimes lead to communication breakdown or misunderstanding, even when the words and sentences structures are correct.
- Parents usually correct young children when they make grammatical errors.
- Highly intelligent people are good language learners.
- Teachers have no influence over learners' interest intrinsic motivation for learning a second language. Students come to classroom from different backgrounds and life experiences. The principal way that teachers can influence learners' motivation is by making the classroom supportive, engaged in activities that are appropriate to their age, interests and cultural backgrounds, and most importantly, where students can experience success.
- The best predictor of success in second language acquisition is motivation.
- The earlier second language is introduced in school programmes, the greater the likelihood of success in learning.
- Languages are learned mainly through imitation. As a matter of fact, no consensus on that languages are learned mainly through imitation and it is therefore difficult to find support for such an argument, because learners produce many novel sentences that they could not have heard before.

Thus, some children imitate a great deal as they acquire their first language, but they do not imitate everything they hear.

Haycraft (1978) divides vocabulary into two types:

- Active vocabulary: the words which the student understands pronounce correctly and use constructively in speaking and writing.
- Passive vocabulary: the words which the student recognize and understands when they occur in context, but which he cannot produce correctly himself.

2.13 Vocabulary learning strategies:

Vocabulary learning strategies are undoubtedly required initially, as students encouraged making the transition to independent learning by determining meanings of the less frequent words they read or hear. Strategies should aid both in discovering the meaning of a new word.

This notion is supported by Celce-Murcia. M (2001) who lists the following strategies:

- Mnemonic Devices, or "keyword method", which helps to link a word form and its meaning and to consolidate this linkage in memory. The important point to remember is that the student must learn to concentrate on remembering the image of the interaction between the keyword and the foreign word.
- Vocabulary note books: students here writ word pars and semantic maps which help them visualize the associative network of relationships existing between new and familiar words, all this done in a loose-leaf binder or index card file.
- Other learner strategies which include:
 - Encouraging students to check for an L1 cognate.
 - Study and practice in peer groups.
 - Connect a word to personal experience or previous learning.

- Say a new word aloud when studying.
- Use verbal and written repetition.
- Guessing meaning from context: this strategy has many aspects and stages that can be summarized as follow:
- Deciding the part of speech of speech of the unknown word (e.g. noun, verb, adjective, adverb), and then examining the context of the clause or sentence containing the word.
- Looking at the relationship between this clause or sentence and other sentences or paragraphs.

Using knowledge to get the meaning of the word after knowing and breaking the unknown prefix, root and suffix. Cook (2008) suggests four main strategies for understanding meaning of words:

1-Guess from the situation or context:

Guessing is much-used strategy in a second language. But of course it go wrong because much language is unpredictable.

2-Use a dictionary:

Decidedly, dictionaries are the most way of getting the meaning of a new word.

Nevertheless, the use of dictionaries in language teaching has always been controversial and not totally agreed on. Such controversy comes from which type of dictionary to use:

- Monolingual dictionaries versus translation dictionaries.
- Reception dictionaries versus production dictionaries:
Production dictionaries permit one to hunt for the precise word to express something, whereas production dictionaries do not tell the differences in meaning between the words.
- Corpus-based dictionaries versus example-based dictionaries.
- Make deductions from the word form:

Trying to deduce the meaning from is a useful strategy.

Such way provides few clues to its structure.

- **Link to cognates :**

Many languages have words that are similar in form, particularly if the languages are closely related.

Being able to work out the meaning of a word on one occasion is required, but it is something else and desired to be used on future occasions.

Cook (2008) sets out crucial points that learners use to acquire words as follow:

Repetition and rote learning:

The commonest approach is perhaps to sheer practice: repeat the word again and again until you know it by heart. Typically this is done by memorizing lists of words or by testing yourself repeatedly on piles of flash cards, eliminating the ones you know until none are left. However, much of this work may be in vain.

Organizing words in the mind:

Organizing the words into groups in our mind is the effective way of learning vocabulary as much teaching of vocabulary implies.

Such organization of words may consist of putting related words in a 'word map'.

Organizing words in groups by common morphology linked to meaning may be a useful way of remembering them.

Linking to exiting knowledge:

The best way of remembering new vocabulary is to exploit the different memory systems in our minds for linking new information to old. Learning an entirely new item may be very hard, it will be a single isolated piece of knowledge that will rapidly fade. (ibid)Thorne (2008) mentions six points to overcome the challenging words as follow:

Direct Definition:**Example:**

It's rare these days to see anyone wear a monocle, an eyeglass for just one eye. Intrinsic motivation is desire for action coming from within an individual (Both sentences provide straightforward definitions of the italicized words)

Indirect definition:**Example:**

Although the pain is not intense, it is chronic; having bothered me for the past two months. Her desire for financial security, she realized was not a sufficient rationale for accepting his marriage proposal.

(In the first sentence, "for the past two months" indicates that chronic describes a condition lasting a long time, in the second sentence "not a sufficient rationale" suggests that rationale is a reason or a motive).

Examples:

Arthropods, such as crabs and lobsters, live in water.

Unrestricted television viewing can have deleterious on children, including apathy and insensitivity.

(In the first sentence, the examples of "crabs and lobsters" indicate that arthropods are animal with a hard outer covering and jointed legs. In the second sentence, "apathy and insensitivity" suggest that deleterious describes something undesirable or even harmful.).

Synonyms:

The arbitrator or judge ruled in favor of the club owners.

As a result, the players were irate: in other words they were furious.

In the first sentence. "Or" makes it clear that arbitrator and judge are synonyms. That is, words with similar meanings. In the second sentence, "in other words" makes it obvious that irate and furious are also synonyms.)

Antonyms:

Early in her career, she was careless in her public remarks, but today she is much more discreet.

Although the mayor was churlish yesterday, he was pleasant and agreeable at today's news conference.

In the first sentence, "but" indicate careless and discreet are antonyms, that is, words with opposite meaning. In the second sentence, "Although" signifies churlish has an opposite meaning to those of pleasant and agreeable.)

.Key phrases plus knowledge of word parts

The tyrant wanted to rule all of Europe and his attempt to subjugate the continent resulted in tragedy for thousands of people.

(The phrase "wanted to rule all of Europe" when combined with the knowledge that sub- means "under" provides the clue for understanding subjugate, which means "to put under authority"

Infidelity is only ground for divorce in that country.

(The phrase "only ground for divorce" when combined with the knowledge that in- means " not" and fid means "faith" provide the clue for understanding that infidelity means "a state of not being faithful" Cook (2008) suggests four main strategies for understanding meaning of words:

Guess from the situation or context:

Guessing is much-used strategy in a second language. But of course it go wrong because much language is unpredictable.

Use a dictionary:

Decidedly, dictionaries are the most way of getting the meaning of a new word.

Nevertheless, the use of dictionaries in language teaching has always been controversial and not totally agreed on. Such controversy comes from which type of dictionary to use:

Monolingual dictionaries versus translation dictionaries.

Reception dictionaries versus production dictionaries:

Production dictionaries permit one to hunt for the precise word to express something, whereas production dictionaries does not tell the differences in meaning between the words.

Corpus-based dictionaries versus example-based dictionaries.

Make deductions from the word form:

Trying to deduce the meaning from is a useful strategy.

Such way provides few clues to its structure.

Link to cognates:

Many languages have words that are similar in form, particularly if the languages are closely related.

Being able to work out the meaning of a word on one occasion is required, but it is something else and desired to be used on future occasions.

2.13.1 Enhancement of lexical items:

Consolidating and reviewing lexical items in long-term memory provide learners with opportunities for practicing and connecting words in various ways and to stimulate them to retrieve words from memory and use them for language skills. Such process can be achieved by planning and selecting certain tasks and activities.

Takac (2008) suggests some activities in this field as follow:

- 1- Mechanical repetition of words:
- 2- Copying words:
- 3- Word manipulation:
- 4- This includes examples of tasks such as matching words and their definitions, grouping words, finding the odd one out, etc.
- 5- Integrating new words with the already known:

This way helps in creating a link between new words and already known words, new words become meaningful and organized. This can be achieved in various ways, as for example by semantic elaboration.

Semantic elaboration:

Semantic mapping, ordering or classifying words help learners to organize and distinguish differences in meaning between words.

1- Creating mental images:

This technique can be achieved through drawing diagrams, illustrations of meaning etc.

2- **Personalization:** This way makes the learning material psychologically "real". It can be achieved by giving personal examples, i.e. by relating a word to real events or personal experience, etc.

3- Tasks for word identification:

Such tasks help learners to pay attention to specific lexical items and to recognize their form.

4- Tasks for recalling words from memory:

The activities of this technique are: acting the word out, replacing the word with its synonym or antonym, giving a definition, translation, cross-word puzzles, etc.

5- Tasks for expansion of lexical knowledge:

These are concerned with providing additional information on lexical items in order to cover as many components of lexical knowledge as possible. The worthwhile activities for this task are analysis of word formation, analysis of grammar categories and forms, highlighting collocations, etc.

6- Productive use of words:

Using words in a meaningful context help learners create mental link.

11-Multiple encounters with the word:

2.14 Vocabulary expanding:

Robinson (2006) adds more important points that support learning new words as follow:

- Learning new words should be fun, not drudgery. Children learn new words so quickly because they have a keen interest in the world around them and in communicating with others. Become receptive to the words around you.
- The words you use say a lot about you. Your vocabulary is the foundation of your ability to think and your ability to share your thoughts with other people.
- The number of words you know is less important than the care you have taken in learning the ones you already know.
- Big, important- sounding words are not necessarily better. A good vocabulary consists of words that educated people use in everyday life.
- Read well- written newspaper, magazines, and books, and make the effort to be aware of new words and learn them from context.
- Use dictionary to verify meaning – and pronunciations- of words that you've learned from context.
- Simply reading the dictionary is a pretty inefficient way to learn new words. This is because most dictionaries discuss only the meaning of words, but the context in which words is used is equally important.
- Not all dictionaries have the same features. Check to make sure that your dictionary includes word etymologies (the history of the words' origins) ideally. It should also indicate proper usage of synonyms or related words.
- Don't stop at the first definition you read. Be sure to look up secondary meaning and parts of speech. Note the etymology to see what other words the word is related to. And practice pronunciation!

- Consider purchasing a good portable paperback or electronic dictionary so you can immediately confirm definitions you encounter in everyday life.
- Synonyms are not interchangeable! Use thesaurus to find the precise word to capture your meaning, but be sure to verify its exact definition and usage a dictionary.
- The exact word you want to use depends not only on its meaning and connotation, but also on the overall rhythm, vocabulary level, variety, and effect you are trying to achieve.
- Memorizing a word: mnemonics, wacky mental images, and etymologies can be helpful.
- Mnemonic are memorization devices that typically work by associating something you're trying to remember with an already familiar idea, image, or pattern (such as a rhyming scheme). "Spring forward, all back" is an example of a mnemonic.
- The etymology or root origins, of a word will help your understanding and memory by relating the word to others you already know. The meaning of mnemonic amnesia, and amnesty, for example, all have to do with memory.
- Use flash cards to review new words. Be creative when writing the flash cards: colors and drawings will help you remember the word.
- Keep a notebook of the words you learn. Strive to learn five to ten words per day.
- Use new words you've learned in everyday conversation. It may feel artificial at first, but there is no other way to make them a part of your more natural-feeling vocabulary.

Gairn and Redman (2009) assume the following points for expanding vocabulary that make an effective learner:

Adding new meanings to familiar words:

An important part of vocabulary expansion is learning new meanings for familiar words:

The word still here has different meanings:

- Come over here and stand still. _____
- These apples are very nice, but the others are better still. _____
- My arm's very sore after the accident; still, it feels better than it did yesterday. _____

Understanding the figurative meaning of vocabulary items:

Many words share a literal meaning and a figurative meaning. For example, the literal meaning of crawl is to move forwards on your hands and knees. But we can also traffic as crawling along the road, which means that it is moving very slowly.

- The contents of the report have already been leaked to the press.
- Thousands of refugees are now flooding across the border.
- Expanding knowledge of collocation.

The following are common examples of collocation:

- She is an old friend. (= a friend I have known a long time).
- I missed the bus (= I wasn't able to catch the bus).
- It's highly unlikely he'll come. (= it's very unlikely he'll come).
- Using wider range of idiomatic expression.

Vocabulary building:

Building word families is an easy way that expand

Vocabulary and increase a range of expression.

Vocabulary expansion beyond the book:

Because academic books have a limited sum of vocabulary and field, the learner needs to expand vocabulary from other various and different sources other than those he/she has in his own academic field.

2.15 Problems encounter learning vocabulary:

Riddell (2014) lists the main problems that hinder learning vocabulary as follow:

A-Meaning:

- A word may have more than one meaning (e.g. odd, cut, patient, play).
- First language (L1) interference.
- Words may have different connotations (e.g. slim/thin/skinny). Here the meaning can be interpreted indifferent ways.
- A student may understand the meaning of a word, but not the appropriate context.

B-Form:

- The spelling may be very different from the sound (e.g. cough, through, wrong).
- Students may be competent speakers of the language but poor writers.
- A word may be more than one part of speech (e.g. it may be a verb and a noun, look, play).
- If you teach a word like to rely, you also need to teach that it is followed by the preposition on.
- Some words are irregular (e.g. the plural of person is people; the plural of sheep is sheep).
- Different varieties of English have different spellings (e.g.... color color).
- Spelling patterns are not obvious (e.g. happy/happier hit/hitting).

C-Pronunciation:

- The sound may not correspond to the spelling (being sign).
- Students may have difficulty knowing how many syllables the word is broken up into.
- It is hard to know which syllable is stressed.
- Some word have shifting stress, e.g. his conduct/ to conduct.

- A group of consonants together-a consonant cluster-can be difficult, e.g. crisps.
- A speaker of a particular language might have difficulty with certain sounds, e.g. the French with/h/.
- Some words with different spellings and meanings are pronounced the same, e.g. bear/bare.

2.16 Lexicon size:

Knowing and determining the lexical size of the EFL learner is a controversial matter, but commonly it determines the point where the learner enters the continuum. Vocabulary promotion can be achieved by different points, different materials and methodologies. Krashen (1989) assumes that on the unconscious, top-down end of the continuum, extensive reading is accepted as the most productive approach. On the conscious, bottom-up end of the continuum, direct vocabulary instruction, often with the use of word frequency lists, is practiced.

Nation (1997) puts this perspective by providing values for various vocabularies, based on word families. He suggests that there are 54.000 word families in the English language, with a word family defined as a base word, inflected forms and transparent derivations. Beginning elementary school children can be expected to have a vocabulary of 4000-5000 word families. Knowledge of 2000 word families gives a reader access to 80% of a wide range of texts. On the other hand, Laufer (1997) states that a minimum of 95% coverage is needed to allow reasonable comprehension of text. Sight vocabulary refers to those words whose forms and common meanings are recognized automatically when they are met in text, below this level, readers do poorly on reading tests.

2.17 What is a native speaker?

Most of learners probably think of a native speaker in a narrow way, EFL learners think of a native speaker as American or Englishmen solely.

Davis (1985) defines a native speaker as someone who:

- a) acquired the L1 in childhood;
- b) has intuitions about his/her grammar;
- c) has intuitions about the grammar of the standard language;
- d) can produce fluent, spontaneous discourse;
- e) has the capacity to interpret and translate into the L1.

Davis shows the blur of the distinction between the native speaker and non-native speaker when stating:

(Given the interlingual differences and the lack of agreement about norms that certainly occur among all such groups, it does appear that the second language learner has a difficult but not an impossible task to become a native speaker of a target language).

Jenkins (2000) suggests replacing the term 'native speaker' and 'non-native speaker' with 'monolingual English speaker (MES)' or 'bilingual English speaker (BES)'. These treat both an English native-speaker proficient in another language and a non-native speaker proficient in English as equal to each other (both BESs) and superior to a native-speaker of English who speaks no other languages, which is perhaps a fairer way of looking at things.

2.18 Authentic reading and vocabulary enrichment:

It is a well-known fact that reading with its various purposes play an important and fundamental role in vocabulary enrichment. Anderson (2002) defines reading as "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Baleghizadeh (2010) justifies the incorporation of authentic reading materials as long as it is accompanied by the teachers. Facilitation because the argument of

linguistic complexity interfering with comprehension can be easily resolved by teachers' facilitation and students' interaction with teachers.

Nuttal (1996) states the central ideas behind reading as follow:

- The idea of meaning.
- The transfer of meaning from one mind to another.
- The transfer of a message from written to reader.
- How we get meaning by reading.
- How the reader, the writer and the text all contribute to the process.

2.18.1 Stages of reading development:

Wilga (1978) list six stages of reading development as follow:

- Introduction to reading: This stage may be very short or longer depending on the students' age and the intensive or non-intensive nature of the course.
- Familiarization: Students read rearrangements and recombination orally.
- Acquiring reading techniques.
- Practice: reading is of two kinds, intensive, where reading is linked with further study of grammar and vocabulary, and extensive, where students are on their own, reading for their own purposes or pleasure. Difficult or complex style or esoteric vocabulary is avoided. What the author means by practice is to move confidently from dependence to independence.
- Expansion: The author here assures the importance of intensive reading because reading here is a technique and not an end.

Autonomy: The writer here means to say and assert that it is important for the students to be highly and systematically prepared for autonomous intellectual exploration in later life.

2.19 Previous Studies:

1. Hacer (2004) conducted a study aimed to examine the effect of using authentic materials on the spoken use of English verb tenses among Arab international secondary school students in Malaysia. The study also examined the ways native

Arab speakers learn EFL, and the perceptions of Arab students and EFL teachers on the use of authentic materials. The present study adopted a quasi-experimental design in which the control group which consisted of 25 students was taught using the conventional method while the experimental group of 35 students was taught English using authentic materials.

The four types of authentic materials that were used are films, videos, newspapers and photos during 18 hours of experimental teaching. A speaking pre-test, a post-test and structured interviews were conducted with both groups. The data were analyzed quantitatively using two non-parametric tests, which are the Wilcoxon on Signed-Rank test for checking whether the data samples were matched and the Mann-Whitney test for comparing any significant difference of the means of the post-test of both groups. Findings revealed that the majority of the Arab EFL learners, who learnt English at the international secondary school, learnt English through memorization. The teachers believed that authentic materials could help the students' practice English in real life and the students were motivated in learning English.

The findings showed that the experimental group performed better than the control group in using tenses in the post-test. It is concluded that the authentic materials could provide stimulating, and enriching learning experience among Arab EFL learners. The current study focused on teaching vocabulary using authentic materials and its influence on learners' vocabulary achievement. To this end, a population of 80 female Iranian EFL learners aged 17 to 20 from an institute in Bushehr were selected. All of them received Oxford Proficiency Test (OPT). Following the administration of OPT, those whose scores ranged between 105 and 119 (elementary level) were chosen for the purpose of the study. After the OPT only 66 participants were left for both experimental and control groups. Both groups received a pretest at the first session. After that the participants attended the English classes 3 times a week for a month. Every

session took one hour. The control group received new vocabularies through their textbook (English Result) in each session and the experimental group received the same vocabularies through The New Straits Time online paper in each session. The students were asked to read and talked about the topics. After a month post-tests were run among all of the participants in both control and experimental groups. The analysis of data showed that the vocabulary knowledge of the participants developed in both groups but the experimental group significantly outperformed the control group.

The study contributed to the use of authentic materials particularly for grammar teaching in an EFL context. The EFL teachers would be able to facilitate EFL learners by improving their pedagogy in terms of creating more interesting, stimulating, interactive and engaging language learning activities. This study showed that using authentic materials in vocabulary teaching can be an effective method for increasing the vocabulary knowledge of the students. The most suitable authentic texts for the students should be selected. In this selection, students' level, age, gender, interests, and needs should primarily be considered. Authentic materials are used to fill the gap between the unreal situations of classes and the real world situations. Therefore, the activities which are designed for these materials and classes should be related to real life and include some communicative tasks which can be achieved by the mixture of authentic materials with communicative activities. Based on the outcomes of the current study, the following suggestions identify possible areas for future research.

The number of participants and their kind of authentic exposure was limited in this study; therefore, a replication of the study with more participants and authentic exposure is suggested to obtain more reliable results. In addition to their vocabulary knowledge their other skills, and features such as motivation and attitudes can be taken into account. Participants' level of knowledge and

gender differences can also be regarded as variables in future studies. The effect of authentic materials on ESP and EAP can be investigated thoroughly. Similar to other studies, present study also suffered from some limitations. The first one is concerned with the limited number of participants. With more participants the generalization of the results can be easier. The researchers selected only one authentic material, and she believed that the finding might be different with more variant authentic materials.

2. Ameer (2014) aimed to examine the effect of using authentic materials on the spoken use of English verb tenses among Arab international secondary school students in Malaysia. The title of the study is "THE effect of using authentic materials on the spoken use of English verb tenses for English as a foreign language among Arab secondary school students in Malaysia"

The study also examined the ways native Arab speakers learn EFL, and the perceptions of Arab students and EFL teachers on the use of authentic materials. The present study adopted a quasi-experimental design in which the control group which consisted of 25 students was taught using the conventional method while the experimental group of 35 students was taught English using authentic materials. The four types of authentic materials that were used are films, videos, newspapers and photos during 18 hours of experimental teaching. A speaking pre-test, a post-test and structured interviews were conducted with both groups. The data were analyzed quantitatively using two non-parametric tests, which are the Wilcoxon on Signed-Rank test for checking whether the data samples were matched and the Mann-Whitney test for comparing any significant difference of the means of the post-test of both groups. Findings revealed that the majority of the Arab EFL learners, who learnt English at the international secondary school, learnt English through memorization. The teachers believed that authentic materials could help the students' practice English in real life and the students were motivated in learning English.

The findings showed that the experimental group performed better than the control group in using tenses in the post-test. It is concluded that the authentic materials could provide stimulating, and enriching learning experience among Arab EFL learners. The study contributed to the use of authentic materials particularly for grammar teaching in an EFL context. The EFL teachers would be able to facilitate EFL learners by improving their pedagogy in terms of creating more interesting, stimulating, interactive and engaging language learning activities.

3. Nasim (2015) designed a study focused on teaching vocabulary using authentic materials and its influence on learners' vocabulary achievement. To this end, a population of 80 female Iranian EFL learners aged 17 to 20 from an institute in Bushehr were selected. All of them received Oxford Proficiency Test (OPT). Following the administration of OPT, those whose scores ranged between 105 and 119 (elementary level) were chosen for the purpose of the study. After the OPT only 66 participants were left for both experimental and control groups. Both groups received a pretest at the first session. After that the participants attended the English classes 3 times a week for a month. Every session took one hour. The control group received new vocabularies through their textbook (English Result) in each session and the experimental group received the same vocabularies through The New Straits Time online paper in each session. The students were asked to read and talked about the topics. After a month post-tests were run among all of the participants in both control and experimental groups. The analysis of data showed that the vocabulary knowledge of the participants developed in both groups but the experimental group significantly outperformed the control group.

The results of data analysis indicated that following the presentation of the results in the last section, the outcomes will now be discussed with reference to the research questions and hypotheses put forward earlier. Relevant findings

from other studies and theoretical concepts mentioned in the literature review will also be taken into consideration when interpreting the results. In this section a particular discussion for each research hypothesis is provided and the researcher tries to link the findings to the existing literature. Addressing the first hypothesis it was revealed that an improvement occurred in vocabulary acquisition of experimental group students who learned vocabulary through exposure to authentic materials. This result could be added to the results of other studies which would be mentioned here. As mentioned in the literature review, in some studies the positive effects of authentic materials on language learning were confirmed.

4. One of these studies was Zoghi, et al., (2014) investigated how authentic materials facilitated vocabulary development. Fifty IELTS student were randomly chosen. IELTS classes were observed several times and then a self-reported questionnaire was distributed to all students of chosen classes. The results showed that most of the students preferred using authentic materials for vocabulary acquisition because by using authentic material students dealt with outside world and real language. Students became familiar with the culture of target language and their motivation increased.

5. Rodengam (2011) investigated the effect of authentic materials on enhancing vocabulary for listening comprehension and the influence of authentic materials on students' attitudes towards learning English vocabulary for listening comprehension. The participants were 45 high school students in the English Japanese program (EJP) at Winituksa School, Thailand. The results indicated that the use of authentic materials had a positive effect on students' performance, comfort and self-confidence when listening to the target language. The answers to the questionnaire showed that the authentic materials had a positive effect on students' attitudes and motivation to learn the language. The results also implied that instructors could promote positive attitudes of the students toward language

learning by providing materials and activities that satisfy the needs of the students. In another study Pellicer-Sánchez and Schmitt (2010) investigated incidental vocabulary acquisition from an authentic novel called *Do Things Fall Apart?* The researchers investigated the degree to which relatively advanced L2 readers could learn spelling, word class, and recognition and recall of meaning from reading the unmodified authentic novel *Things Fall Apart*. The results showed the positive effect of authentic material on all variables. All the above mentioned studies and some other studies have confirmed the positive effects of authentic materials on vocabulary learning.

It is also worth mentioning that some studies were contradicted to our study and the reported no positive effects of authentic materials on language learning. Some of these studies were (Clark, 1983; Kienbaum et al., 1986; Mihwa, 1994).

6. Kilickaya (2004) claimed authentic texts were random in respect to vocabulary, structures, language functions, content, and length, thereby causing a burden for the teacher and he believed that the use of authentic materials at lower levels caused students to feel frustrated and demotivated since students at these levels lack many lexical items and structures used in the target language. McNeil (1994) and Miller (2005), faced 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. As it is clear from the above mentioned studies, they were in opposition of our results. Addressing the second hypothesis it was revealed that using authentic materials affect the EFL learners' vocabulary learning because the results of post-tests showed that there was a significant difference between the two groups at the end of the study.

7. Again the result of our study was in line with the results of some studies such as Demircan (2004) who investigated the impact of authentic materials on the

development of grammar knowledge, retention and opinions of ninth grade students as English language learners, in comparison with traditional materials and textbooks or course books. To compare the experimental and control groups in terms of achievement, retention and perception about the implementation units, a pretest posttest control group design was carried out. For the purpose of this study, two authentic material based grammar units were designed and developed and implemented to experimental group students. Three instruments; tests, opinionnaires and unit feedback forms were used. Seventeen (15 and two) teachers and 54 students at TED Ankara college foundation high school participated in the study. As for the data analysis, the quantifiable data in the pre, post and retention tests were analyzed by using descriptive and inferential statistical analysis. To indicate the differences between the experimental and control groups in consideration with achievements and retention, independent sample t test was conducted. Additionally, opinionnaires and unit feedback forms were analyzed to obtain information about the students' and teachers' opinions about grammar teaching in general and according to the treatment. The results indicated that most of the students were more successful in developing and retaining grammar knowledge while using authentic materials in class. In opposition, this result of the study was against the result of Clark's (1983) study who claimed that media did not affect learning under any conditions (authentic versus non-authentic). Similarly, Kienbaum et al., (1986) found no special differences in the language performance of children using authentic materials or traditional classroom context in sum, the results revealed that the authentic materials were found effective in learning vocabulary. In the next chapter the findings of the study and suggestion for further research would be present.

8. Chung Wu (2011) examined the effect of aural authentic materials on second or foreign language learners' motivation. Taking the temporal dimension of motivation into account, the research aims to find out how aural authentic

materials help to enhance learner motivation in a process-oriented conceptualization. In the main study, two advanced English classes which used aural authentic materials participated. The results of the questionnaires and post-questionnaire interviews indicate the positive effect of aural authentic materials on initiating and sustaining learner motivation.

The findings also suggest the benefit of aural authentic materials to learning. A few concluding points about aural authentic materials and learner motivation can be made. Aural authentic materials are beneficial in terms of initiating learner motivation because learners tend to have positive educational attitudes toward such materials and learners also attach more language-related values to aural authentic materials. Aural authentic materials may generate meaningful and interesting learning which helps to sustain learner motivation and encourage the development of autonomous learners. Since aural authentic materials are not especially controlled and designed for language learners, they require more assistance from teachers to promote more efficient learning. Aural authentic materials are more likely to lead learning toward long-term retention. The concluding points above help us see how aural authentic materials fit in the temporal dimension of learner motivation and suggest a few of their benefits in learning. However, we have to note that learner motivation is a fairly complex process. It is possible that one influence might be influential to both phases and, moreover, some actions might occur simultaneously. Graham (1994) indicates that there is no single word or principle which could capture the complexity of motivation.

The motivational framework mentioned in the research seems to suggest that the motivation process could be divided into isolated phases; however, we have to note that this is not how human behavior works. The biggest function of the process-oriented motivational framework is to provide us an overall look on learner motivation and allow us to have clearer discussion about the influences in

each phase. It does not suggest that learner motivation is processed in clear-cut phases. Moreover, learners' motivation may be influenced simultaneously by many variables. Material is only one of them. It means aural authentic materials do not "guarantee" the enhancement of learner motivation. From time to time, it has to be cooperated with the teaching styles of the teachers. During the interviews, some learners considered teachers to influence their motivation more than the materials. "The most important thing is how the teacher assists students." This indicates that, in order to make aural authentic materials effective in motivating learners, there are other aspects for teachers to consider such as their teaching styles, the follow-up tasks, etc. The role of teachers in the implementation of aural authentic materials in second or foreign language curriculums may also be an interesting area for researchers or baseline teachers to research further. Although this is a fairly small-scale research study, the findings help us to confirm the motivating nature of aural authentic materials and their benefits in language learning, which warrants further research into this direction.

The greatest value of aural authentic materials is that it triggers and maintains students' motivation in learning and helps to develop independent learners. Class contact time is limited. The greatest of the success of teachers is to help learners to see the charm of learning and inspire them to continue learning on their own. In this case, the benefit lessons will not be limited to the present but last throughout learners' life. In this current study the researchers have tried to investigate the possible effect of authentic and non-authentic texts on Iranian EFL learners' vocabulary retention. Despite the great deal of studies conducted in the area of EFL/ESL learning, the effect of authentic versus non-authentic texts have almost gained little attention and been under researched. To this end and to fill this gap, the sample selection was done by a proficiency PET

(Preliminary English Test). So, out of 114 EFL learners, 74 learners both male and female were chosen as the participants to take part in the research.

9. Shirin & Mojtaba (2015) tried to investigate the possible effect of Iranian EFL learners' gender on their ability of vocabulary retention concerning authentic versus non-authentic texts. The title of the study is "The impact Iranian EFL learner's gender on their vocabulary retention ability regarding authentic versus non-authentic texts" Despite a great deal of studies conducted in the area of EFL/ESL learning, the effect of EFL learners' gender on their vocabulary retention regarding authentic versus non-authentic texts has almost gained little attention and been under-researched. To this end and to fill this gap, the sample selection was done by a proficiency PET (Preliminary English Test). So, out of 114 EFL learners, 74 learners both male and female were chosen as the participants to take part in the research.

The findings from repeated measurement test revealed that the learners' gender has no impact on EFL learners' vocabulary retention ability in authentic and non-authentic texts. According to the analyzed data of the study, there was not any significant difference between Iranian EFL learners' gender in vocabulary retention ability, whether the text is authentic or non-authentic. Also, the effect of authentic versus non-authentic texts on Iranian EFL learners' vocabulary retention ability is not significant. Furthermore, the study results show that learners' retention ability is actually improved after the treatment regardless of learners' gender and text types.

One of the goals of the present study was to investigate whether authentic texts have positive effect on EFL learner's vocabulary retention. So, learners have been exposed to an equal number of vocabularies and their meanings selected from both authentic and non-authentic texts. The results provided evidence that; no benefits attributed to vocabulary retention are accounted for by using authentic and non-authentic texts. Furthermore the genders of upper-intermediate Iranian

EFL learners have no impact on their vocabulary retention regarding authentic versus non-authentic text. As a matter of fact, according to the findings of this study, text authenticity had not any significant effect on the vocabulary retention of the students. Foreign language teachers, especially those who teach in language institutes, benefit from this research. While teaching vocabulary, language teachers should focus on other factors rather than EFL learners gender and authentic versus non-authentic texts as there is no significant difference in using these two types. Beside teachers, curriculum designers and test makers can benefit from this study's results as they can use both authentic and non-authentic texts.

The fundamental purpose of this study was to examine the influences of aural authentic materials on listening ability in students of English as a second language. The secondary purposes of the study were to identify the learning strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center participated in this study. The sources of data for this descriptive study included interviews, questionnaires, and class observation. Analysis of the interviews and the self-evaluation questionnaire revealed that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language. Analysis of the class observation and the learning strategy questionnaire revealed that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words. Finally, analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on ESL students' motivation to learn the language.

Recommendations are offered to ease learners' frustration that resulted from the use of unfamiliar vocabulary and the speed of authentic speech.

The findings of this study indicated that listening comprehension in ESL students appeared to have improved after they had experienced authentic listening materials in class. A classroom implication for this is that authentic materials should be implemented in any second-language classroom, despite the fact that the students are living in an English-speaking country. For most students in the study; ESL classroom is the place where they primarily experience the target language and practice the language skills. In order to prepare the students with the language they tend to encounter in real-life situations, ESL teachers have to talk in a normal way using normal rate of speech so that the students would not experience much difficulty listening and understanding other native speakers. One student in this research study mentioned that the use of audio-tapes in a language listening class did not present a real language use. A classroom implication for this is that both audio-recorded and video-recorded materials should be provided in any language instruction. If ESL students are limited to the use of audio-tapes in listening104comprehension practice, they will miss the cultural interactions between native speakers and the nonverbal cues such as gestures and facial expressions that facilitate the comprehension (Allen, 1999; Flynn, 1998; Herron, 1994; Secules et al., 1992).

10. Nina (2014) designed a study to examine whether advanced EFL learners can acquire vocabulary incidentally from reading an authentic text. Eighteen first year English major students read and listened to the first eight chapters of *Pride and Prejudice*. Fifty-one words that appeared between two and ten times in the text were selected as targets. The pretest showed that on average, the participants knew the meaning of 26.9 of the target words. Results showed that participants learned the meaning of 24% of the unknown target words, or one in four words.

There were no significant differences in the acquisition rates between participants with different vocabulary sizes. The vocabulary learning gains were, to a certain extent, affected by the words frequency in the text and their general frequency.

The findings of the study also imply that teachers can promote students' attitudes towards language learning by providing materials and activities that are interesting and useful for students' goals. Students who intend to attend an academic institution should be provided with opportunities to practice listening to real lectures by various speakers and to interact with native speakers of the target language. Inviting instructors or guest speakers to the classroom allow ESL students to naturally make use of speakers' gestures and facial expressions and to experience face-to-face interactions where they can actively negotiate the information with the speakers.

Research studies show that students' high score on the TOEFL (Test of English as a Foreign Language), a standardized test used to measure the English-language proficiency of foreign students applying to universities in the United States, does not assure the students' comprehension of a lecture (Dunkel & Davis, 1994; Mason, 1994). The listening skills of these students are still inferior to those native speakers of the language. An implication is, therefore, to provide a course in developing academic skills prior to the students' entering academic classes. The results from this experiment support the findings from other studies that learners can acquire vocabulary from reading an authentic text.

The figures show that the participants learned the meaning of 5.8 words in one hour, or one in every four words, which is similar to the results of Horst et al.'s (1998) study, where the participants learned 22% of the tested words, or one in every five words, and Dupuy and Krashen's (1993) study where the participants also learned one in every five words, but much more than some other studies where the participants learned one in 10 words or even less (Day, Omura,

& Hiramatsu,1991; Pitts, White, & Krashen, 1989). A few studies found even greater gains. In the study done by Waring and Takaki (2003), approximately 40% of the words were remembered at the immediate multiple-choice recognition test, which is similar to the results of Brown et al. (2008) study, where 48% of the words were learned in the reading-while-listening mode. However, it is worth noting here that during that hour participants met 11,672 words, while only 51 words were tested, of which they already knew the meaning of 26.9 words. It can be assumed therefore that the participants might have learned the meaning of many more words besides the tested words. What is more, this study focused only on learning word meanings, which is only one of the several aspects of word knowledge (Nation, 1990), so that it could not show if learners were able to gain other word knowledge besides meaning. An observation concerning the words which had negative gains is worth mentioning. When discussing the results of their study, Horst et al. (1998) maintain that ‘the negative gain figures are based on small pre-post differences, and may not be very meaningful given the role for guesswork on the data (although forgetting or unlearning of words is possible, of course)’. It is interesting to look at the word *decline*. Before the treatment it was known by all the subjects, but on the posttest it had four negative gains. All four subjects had chosen the meaning ‘dislike’ instead of ‘refuse.’

The analysis of the contexts in which the word appears shows that the word *dislike* fits the sentences grammatically and to a certain extent semantically, thus although knowing the meaning of *decline* before the treatment, the subjects might have interpreted it as ‘dislike,’ and this meaning was retained in their memory. This may imply that for some students, depending on the degree of knowledge they have for certain words, even ‘directive contexts’ may serve as ‘misdirected contexts’ (Beck,McKeown, & McCaslin, 1983) and lead them to wrong interpretation of the word meaning.Fukkink

(2005) has found that primary school students “do not pass through an invariable sequence of generating, checking and evaluating for each meaning: they often take shortcuts, thereby omitting an orientation and evaluation activity” (p. 38). Clarke and Nation (1980) describe a strategy for guessing word meanings from context and argue that “practice with this skill results in remarkable improvement over as few as five passages (p. 212). This indicates that spending a little time on practicing this skill may result in big gains for language learners, because “developing the skill of guessing meanings is in many ways developing the skill of reading’ (Clarke & Nation, 1980, p. 218).

This study did not find any correlation between the overall vocabulary size of the participants and the acquisition rate. Strong relationship between prior vocabulary knowledge and the acquisition rates were not found in Horst et al. (1998) study either. Hulstijn (1993) also reports that there was no significant difference in inferring ability of unknown words from context between subjects with vocabulary scores above and below the mean. Horst et al.(1998) suggest that one reason for the low correlation between the learners’ vocabulary size and the acquisition rate in their study may be that “measures were not sufficiently sensitive...and that the 45-item multiple-choice test did not offer the opportunity to demonstrate all the incidental growth that had actually taken place.” Comparing the results of several experiments on vocabulary acquisition from reading with the results of their experiments using Latent Semantic Analysis to simulate learning vocabulary from textual context, Landauer and Dumais (1997) came to the conclusion that “much of what the children learned about words from the texts they read must have gone unmeasured in these experiments” (p. 31). Thus, the main reason for the absence of correlation between the learners’ vocabulary size and the acquisition rate in the present study may be due to the inability of the test to measure the real learning gains from reading the text. Another reason may be that because of the small number of participants there

was not enough variability in both the vocabulary sizes of the participants and the number of words that remained for learning.

Finally, it may be due to the way the participants approached the task and respected the request not to guess, so that they only answered the items they were completely sure about. The comparison between the pretests and posttests revealed that some items that were answered correctly on the pretest were left unanswered on the posttest. The participant who had the highest scores on all levels of the Vocabulary Levels Test, and who knew 42 of the target words on the pretest, had a negative gain on the posttest. She had put question mark on the definitions and the correct words, but she had not written the number of the word next to the definition, probably because she was unsure and did not want to guess. This indicates that there are many other factors that influence learning words from context such as textual, word, and learner and situational factors (Paribakht & Wesche, 1999). However, this study showed that the knowledge of less frequent words can give clearer picture of the relationship between the learner's vocabulary size and the rate of acquisition of unknown words from reading, which means that studies investigating this factor should pay more attention to the learners' knowledge of the words above the 3,000 word level. One of the factors that influence learning words from context is the number of times the words are met. Several studies have investigated the influence of word frequency on the acquisition rate, but the results are inconclusive.

Horst et al. (1998) suggest that "with fewer than eight repetitions, growth is much less predictable and the role of other factors become more apparent." In this study, except for three words, all the other words appeared less than eight times, with more than half of the words appearing only two or three times, so that there were not enough more frequent words that could demonstrate the influence of the frequency factor more clearly. Zahar et al. (2001) found that the frequency effect is more evident in the learners with the smallest vocabulary

sizes and concluded that “frequency plays a greater role in acquisition at the lowest level, and thereafter plays a consistently lesser role.” This study demonstrated that advanced learners can acquire word meanings with only a few exposures.

11. Siao-cing Guo (2012) researched in investigating the impact of authentic Materials as the main source of extensive reading. The title of the research is “Using authentic materials for extensive reading to promote English proficiency”. This quantitative study employed a pre- and post-test design using a simulated English proficiency test and an attitudinal survey. Other data such as course exams and students’ class participation records were also included to increase validity. This study intended to discover the effects of extensive reading using online materials on students’ language proficiency, and students’ attitudes toward the extensive reading activity. The study results indicated a strong relationship between extensive reading and vocabulary development. Students thought that extensive reading also enhanced their overall English ability and knowledge.

The results from the language proficiency test showed that the experimental group that received extended reading materials relevant to the course topics had a much higher gain in the vocabulary component on the language proficiency test. Comparison of students’ course exams and class records revealed similar results.

Iwahori’s study (2008) claims that extensive reading helps improve high school students’ language proficiency, but cannot pinpoint the specific skills it affects. However, the findings from this present study have provided evidence supporting a positive relationship between extensive reading and vocabulary development. The authentic materials provided an extended exposure to the same topics as in course materials. The repeated exposure in different contexts strengthens students’ vocabulary knowledge. An increase of vocabulary is highly

correlated with an improvement in reading comprehension (Kirkness & Neill, 2009). Extensive reading builds up vocabulary knowledge, and an expansion of vocabulary knowledge in return aids greater reading comprehension. But one exposure to a vocabulary word is insufficient to sustain vocabulary knowledge; therefore, continuous exposure to a large quantity of texts is necessary to retain vocabulary and to ensure greater reading comprehension and, therefore, better reading fluency. Although this study demonstrated an increase of vocabulary size from extensive reading, there was not sufficient evidence to establish a relationship between extensive reading and grammar skills. In addition, the results from the attitudinal survey reflected a positive relationship between extensive reading and vocabulary. Students largely thought that the outside reading materials increased their vocabulary and general English ability. Moreover, they were motivated to express their opinions and read further on the issues discussed in the outside materials.

These results echoed Wang's findings (2006) on an improvement of communicative competence through extensive reading. In addition to an improvement of language skills, findings also pointed to an increase in students' knowledge of issues and participation in class. All in all, students showed positive attitudes in regard to the extended materials provided to them as outside reading. The class exams and records echoed the results from the proficiency test and the survey, demonstrating that reading is a catalyst for linguistic improvement and reading motivation. Students' reported habits showed that they spent far more time reading in Chinese than in English, which was to be expected with Chinese being their native language. But the results indicated that these participants spent a significant amount of time on the Internet and mass media, which is congruent with Hendel and Harold's findings (2004) on students' frequent usage of the Internet, and far less time on reading printed materials (Pitcher, Albright, Delaney, et al, 2007). The reason these students

spent little time on reading could have been a lack of motivation on required readings or any readings. It could also be a result of flourishing technology and media attraction. The survey results also illustrated a sizable gap between Chinese reading and English reading. The study found that students did have a reading habit in relation to Chinese texts, but students were not as motivated to read English. A better measure needs to be taken to foster students' motivation to read English.

These results were similar to the findings in the previous study by the researcher (Guo, 2011) and in Takase's study (2007) on students' leisure reading habits and preferences. In addition, English teachers in Asian contexts are likely to face challenges as they encounter large class sizes, an inflexible syllabus, insufficient class time, and the scarcity of materials. While class time and size may be hard to alter in a short time, teachers could change or supplement materials more easily. Textbooks, especially imported ones, may be too costly to change at once. They could also be limited in scope and presentation of all linguistic aspects in real life language. Because today's students show more interest in online information, teachers could adopt more materials from the Internet. As suggested by Teeler & Gray (2000), the Internet is a great resource from which teachers can easily find topics and useful language of interest to students. Best of all, a massive numbers of materials can be accessed at no cost. Although many of the authentic materials on the Internet are linguistically demanding, many materials that teachers can choose are suitable for various levels. Teachers need to include students' voices in material selection. In addition to their needs, levels, and interests, text comprehensibility and relevance to students' lives are important factors to assure a positive reading experience. This research study examined the effects of extended reading on language proficiency of Taiwanese college students and explored students' attitudes toward the authentic readings utilized as outside reading materials.

The study demonstrated a measurable positive effect of extensive reading on students' language acquisition. The findings answered the research questions proposed in this study in regard to the effects of extensive reading on vocabulary and other skills. In particular, the results pointed to significant improvement of vocabulary acquisition, but not grammar. In addition, students experienced gains in knowledge, sources for communication, and other language skills. They also became more involved in class discussions. This research showed evidence of vocabulary gain and motivation increase as a result of extensive reading of authentic texts. These positive findings were interesting enough to justify an incorporation of extensive in-class or outside-of-class reading activity using authentic materials. Authentic materials expose students to English usage as it is used in real life, thus students may find them more interesting and relevant if they are at the right comprehension level. Reading, an effective practice for vocabulary building, is thus deemed important for both reading comprehension and reading fluency. It can serve as a complement to intensive class reading instructions. Extensive reading provides vocabulary not only in a large quantity but also in lexical contexts that are more meaningful to students. The reading also provides a wonderful source of information to expand students' knowledge which otherwise may be limited to course textbooks. A wealth of research has documented the effects of extensive reading including this present study, and several leading researchers believe that extensive readings one effective way for students to acquire a large vocabulary for reading and language proficiency (Day & Bamford, 2000; Krashen, 2007; Nation, 2011). Students need a substantial amount of reading to develop language proficiency. For teachers who are concerned about the limited class time, extensive readings can be incorporated as an outside-class activity.

This study has presented evidence on a strong relationship between extensive reading and language development, particular in vocabulary. Extended

reading can increase not only students' vocabulary size but also promote other aspects of language learning such as motivation. Despite a strong relationship found between extensive reading and language improvement, this study had several limitations. A study with forty-nine students was small in sample size. Another limitation was that the results came from a homogeneous group of a similar background in culture and learning experiences which limited the generalizability of its findings. Future studies could involve students in a larger group and from more diverse backgrounds. This study investigated the effects of extensive reading mainly on vocabulary acquisition. More research could be conducted to explore the impact of extensive reading on other linguistic aspects such as listening and writing and using other reading formats such as Internet.

12. Enas (2009) conducted a study attempting to elicit EFL learners' and teachers' beliefs and attitudes regarding the use of authentic reading materials at the college level in Saudi Arabia. The title of the study is "College instructors, and learners, attitudes to authentic EFL reading materials 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.

The results of the quantitative and qualitative analyses conducted are the 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 ($r = -.363, p < 0.05$) 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.

15. 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.

16. 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.

Do Thi (2008) investigated the hypothesis that authentic materials could enhance the motivation of second year majored English students at English Faculty, Tay Bac university when learning speaking. In order to do that, an experiment was carried out at TBU. The title of the study is "Using authentic materials to motivate second year English major". The subjects were 40 students in class K47C and this class acted as control group in 'non-authentic materials'

weeks and as experimental group in 'authentic materials' weeks. For most students, when they first introduced the new kind of authentic materials, they found it was difficult and hard to understand some words and structures. Some of them even did not want to try because they felt that was out of their ability. However, step by step, they got used to with this kind of materials. They realized that the lessons were a little bit difficult but they contained a lot of interesting and up-to-date knowledge. Furthermore, they were not the same every day and that was interesting. As a result, they were more and more interested in the lessons and their motivation therefore, increased considerably. It can be concluded from all the above discussions that student's motivation increased significantly in 'authentic materials' weeks in comparison to 'non-authentic materials' weeks. However, students' self-reported motivation did not increase considerably and this might be because the time for authentic materials was insufficient. In this experiment, the hypothesis whether authentic materials have the positive effect on the second year students' motivation at TBU was tested. To collect the data, three data collection instruments were used. The authentic materials and non-authentic materials had the same topics, similar kinds of exercises. The authentic materials were selected carefully in terms of student linguistic and conceptual knowledge level.

The data collected from the data collection instrument confirmed the hypothesis. From this result, it is suggested that using authentic materials is one way to effectively increase student's motivation at TBU to learn speaking in particular and English in general. The results should be taken into account in order to improve the English teaching and learning quality at TBU. Due to the small number of subjects in this experiment, this conclusion could not be generalized for all speaking classes. Therefore, replications of this study with bigger amount of subjects, different level and at other faculties are called for so

that the positive effect of authentic materials on student's motivation will be tested widely and more concretely.

13. Masoud (2014)intended to investigate the effects of authentic materials on vocabulary acquisition in International English Language Testing System (IELTS) students of Kimiya-e-Danesh institute, Yasuj, Iran. The title of the study is "The effect of authentic materials on vocabulary development" It focused on how authentic materials facilitate vocabulary development. To this end, 50 IELTS student were randomly selected. IELTS classes were observed several times and then a self-reported questionnaire within this study a homogeneous sample of 50 students was selected from a population of IELTS students studying at Kimiyay-e- Danesh institute, Yasuj, Iran. The subjects of the study were adults above 25.The reason for selecting these students is that IELTS students must learn many words for IELTS exam, so in IELTS term they deal with a lot of unfamiliar words. The very important duty is learning an extended list of words. The research materials in this study were some authentic materials including English songs, news, movies, etc. some non-authentic CDs, a bilingual dictionary, a reading book and two questionnaires (see the appendix) which were designed for the study distributed to all students of chosen classes.

The results showed that most of the students prefer using authentic materials for vocabulary acquisition. Authentic materials play an important role in teaching a second language. By using authentic material students deal with outside and real world, they become interested when deal with real language. Students become familiar with the culture of target language, Awareness of cultural background is important in learning a language. Also authentic materials increase motivation of learners for learning second language. By using the authentic materials, and using an observation and questionnaires, the results show that most of the students' attitudes towards the use of authentic English language materials are positive and they enjoy learning. Also it shows that

authentic material could influence both learning and teaching. When listening to English songs. According to my observation and questionnaire I found out most of the student prefer using authentic materials for vocabulary acquisition. By all of my researches and some materials like questionnaire and observation.

The researcher could find and figure out that by authentic materials students could learn more about their words using culture and also how they could memorize and saving words for too long though. When students use authentic materials, they sense real world and we can say they are using real language and they learn skills, so it can help them in coping with real situation outside of the class, in another word, students are prepared for actual use of vocabulary, which learn by using authentic materials. Also, authentic materials sources are contextually rich, so learners could deal with the useful words. Because the students could get acquainted to a new culture and learn about it cause to have a motivation on learning them and it could be memorable for long though. Finally, it has been shown that authentic materials can effect on words and how to learn it.

The research was about the effects of authentic material on vocabulary acquisition. The focus in a foreign language is to learn a language and be able to use it in the outside world. By using authentic material we deal with outside and real world. Sources of authentic materials are newspapers, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature, catalogues, tickets, postcards, bills, receipts, recipes, business cards, etc.

The researcher used observation and questionnaire for finding the effects. During my work, the researcher has found out that authentic materials play an important role in teaching a second language. One of the most important factors in the researcher observant is how professor teaches words and after that what would be the result and the side effect of teaching after finishing, so, the researcher checked the class, by the accents and the numbers of repetition, so

after finishing of a term about 40 hours study for some students randomly, and after that by a reasonable question, there were some new and important conclusions the researcher could find. Another important factor in this research is that students can touch real life with words and learn the beauty of words by ways, acquisition and methodical teaching of the professor. It is a big motivation, Student become interesting when they experience language in a lively and realistic ways. Also students become familiar with the culture of target language, Observing differences in culture is essential for understanding other nations. Awareness of cultural background is important in learning a language. The researcher thinks that using authentic material is a very good way to acquisition of vocabulary and it plays an important role in teaching a second language. The researcher would recommend using authentic materials to all the language teachers.

14. Metinee (2000) designed a study to examine the influence of aural authentic materials on listening ability in students of English as a second language. The title of the study is "Using authentic materials to develop listening comprehension in the English as a second language classroom" The secondary purposes of the study were to identify the learning strategies used by ESLstudents experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center participated in this study. The sources of data for this descriptive study included interviews, questionnaires, and class observation.

Analysis of the interviews and the self-evaluation questionnaire revealed that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language. Analysis of the class observation and the learning strategy questionnaire revealed

that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words.

Finally, analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on ESL students' motivation to learn the language. Recommendations are offered to ease learners' frustration that resulted from the use of unfamiliar vocabulary and the speed of authentic speech. Authentic materials on listening ability in students of English as a second language. The secondary purposes of the study were to identify the learning strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center participated in this study. The sources of data for this descriptive study included interviews, questionnaires, and class observation. Analysis of the interviews and the self-evaluation questionnaire revealed that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language. Analysis of the class observation and the learning strategy questionnaire revealed that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words.

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classroom and daily communication. In a language class, comprehension of aural input plays a critical role in second-language acquisition and learning. It is, therefore, important that listening be emphasized in the early phases of second-language instruction. Despite the significance of listening skill, a traditional language classroom focuses extensively on reading and writing skills, and exposes ESL students more to written input than aural input (Ferris, 1998; Leow, 1993).

Recently, the interest in listening skill has increased markedly by the growing number of studies related to listening in second-language contexts (Berne, 1998). Residing in an English-speaking country; ESL students are surrounded by the target language both in the classroom and the community. Ability in target-language listening comprehension is important for the students' daily survival. Many ESL students, however, experience difficulty making the transition from hearing classroom language to understanding natural speech in the real world (Schmidt-Rinehart, 1994). Implementing aural authentic materials in the language classroom exposes ESL students to real-language use from the beginning of language study. Authentic language reflects a naturalness of form, and an appropriateness of cultural and situational context (Rogers & Medley, 1988). Since authentic texts are generated by and for native speakers of the language, they are perceived as being too difficult for ESL students to understand. Implementing authentic speech in the second language class, therefore, can have a negative effect on students' frustration. Nevertheless, the listening-comprehension skill in ESL students tends to improve through exposure to authentic input. This research study was conducted with only a small group of ESL students.

As a result, the interpretation and the generalizability of the findings are limited. A future research may be administered to a larger group of students or to several small groups of international students so that the effects of using

authentic listening materials on students' proficiency levels could be interpreted. A future research may consider including only those students who are newcomers so as to be able to ensure the students' limited experiences with authentic materials and to assure the effects of authentic listening texts on students' listening-comprehension ability.

The participants in this study could be divided into two groups, according to their purpose of coming to the United States. One was the group of students who came along with their family; these students attended the ESL class in order to practice their language skills for daily-life situations and future career. The other was the group of students who intended to continue their education in an academic institution in this country; they took the language class to prepare themselves for future academic courses. Since the class was fundamentally designed for the latter group of students, and recorded mini-lectures were primary authentic materials implemented in the instruction, a future research study should consider to include only those students whose intention was corresponded with that of the designed ESL course. On a long-term process, a researcher can work on a case study of a small group of students to find out the effects of listening practice in ESL class on student' listening comprehension in academic classes where the students encounter bona fide academic lectures. It is also interesting to investigate the different effects of aural authentic materials on listening comprehension in students who learn English as a second language and those who learn English as a foreign language. Students who are living in an environment where the target language is predominantly used may or may not develop more ability in listening comprehension than those students who are living in an environment where the target language is used only in the classroom. This is because a lot of second-language students do not attempt to seek for face-to-face interactions with the native speakers of the target language, even though they are residing in an English-speaking environment. Implications for teaching

the findings of this study indicated that listening comprehension in ESL students appeared to have improved after they had experienced authentic listening materials in class. A classroom implication for this is that authentic materials should be implemented in any second-language classroom, despite the fact that the students are living in an English-speaking country.

For most students in the study, ESL classroom is the place where they primarily experience the target language and practice the language skills. In order to prepare the students with the language they tend to encounter in real-life situations, ESL teachers have to talk in a normal way using normal rate of speech so that the students would not experience much difficulty listening and understanding other native speakers. One student in this research study mentioned that the use of audio-tapes in a language listening class did not present a real language use. A classroom implication for this is that both audio-recorded and video-recorded materials should be provided in any language instruction. If ESL students are limited to the use of audio-tapes in listening104 comprehension practice, they will miss the cultural interactions between native speakers and the nonverbal cues such as gestures and facial expressions that facilitate the comprehension (Allen, 1999; Flynn, 1998; Herron, 1994; Secules et al., 1992).

The findings of the study also imply that teachers can promote students' attitudes towards language learning by providing materials and activities that are interesting and useful for students' goals. Students who intend to attend an academic institution should be provided with opportunities to practice listening to real lectures by various speakers and to interact with native speakers of the target language. Inviting instructors or guest speakers to the classroom allow ESL students to naturally make use of speakers' gestures and facial expressions and to experience face-to-face interactions where they can actively negotiate the information with the speakers. Research studies show that students' high score

on the TOEFL (Test of English as a Foreign Language), a standardized test used to measure the English-language proficiency of foreign students applying to universities in the United States, does not assure the students' comprehension of a lecture (Dunkel & Davis, 1994; Mason, 1994). The listening skills of these students are still inferior to those native speakers of the language. An implication is, therefore, to provide a course in developing academic skills prior to the students' entering academic classes.

15. Akbari (2016) explored the attitudes of teachers toward using authentic materials in EFL classroom in Iran. The study was conducted in TED (Tabadkan English department, one of the zones of Mashad, Iran). The study attempted to investigate Iranian EFL teachers, attitudes and beliefs regarding the use of authentic materials at high school level in Iran according to communicative language principles, focusing on both reading and listening skills. Fifty-seven (57) female and male English teachers, who teach in high schools and took a part in teacher training course (TTC), completed the survey questionnaire for the purpose of the study. The results revealed that all of teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such attitude was to improve students, skill and expose them to real English language; in addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that in internet and TV would be the most used sources for obtaining authentic materials.

These findings are consistent with the current studies which provided evidence supporting the teacher's positive attitudes toward using authentic materials in their classes as Zhafarghandi investigation and Suleiman ones. According to this study, the teachers disagreed on the suitable level of students for presenting such materials. Most of the teachers believed that the language

level of the text and the course objectives are the guiding criteria for selecting appropriate texts. Finally most participants indicated a need for additional training in using authentic materials particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching. The analysis of data indicated a general concord among English teachers in TED concerning the positive effect of authentic materials in teaching EFL, all 57 teachers prefer to use authentic materials in their language classes. All of the participants prefer to provide authentic materials in order to develop their language skills. The overwhelming majority (97.3%) stated that they would use authentic materials in order to provide the students with the language used in real society. One of the teachers wrote: " I agree with the use of authentic materials. By using these techniques, the students are related to the real world, communicatively, but may it cause them mixed up, and overwhelmed by the difference between the classroom setting and the real world." Moreover the analysis showed that teachers have positive attitudes toward using authentic materials in EFL classes they consider authentic materials as important input for improving students, skills and exposing them to real language.

The findings of this study are consistent with some previous researches that confirmed the positive effects of authentic materials in improving students, reading and listening skills (Harmer, 1991, Miller. 2005, Thanajaro, 2000). The study also showed that 95% of the participants would use authentic materials in reading classes while 76% would use them in listening classes. It seems this difference because of the lack of technical support that teachers need to aural input. Almost all of the participants (98%) believe that authentic materials can be used at intermediate level, but only 53% advise using these materials with beginners. It is clear that the teachers do not advise authentic for beginners. The suitable level for starting authentic materials is one of the most debated aspects

in language teaching field. According to Guariento Morley (2001), " The question now... is not whether authentic texts should be used, but when and how should be introduced" (p.348).besides, one of the teachers in the current study stated: "I agree to use authentic materials in the class. But we have to notice to some points, differences between cultures and..... Therefore, I believe that such materials must be designed according to Iranian society in order not to cause a shock for the students" As Schmit,s(1994) stated that sequencing authentic materials should be designed according to the incidence of high frequency lexis or structure and peoples need an importing finding of the study was about the sources of authentic materials, most of the participants indicated they would prefer to use TV/ video as a main source(99%).In addition,88% would use the internet, approximately85% would use newspapers and magazines, and 28% may use the radio. An analysis of these results show TV/video is the most common source for obtaining authentic materials as teacher, view and internet is in second level, newspapers and magazines third level, and radio last one.

This finding is reliable with Miller, s (2003) study at the ESL Magazine site. Regarding the selection criteria,92.3% indicated that the text, language level and the objectives of the course(84%) would be the primary strategies for material selection One teacher wrote" I prefer to go beyond course objectives, and according to my students level I will try to choose the best authentic materials." More than half of the participants (67%) would consider their students, needs and interests, and only 38% believe the length of the text. One of the teachers stated "I expose my students to different forms, contexts and English language materials". Berardo, s (2006) and Lee, s (1995) proposed criteria for selecting authentic materials that the findings of this study are reliable with them.

16. Gonzalez (1990) undertook research into the effect of authentic materials on learners, attitude, motivation, and culture and language, achievement. 43 students who studies Spanish as a foreign language participated in this study. Based on

the findings, no statistically significant difference in motivation was found when realia were employed none the less; some comments in teaching logs used indicated that learners reacted somewhat positively to their use.

17. Kienbaumeal (1986) researched the effectiveness of traditional second language learning using grammar translation methods and texts, compared with the communicative approach using authentic materials. Both the linguistic progress and attitudes of participants were examined. Informants were 29 American college students studying German or French as a foreign language over 30 weeks. It was reported that no statistically significant differences between the control and experimental groups were detected. However, it was noted that all students were keen about and very well-motivated by the use of realia. Though questioned about its content validity of some of the items in the instrument used, the study accounts for the conclusion which recommends the use of authentic materials in college foreign language classes. The communicative teaching approach used with the realia was not referred to though as to what extent it was positive or negative to language learning. It is possible that the approving learner responses reflect the effects of the use of authentic material to an undetermined degree.

In more recent study, peacock (1997) aimed to test the experimental hypotheses, which predicted that when authentic materials were used, Levels of on-task behavior, observed motivation, and self-reported motivation would increase significantly. The participants in this study were Korean beginner-level students studying English at a university EFL institute. They were divided into two groups. One group/class contained 15 subjects, and the other 16. Both groups were taught by the same teacher, doing similar activities, but with a different type of materials were used alternately (artificial materials one day and authentic materials the next) as course book supplements with both two groups in experiment. There were no control groups as the differences between two

groups. The results showed that authentic materials significantly increased learner on-task behavior and overall class motivation. With regard to self-reported learner motivation, there was no significant difference when learners used authentic materials.

A very interesting and useful finding was that individual item analysis of the learners, questionnaire (item: how boring or interesting are authentic and artificial materials?) for self-reported learner motivation revealed that learners found authentic materials to be considerably less interesting than artificial. As one of Peacock's (1997) findings signifies, learners in his study found authentic materials to be significantly less interesting than artificial counterparts. This stands in contrast to the large number of assertions to the effect that authentic materials are more motivating as they are more interesting. Thus, it may not be the case that realia are always more interesting. By and large, learners are usually more motivated by authentic materials, but not necessarily because they are more interesting.

Also, interest in the materials in use appears to be quite separate as a component of motivation from levels of attention or action and persistence with the learning task. As can be observed, almost all of the authors who assert that authentic materials motivate learners better rarely make this distinction between separate elements of classroom motivation. It is therefore suggested that in classroom motivation research, treating interest in the materials in use and levels of attention and persistence with the task under study as separate components of motivation would result in a clear insight into the meaning of the construct 'motivation'. Moreover, by doing this, a more precise image of the effects of different materials on learner behavior in the classroom can be illuminated. Yousef (2015) conducted a research that attempted to identify the extra of using authentic materials in the new series of secondary English textbooks (flying high for Saudi Arabia) used contently in Saudi schools. Therefore, a content analysis

instrument has been designed to analyze the first secondary English textbook. The instrument has been distributed on 112 EFL female teachers who work in public secondary schools in Riyadh city. The findings which suggested to adjust the given materials to fulfill the learners 'need and match their proficiency level, can be summarized as follow:

- 1- The selected textbook focuses to a moderate extent on using material authenticity.
- 2- The provided materials promote genuine communication among EFL learners, prepare learners for the future uses of the target language and present authentic language in its actual contexts.
- 3- The findings revealed that the use materials are beyond the learners 'level and the reading comprehension activities present real life texts at a poor range.
- 4- Textbook objectives make a noticeable emphasis on practicing authentic language to promote communication in EFL classes.
- 5- The textbook objectives focus mainly on providing opportunities for Saudi learners to practices the target language intensively for communicative purposes.
- 6- The textbook objectives are interested to moderate extent, about using authentic materials related to their real life.
- 7- The textbook objectives focus to a moderate extent, on activating learners, communicative skills on authentic topics related to their real like.
- 8- The textbook objectives focus to large extent on connecting Saudi learners with future uses of the target language outside classroom.
- 9- The textbook objectives focus to moderate extends on preparing learners to use English language to deal with any like situation.
- 10- Textbook objectives focus mainly on language authenticity that presented through the selected authentic materials.

- 11- Textbook objectives aim to moderate extent on introducing a meaningful communication to the learners through socio-cultural context.
 - 12- Textbook objectives clearly focus on building up to date knowledge for the Saudi learners through introducing them to new ideas drawn from their real life.
 - 13- Oral conversation used in daily situations by native speakers of the language is available to a large in the selected textbook
 - 14- The selected textbook helps to large extent Saudi learners to comprehend native speakers in various kinds of speech situations.
 - 15- The aural authentic materials that help in developing learners, listening comprehension skill are obviously available in the selected textbook.
 - 16- Authentic materials used in the selected textbook do not match the learners, language proficiency level.
 - 17- The selected textbook's texts allow learners to experience the language as it is used for real communication among native speakers.
 - 18- Authentic materials such as newspapers, magazine, menus, forms and television advertisements are available to a large extent in the selected textbook.
 - 19- The reading texts provided in the selected textbook (FHFSA) reflect to a moderate extent the learners-life purposes.
 - 20- The selected textbooks indicate appropriate use of visuals and topics related to the Saudi learners, culture.
 - 21- The reading texts of the selected textbook introduce to a moderate extent issues and experiences that Saudi secondary learners have in common.
18. Hossein (2010) conducted a study to pinpoint the impact of contextual guessing strategy (CGS) on vocabulary and reading authentic texts at the pre-university level. One hundred male and female students were randomly selected and assigned to context and non-context groups. The

context group received a CGS an instruction to infer the meaning of low frequency words while the non-context participants were treated by a direct method. The results revealed that CGS instruction was more effective vis-à-vis direct vocabulary instruction in all particulars, and was more effective than the non-context method in improving reading. The limitative estimation would be that some of the assumptions about the futility of teaching contextual clues should be rigorously re-examined and that CGS can account for a substantial proportion of vocabulary growth during the school years.

The findings of the study were summarized as follow:

- 1- Contextual guessing strategy (CGS) helped subjects who were exposed to instructional intervention to this strategy, to obtain a footing in the process of acquiring low-frequency words and learn more words and their meanings compared to the participants without benefit of such an instructional method.
- 2- The findings also strongly vindicated that learning that occurred through this strategy was effective and efficient. Furthermore, participants who were exposed to this strategy exhibited enhanced retention of low-frequency words in reading authentic texts via their performance on comprehension items. While the CGS effect may seem rather small in absolute terms, it was significantly robust and very consistent across types of text, method of measurement and level of scoring.
- 3- Learners can derive the meaning of familiar words while reading by using the contextual clues in which they appear.
- 4- There are limitations to the value of context and that reliance up on context clues to unlock the meanings of unfamiliar words can be problematic.

- 5- The proportion of correct responses descended as we progressed from longer passages to shorter ones due very likely to the existence of more than one unfamiliar low-frequency words per paragraph or passage.
- 6- The motivating effect of using authentic texts in the classroom is a certain possibility.
- 7- Surachai (2011) investigated a study about students, attitudes towards the use of authentic English language materials to enhance vocabulary for listening comprehension. The study also looked at the influence of authentic materials on students, attitudes towards learning English vocabulary for listening comprehension, at Winitsuksa School under the patronage of her royal highness, princess Maha chakra siring horn, Lopburi. This study was conducted with 45 high-school student who were taking a listening and speaking class during semester 2/2010 and studying in the English and Japanese programmer (ELP) at winitsa school, lopburi, Thailand. It was found that the use of authentic materials has a positive effect are helped increase students, performance, comfort and self-confidence when listening to the target language. The findings of the study also.
 - 1- Lmply that teacher can promote positive student attitudes to words language learning by providing materials and activities that meet the needs of students, goals.
 - 2- Most of the student always explored English vocabulary through television and videos:
You tube etc. They usually explored matrix through other authentic materials such as brochures, menus, instructions and packages.
 - 3- Listening to English songs and watching English movies helped them improve their vocabulary for listening comprehension.

- 4- Learning English vocabulary for listening comprehension through songs and movies allows them to feel more comfortable.
- 5- The students are able to apply English vocabulary learning through authentic materials for listening comprehension in their daily life. They gain more knowledge to improve their listening comprehension through authentic materials.

Daskalos et al (2005) designed a paper. to find out which attitudes teachers and students have towards authentic and adapted texts used in the teaching of English in two Swedish grammar schools. Furthermore, the paper aims to demonstrate the importance of proper text selection in relation to student motivation. A survey was conducted with second year students in two different schools; on top of this several interviews were conducted with students as well as an interview with a teacher. This was done to demonstrate the different attitudes towards the texts and to illustrate the importance of choosing topics that student can relate to. The results showed that students preferred to read authentic texts. These texts provided them with interesting topics. The teacher also preferred to use authentic texts and agreed that authentic texts usually created an active classroom, but pointed out that to substitute the textbook entirely with authentic material was unrealistic. Therefore, a combination of the two types of text would be preferable. The paper showed the following results:

- 1- Articles and novella are more appreciated by students.
- 2- Students have a tendency to find the text book boring and dreary and even though the text is graded according to level of difficulty, students need challenges and authentic texts provide them with; they feel that they are reading the real thing.
- 3- Music lyrics were found that it is the text that students found easy to embrace.

- 4- Excluding the textbook altogether and only use authentic material was definitely possible, but not preferable.
- 5- Preparing texts for teaching is very time-consuming; every though students are very positive forwards them.
- 6- The texts cannot be used more than once, since the main point of them is their up to date perspective.
- 7- The linguistic level has to be taken into consideration when choosing an authentic text.
- 8- The teacher needs to decide what the appropriate level for the class is.
- 9- Authentic texts are not graded and sometimes can be too difficult for the students.
- 10- The language of the texts is very important to the students.
- 11- Students showed that they were very interested in talking part in the selection of texts.

Ana (2014) examined the potential authentic reading activities to enhance the writing of novice university students of Spanish, with a special focus on improving text organization content and vocabulary. Enabling students to be in contact with authentic materials at the very early stages of language learning was expected to impact not only the development of their communicative competence, but also to affect students, attitudes towards the use of authentic materials for learning Spanish. The title of the study is the effect of authentic reading activities of the novice college Spanish students.

The study included an experimental group and a control group. There were six written assignments over a 4-month period. The pretest and the posttest compared the overall writing abilities of the participating groups. During the treatment proper, the experimental group was asked to review for different

authentic reading texts before writing, whereas the control group completed the assignments without any prior reading activity.

The gains of the combined dependent variables content/vocabulary and text organization were analyzed. The results of the analyses of variance (ANOVA) performed on the participants' gains in overall writing scores from pretest (writing Assignment1) to posttest (writing Assignment6) showed that authentic reading comprehension activities did not improve their writing abilities. Second, the results of the multivariate analysis of variance (MANOVA) performed on the gains from Writing Assignment 2 to Writing Assignment5 in terms of content/vocabulary and text organization revealed that the experimental treatment did not have a statistically significant main effect on either one of the two dependent variables. However, group and gender had a statistically significant interactive effect on both dependent variables.

The findings of the post experimental survey administered to the participants in the experimental group revealed moderately positive attitudes towards the use of authentic reading (comprehension) tasks prior to writing assignments. The highest agreement was expressed relative to I item 1 improved communication through writing as a result of authentic (reading) and I item 8 (recommend reading tasks prior to writing assignments), which were the least specific in terms of the kind of benefits derived from the experimental. The least agreement was expressed relative to item 4 (improved organization of writing assignments as a result of authentic reading) I item 5 improved content of writing assignments, and I item 6 improved selection of appropriate irrelevant information. The data analysis by gender showed the smaller subgroup of males (5 respondents) tended to be less positive (more critical) than the larger group of females (12 respondents). Bridget (2008) designed a research examining if authentic input can lead to acquisition of lexical chunks, acquisition of vocabulary and the beginning stages of the acquisition of some aspects of the

lexicon, such as root morphemes and plural al morphemes, and in some cases, gender morphemes in Spanish for a group of second language learners whose native language is English. Authentic input is incorporated into the language instruction through the use of songs, games, stories that are derived from the target language and culture.

This research proposes that language transference is occurring from first language, or L1, to second language, or L2, as the participants may fall under minimal trees hypothesis of Vainikka and young Scholton(1994V,1996a,1996b). Since the participants are still developing lexicon and lexical chunks in their L1, this occurrence may aide in the transference from the L1 to L2. The title of the study is ((Authentic in put in early second language learning)). The subjects of the study are seventeen kindergartens, first and second grade students, who have not previously learned a second language.

The results from the study confirmed that the participants did learn lexical chunks in the target language after being introduce to the L2 via the authentic materials. Additionally, the participants were able to demonstrate acquisition of agreement in number in the L2. The long-term results also confirm the initial set of results.

2.20 Summary of the chapter:

This chapter has been concerned with the presentation of the theoretical framework of the research, reporting the relevant literature review on the impact of using the authentic reading materials on developing and retaining secondary school students' vocabulary and the review of previous studies.

Chapter Three

Methodology of the Study

Chapter Three

Methodology of the Study

3.0 Introduction:

This chapter will report the methodology of the study. It will describe the procedures and instruments which are used in data collection of the study. Also, it will introduce the population of the study, the sampling, reliability, validity and reveals the procedures followed in eliciting the data of the study and procedures of data analysis.

3.1 Research Methodology:

This research will methodologically be based on descriptive and qualitative approach aiming at accentuating the proven premises on enriching the vocabulary of third year secondary school students. These qualitative and descriptive approaches can assist the researcher in theoretical illustrations of the rapport between authentic materials and its impact on developing and retaining the learners' vocabulary.

3.2 The Population and Sampling of the Study:

As the study is focusing on the effect of authentic reading materials on developing and retaining secondary school students' vocabulary, it will naturally deal with the attitudes of English teachers in both universities and schools, educational experts and the secondary school students.

Certainly, to study the whole population or even the majority is unobtainable.

"The researcher selects participants from a particular subgroup who share some important experience relevant to our study (for example, they have participated in a study – a board programme). In this way, this strategy allows us to conduct an in – depth analysis to identify common patterns in a group with similar characteristics".

The sample of the study consists of three sections:

- a) 332 English language teachers from both schools and universities.
- b) 10 educational experts.
- c) 30 secondary school students.

Three hundred and sixty- two copies of the questionnaire were distributed to the teachers and three hundred and thirty two of them were collected. The researcher excluded some of the copies because the respondents did not fill all of the statements and some of them marked more than one option. About twenty copies were invalid and they were excluded from the sample.

Three hundred and thirty- two copies of the questionnaire were valid so they were included in the study.

3.3 Data Collection and Tools of the Study:

The questionnaire was designed in simple and clear language so as to avoid ambiguity and misunderstanding which lead the respondents to make mistakes.

The questionnaire consisted of three sections and thirty statements. Each one of the statements was related to specific section. See table (3.1) below:

Sections	Statements
Section One	1-12
Section	13-21
Section	22-30

Table (3.1) the sections and the statements of the questionnaire.

The interview consisted of five questions.

The test consisted of four questions divided as follow:

- a) Read the passage and answer the following questions.
- b) Match the words with their opposite meanings.
- c) Use the words in the boor to complete the sentences.

d) give from the passage the words which have the similar meaning of the underlined words.

The variety of questions of the test was carefully studied so as to avoid the random guess.

3.4 Pilot Study:

In order to check the validity of the questionnaire, the researcher ran a pilot study. Ten copies of the questionnaire were distributed to some of the English language teachers from English language unit. University of Tabuk – Saudi Arabia and Royal Commission – Jubail Industrial College. Saudi Arabia.

The teachers wrote down their comments, suggestions, notes and advice at the end of the questionnaire. According to their comments, suggestions, notes and advice, the number of statement were reduced from thirty five to thirty five to thirty statements. the final version of the questionnaire consisted of two pars. The first part concerns with the information about English language teachers including qualification and experience. the second part consisted of three sections and thirty statements.

3.5 The Face and Content Validity of the Questionnaire:

In seeking of the face and content validity of the questionnaire, the researcher consulted some experts in the field of teaching English language such as Dr. Fath el Rahman Al Jak-RiadhJazan International Schools – Saudi Arabia, Dr. Al Sadig Ali Alnadheef-King Khalid University, Dr. Saif Al Eslam Mohammed – Royal commission – Jubail Industrial College – English Language Department – Saudi Arabia and Dr. Ahmed Kider Othman – Depart of language and translation – Faculty of Education – university of Tabuk – Saudi Arabia.

They agreed that the tool is adequate and suitable for the purpose of the study. The researcher has made some changes according to the experts' advice. Then the permission as given from the supervisor and three hundred and sixty two

copies of the questionnaire were distributed to the subject and three hundred and fifty two of them were collected.

3.6 Test Reliability and Validity:

Reliability is the degree to which an assessment tool produces stable and consistent results.

According to M. Namara (2009: 61) "The overall capacity of a multi-item test such as a comprehension test or a test of grammar or vocabulary to define levels of knowledge or ability among co-ordinates consistently referred to as the reliability of the test"

The test was examined by three experts in the field of the English language teaching and testing. those specialist were:

1. Dr. Abdel Rahman Mustafa Aldirdeeri – King Abdul Aziz University – KSA.
2. Dr. FathelRahman AlJak-RiadhJazan International School –KSA.
3. Dr. Al Sadig Ali Alnadheef – King Khalid University – KSA.

3.7 Procedures of Data Analysis:

The questionnaire was distributed to the subjects and they were requested to fill in it in their free time. The subjects were given open time to fill in the questionnaire.

After collecting the data, the researcher used the statistical analysis method in analyzing it using SPSS.

As for the interview which was distributed to ten educational experts, the researcher used a qualitative method in analyzing the interview.

As for the test, the researcher chosed a private school and gave the two groups (experimental and controlled) a pretest, then for two month the experimental group were taught some selected authentic materials, after that a post test was given to both controlled and experimental group.

In analyzing the test results, the researcher the statistical analysis method using SPSS.

3.8 Summary:

This chapter has reported the methodology of the study, the population of the study, the sample of the study, the instruments and tools of the study, test reliability and validity, face and content validity of the questionnaire and procedures of data analysis.

Chapter Four

Data presentation, analysis and discussion

Chapter Four

Data presentation, analysis and discussion

4.0 Introduction:

This study investigates the effect of authentic reading materials on developing and retaining vocabulary of secondary school students.

The instruments used to collect the data were questionnaire for English language teachers, pre and post-test for secondary school students and an interview for educational experts.

The number of respondents was thirty students, three hundred and thirty-two English language teachers and ten educational experts. The questionnaire consisted of three sections and thirty statements. The test consisted of four questions and the interview consisted of five questions. The questionnaire and the tests were analyzed by SPSS and tabulated by the researcher.

4.1 Qualification and experience of the subjects:

The questionnaire consisted of two parts; the first part of the questionnaire includes qualification and experience of the subjects.

The second part of the questionnaire contained the questionnaire statements.

Data Analysis Results and Discussion

1/ Personal Information:

Table (4-1): Distribution of the surveyed individuals according to their qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	14	4.2	4.2	4.2
	Bachelor	150	45.2	45.2	49.4
	Master	128	38.6	38.6	88.0
	Philosophical Doctorate	40	12.0	12.0	100.0
	Total	332	100.0	100.0	

Table (4-1) show the distribution of the respondents according to their qualification, and it indicates that the majority of the surveyed individuals in the study are bachelor and master degree holder, 45.2% and 38.6% - respectively, and the remaining are either Philosophical doctorate or Diploma holders, with 12% and 4.2% - respectively, as shown in figure (4-1) below.

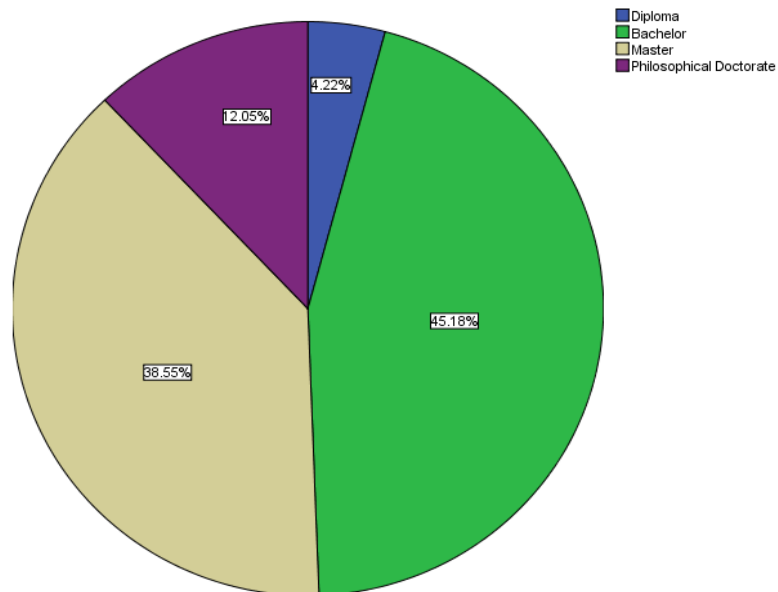


Figure (4-1): Distribution of the surveyed individuals according to their qualification

Table (4-2): Distribution of the surveyed individuals according to their years of experiences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 years	66	19.9	19.9	19.9
	6 - 10 years	79	23.8	23.8	43.7
	11 - 15 years	50	15.1	15.1	58.7
	More than 15 years	137	41.3	41.3	100.0
	Total	332	100.0	100.0	

Table (4-2) shows the distribution of the surveyed individuals in the study according to their years of experience, and it indicates that the majority of them has more than 15 years and 6 – 10 years of experience, with 41.3% and 23.8% - respectively, while those who have 1 – 5 years of experience are 19.9%, and the those with 11 – 15 years of experience are 15.1%, as shown in figure (4-2) below.

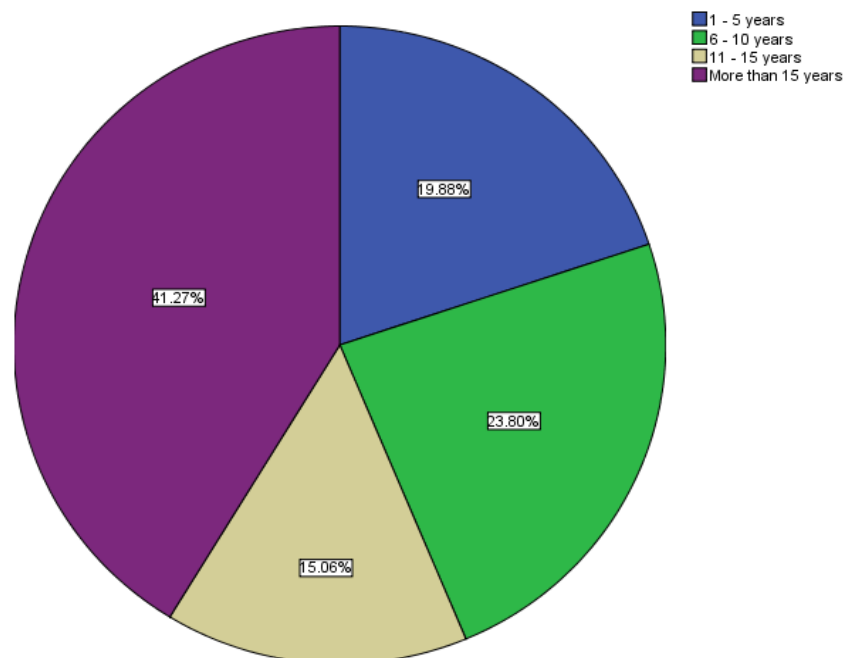


Figure (4-2): Distribution of the surveyed individuals according to their years of experience

4.2 Analysis of the research data:

The questionnaire which was used to collect data of this study consists of three sections as mentioned before. It has thirty statements which are expected to answer the questions of the research that were posed in chapter one.

Section 1:

The first section of this questionnaire is about English language teachers' attitudes towards the effect of authentic materials on enriching secondary school students' vocabulary.

2/ Views of the Sample Members about Authentic Materials:

A/ Sources and Effects of Authentic Materials:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	172	51.8	51.8	51.8
	Agree	128	38.6	38.6	90.4
	Neutral	28	8.4	8.4	98.8
	Disagree	4	1.2	1.2	100.0
	Total	332	100.0	100.0	

Table (4-3) represents the distribution of the surveyed individuals in the study according to their views about whether authentic materials as motivating students for reading outside classroom or not, and it reveals that most of them strongly agree and agree to that statement, with percentages 51.8% and 38.6% - respectively, and the remaining are either neutral or disagree, and they represent 8.4% and only 1.2% - respectively, as figure (4-3) shows below.

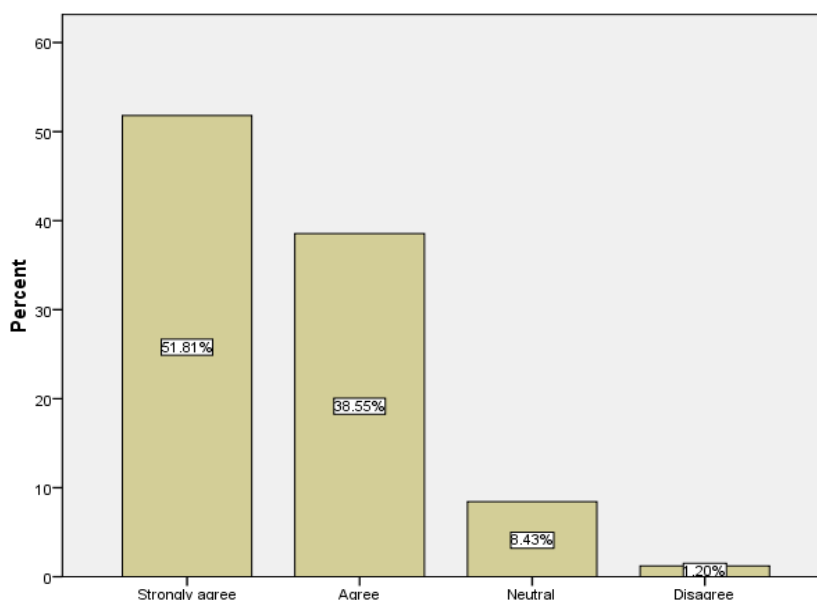


Figure (4-3): Distribution of the surveyed individuals according to their views about authentic materials as motivating students for reading outside classroom

Table (4-4): Distribution of the surveyed individuals according to their views about authentic materials as providing students with vocabulary items that they need to use in real situations					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	176	53.0	53.0	53.0
	Agree	144	43.4	43.4	96.4
	Neutral	10	3.0	3.0	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-4) represents the distribution of the surveyed individuals in the study according to their views about authentic materials as providing students with vocabulary items that they need to use in real situations, and it reveals that most of them strongly agree and agree to the statement with 53% and 43.4% - respectively, and the remaining are neutral 3% and disagree 0.6% only, as figure (4-4) shows below.

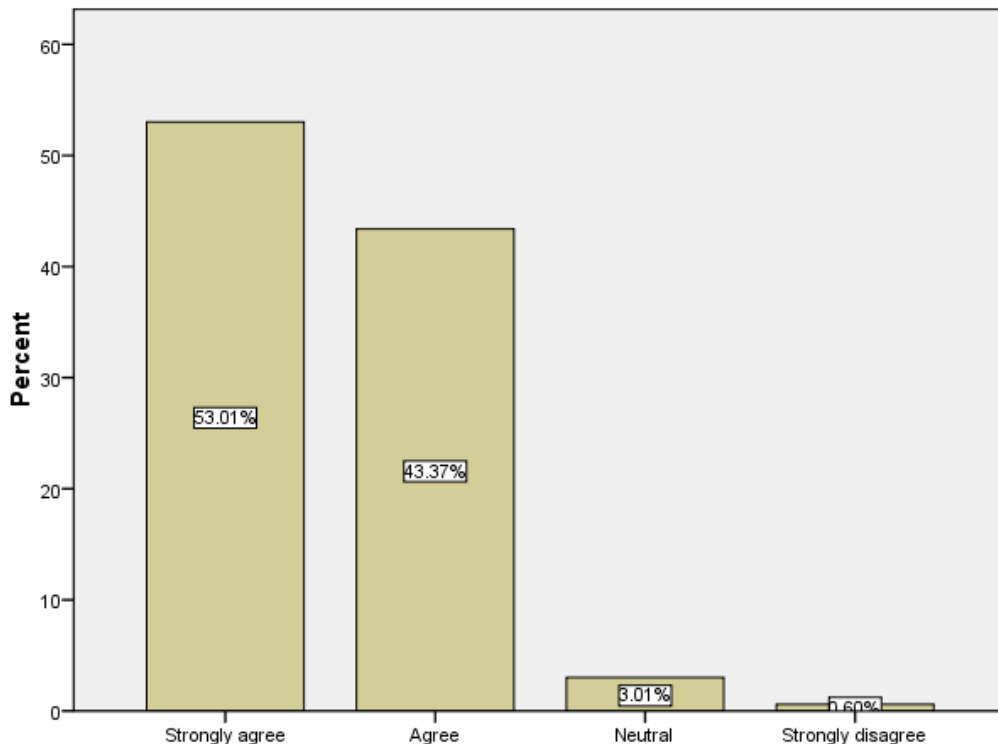


Figure (4-4): Distribution of the surveyed individuals according to their views about authentic materials as providing students with vocabulary items that they need to use in real situations.

Table (4-5): Distribution of the surveyed individuals according to their views about newspapers as convenient sources for enriching vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	118	35.5	35.5	35.5
	Agree	167	50.3	50.3	85.8
	Neutral	40	12.0	12.0	97.9
	Disagree	7	2.1	2.1	100.0
	Total	332	100.0	100.0	

Table (4-5) represents the distribution of the surveyed individuals in the study according to their views about newspapers as convenient sources for enriching students' vocabulary, and it reveals that most of them agree and strongly agree to the statement, with percentages 50.3% and 35.5% - respectively, while the other remaining percentages are 12% neutral and only 2.1% for those who do not agree, as figure (4-5) shows below.

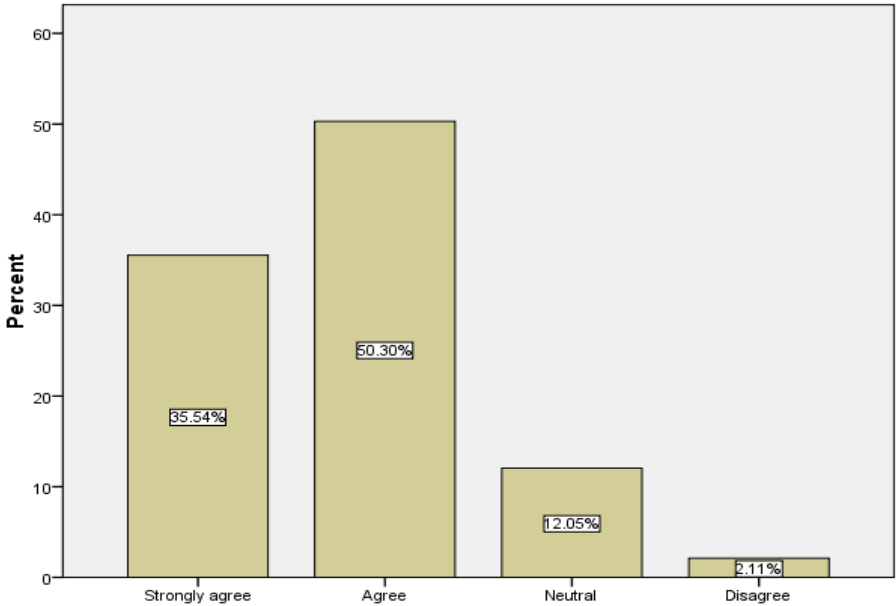


Figure (4-5): Distribution of the surveyed individuals according to their views about newspapers as convenient sources for enriching vocabulary

Table (4-6): Distribution of the surveyed individuals according to their views about magazines as playing an important role in enhancing vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	118	35.5	35.5	35.5
	Agree	169	50.9	50.9	86.4
	Neutral	40	12.0	12.0	98.5
	Disagree	5	1.5	1.5	100.0
	Total	332	100.0	100.0	

Table (4-6) shows the distribution of the surveyed individuals in the study according to their views about magazines as playing an important role in enriching students' vocabulary, and it reveals that most of them agree and strongly agree to the statement, with percentages 50.9% and 35.5% - respectively, and the remaining percentages 12% for those who are neutral and only 1.5% for those who do not agree, as figure (4-6) shows below.

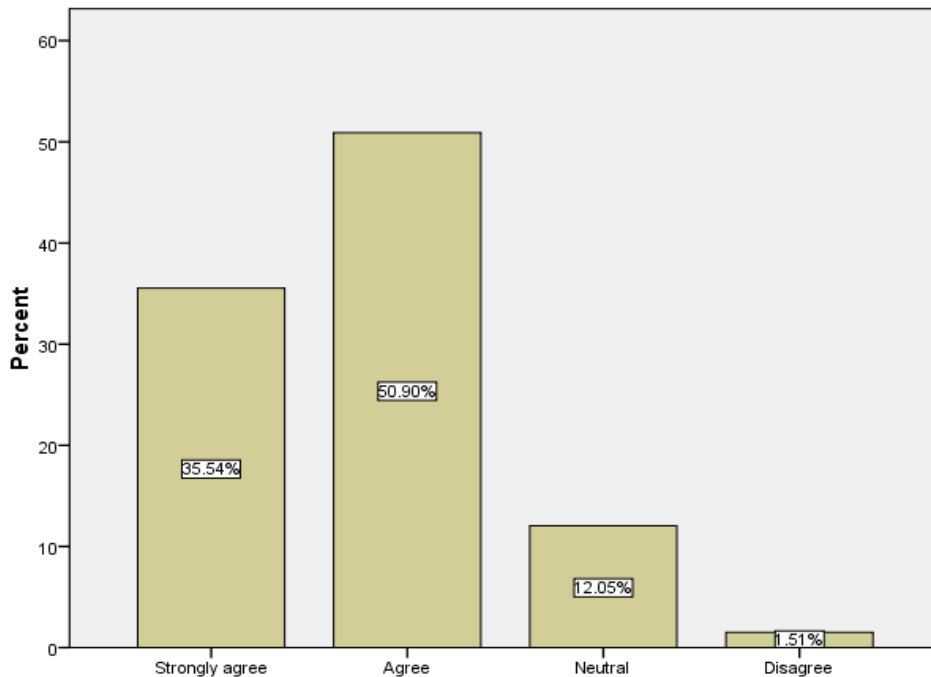


Figure (4-6): Distribution of the surveyed individuals according to their views about magazines as playing an important role in enhancing vocabulary

Table (4-7): Distribution of the Surveyed Individuals according to their views about novels as they can help in enhancing the new vocabulary items

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	182	54.8	54.8	54.8
	Agree	134	40.4	40.4	95.2
	Neutral	10	3.0	3.0	98.2
	Disagree	6	1.8	1.8	100.0
	Total	332	100.0	100.0	

Table (4-7) shows the distribution of the surveyed individuals according to their views about novels as they can help in enhancing the new vocabulary items, and it reveals that most of them strongly agree and agree to the statement, with percentage 54.8% and 40.4% - respectively, and the remaining percentages are only 3% for those who are neutral and 1.8% for those who do not agree, as figure (4-7) show below.

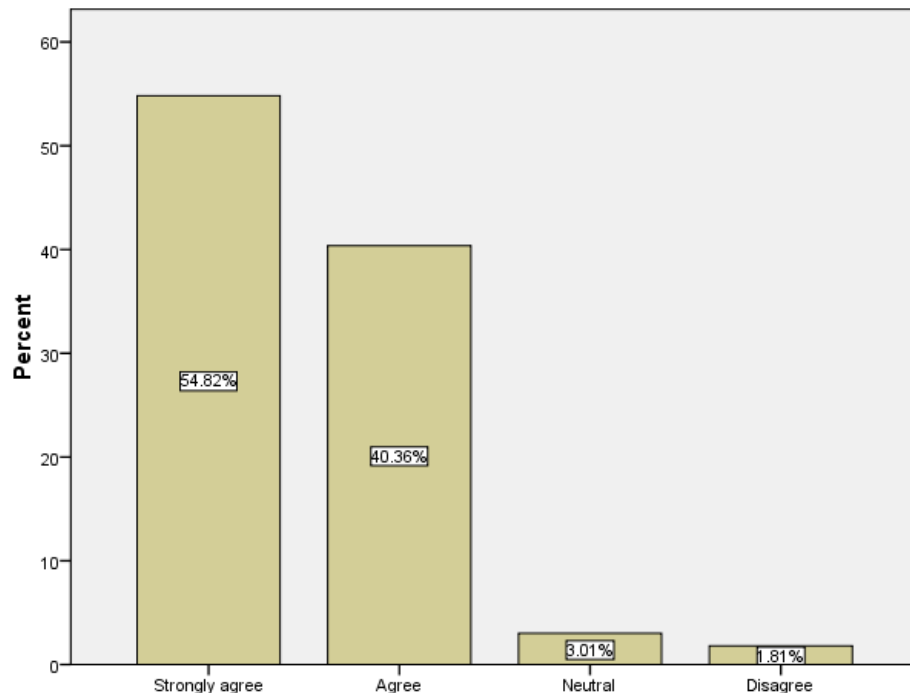


Figure (4-7): Distribution of the Surveyed Individuals according to their views about novels as they can help in enhancing the new vocabulary items

Table (4-8): Distribution of the surveyed individuals according to their views about plays as convenient sources for enriching vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	112	33.7	33.7	33.7
	Agree	162	48.8	48.8	82.5
	Neutral	50	15.1	15.1	97.6
	Disagree	8	2.4	2.4	100.0
	Total	332	100.0	100.0	

Table (4-8) shows the distribution of the surveyed individuals in the study according to their views about plays as convenient sources for enriching vocabulary, and it shows that most of them agree and strongly agree to the statement, with percentages 48.8% and 33.7% - respectively, and the remaining percentages are 15.1% for those who are neutral and only 2.4% for those who do not agree, as figure (4-8) shows below.

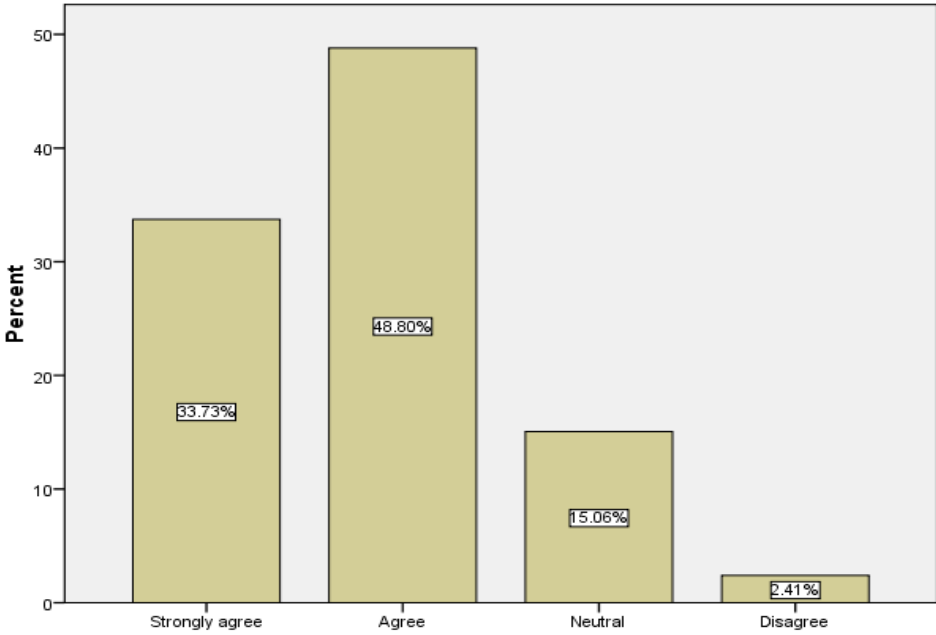


Figure (4-8): Distribution of the surveyed individuals according to their views about plays as convenient sources for enriching vocabulary

Table (4-9): Distribution of the surveyed individuals according to their views about considering short stories as important sources for enhancing vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	165	49.7	49.7	49.7
	Agree	162	48.8	48.8	98.5
	Neutral	5	1.5	1.5	100.0
	Total	332	100.0	100.0	

Table (4-9) shows the distribution of the surveyed individuals in the study according to their views about considering short stories as important sources for enriching vocabulary, and it shows that almost all of them strongly agree and agree to the statement, with percentages 49.7% and 48.8% - respectively, and only 1.5% of them are neutral, as figure (4-9) show below.

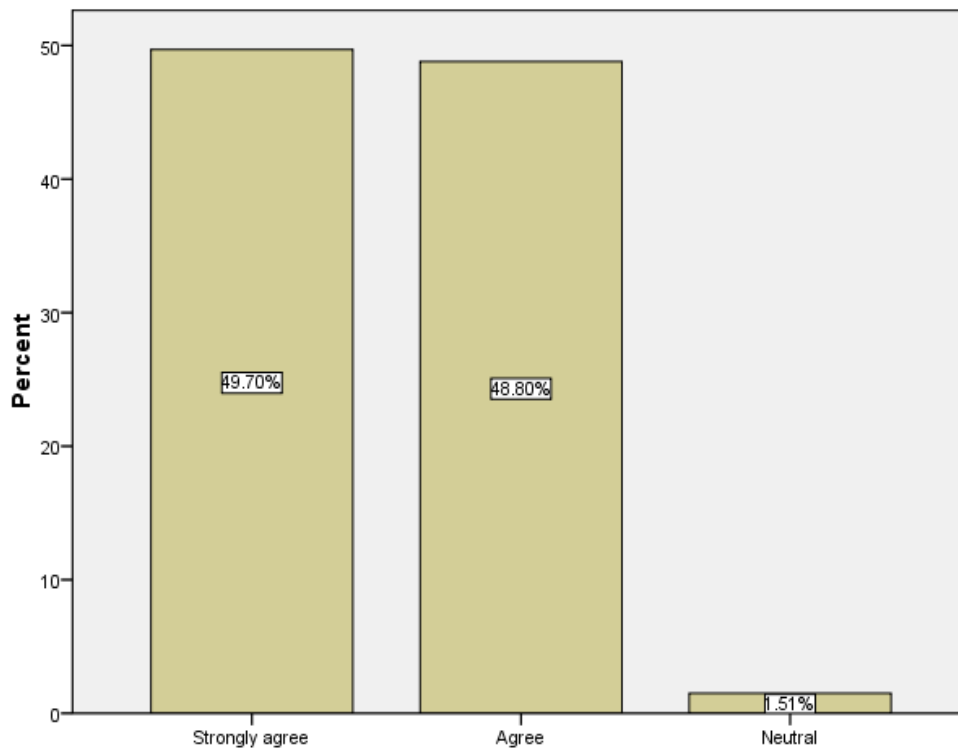


Figure (4-9): Distribution of the surveyed individuals according to their views about considering short stories as important sources for enhancing vocabulary

Table (4-10): Distribution of the surveyed individuals according to their views about the internet materials as good sources for providing new vocabulary items					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	170	51.2	51.2	51.2
	Agree	132	39.8	39.8	91.0
	Neutral	30	9.0	9.0	100.0
	Total	332	100.0	100.0	

Table (4-10) shows the distribution of the surveyed individuals in the study according to their views about the internet materials as good sources for providing new vocabulary items, and it shows that most of them strongly agree and agree to the statement, and the remaining percentage is for those who are neutral, as figure (4-10) shows below.

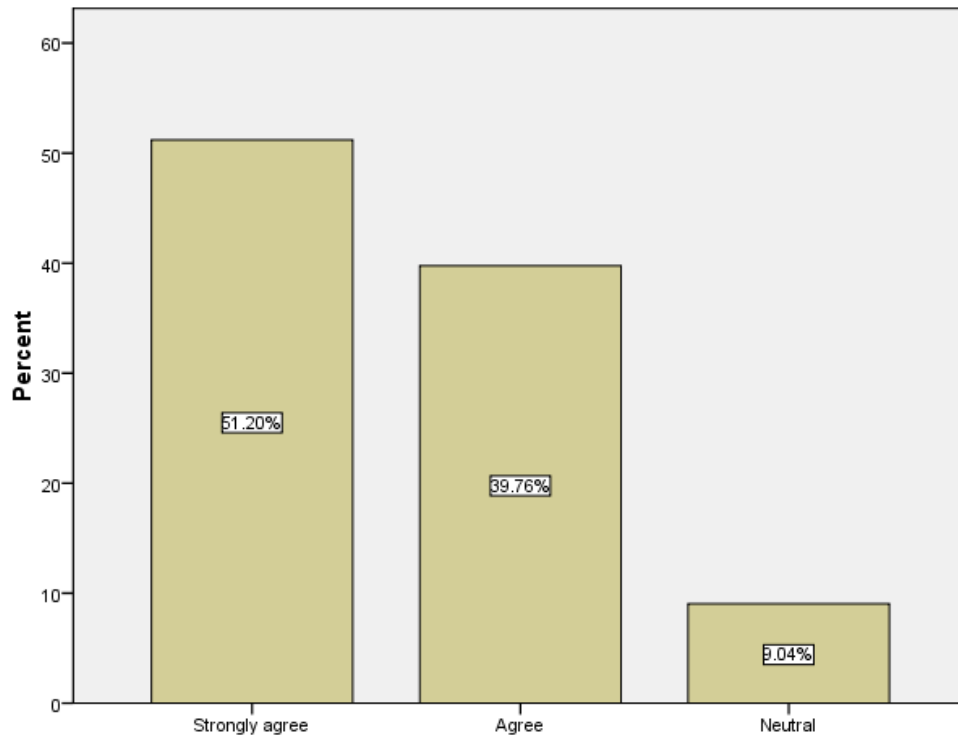


Figure (4-10): Distribution of the surveyed individuals according to their views about the internet materials as good sources for providing new vocabulary items

Table (4-11): Distribution of the surveyed individuals according to their views about poems as helping to enrich and provide vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	73	22.0	22.0	22.0
	Agree	165	49.7	49.7	71.7
	Neutral	76	22.9	22.9	94.6
	Disagree	18	5.4	5.4	100.0
	Total	332	100.0	100.0	

Table (4-11) shows the distribution of the surveyed individuals in the study according to their views about poems as helping to enrich and provide vocabulary, and it shows that the majority of them agree and strongly agree to the statement, with percentages 49.7% and 22% - respectively, and the remaining percentages are 22.9% for those who are neutral and only 5.4% for those who do not agree, as figure (4-11) shows below.

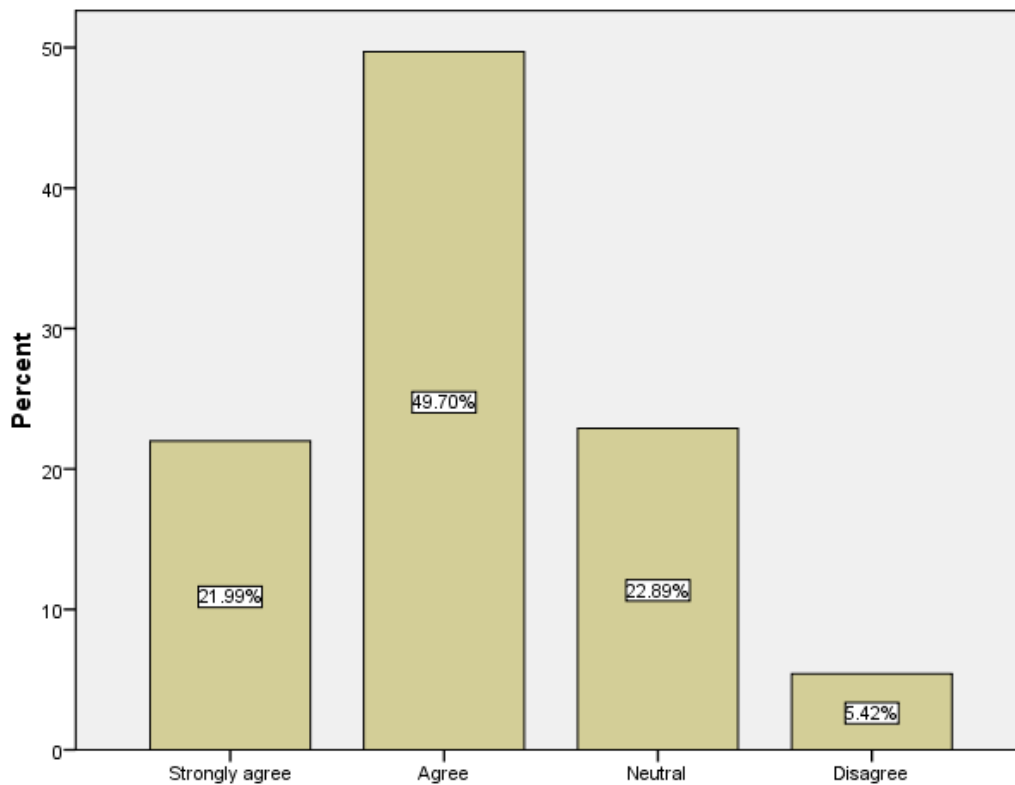


Figure (4-11): Distribution of the surveyed individuals according to their views about poems as helping to enrich and provide vocabulary

Table (4-12): Distribution of the surveyed individuals according to their views about brochures as good for providing new vocabulary items					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	76	22.9	22.9	22.9
	Agree	159	47.9	47.9	70.8
	Neutral	71	21.4	21.4	92.2
	Disagree	24	7.2	7.2	99.4
	Strongly disagree	2	.6	.6	100.0
	Total		332	100.0	100.0

Table (4-12) shows the distribution of the individuals surveyed in the study according to their views about brochures as good for providing new vocabulary items, and it shows the majority of them agree and strongly agree to the statement, with percentages 47.9% and 22.9% - respectively, and the remaining percentages are 21.4% for those who are neutral, 7.2% for those who do not agree, and only 0.6% for those who are strongly do not agree, as figure (4-12) shows below.

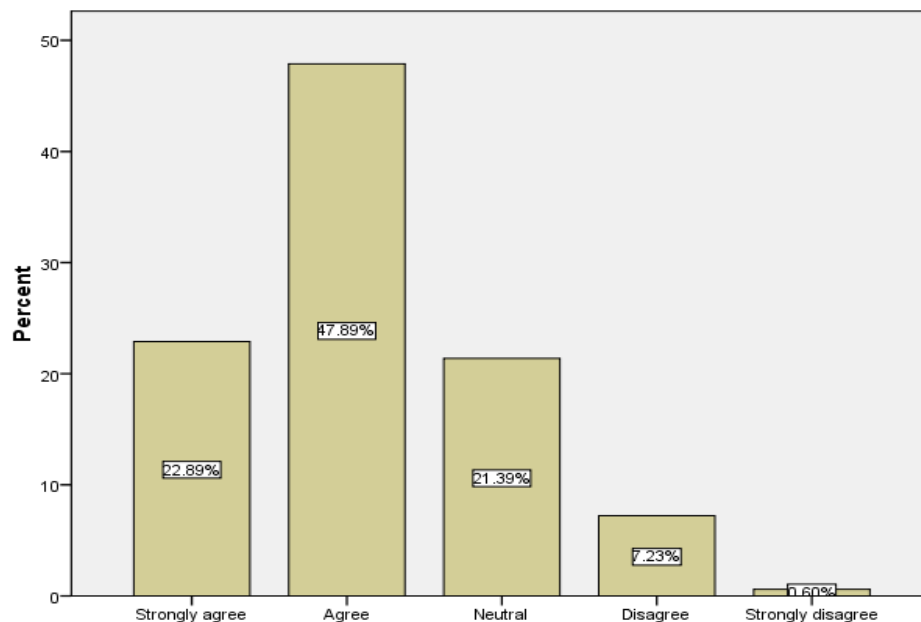


Figure (4-12): Distribution of the surveyed individuals according to their views about brochures as good for providing new vocabulary items

Table (4-13): Distribution of the surveyed individuals according to their views about authentic texts as providing useful idioms, slang and phrasal verbs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	118	35.5	35.5	35.5
	Agree	148	44.6	44.6	80.1
	Neutral	40	12.0	12.0	92.2
	Disagree	18	5.4	5.4	97.6
	Strongly disagree	8	2.4	2.4	100.0
	Total	332	100.0	100.0	

Table (4-13) show the distribution of the individuals surveyed in the study according to their views about authentic text as providing useful idioms, slang and phrasal verbs, and it shows that most them agree and strongly agree to the statement, with percentages 44.6% and 35.5% - respectively, and the remaining percentages are 12% for those who are neutral, 5.4% for those who do not agree, and only 2.4% for those who are strongly do not agree, as figure (4-13) show below.

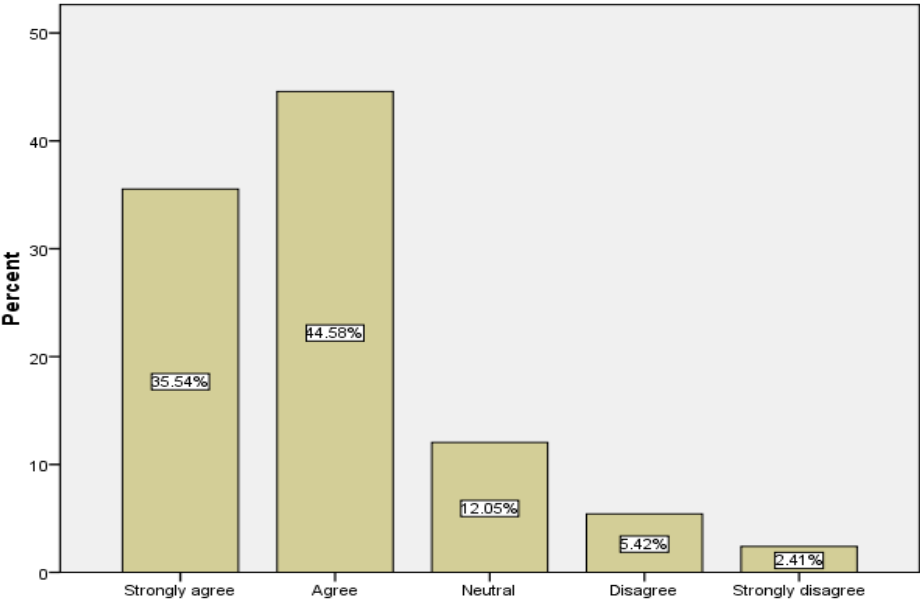


Figure (4-13): Distribution of the surveyed individuals according to their views about authentic texts as providing useful idioms, slang and phrasal verbs

Table (4-14): Distribution of the individual surveyed according to their views about authentic texts as enhancing and providing new vocabulary items					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	148	44.6	44.6	44.6
	Agree	160	48.2	48.2	92.8
	Neutral	22	6.6	6.6	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-14) shows the distribution of the individuals surveyed in the study according to their views about authentic texts as enhancing and providing new vocabulary items, and it shows that almost all of them agree and strongly agree to the statement, with percentages 48.2% and 44.6% - respectively, and the remaining percentages are 6.6% for those who are neutral and only 0.6% for those who are strongly do not agree, as figure (4-14) shows below.

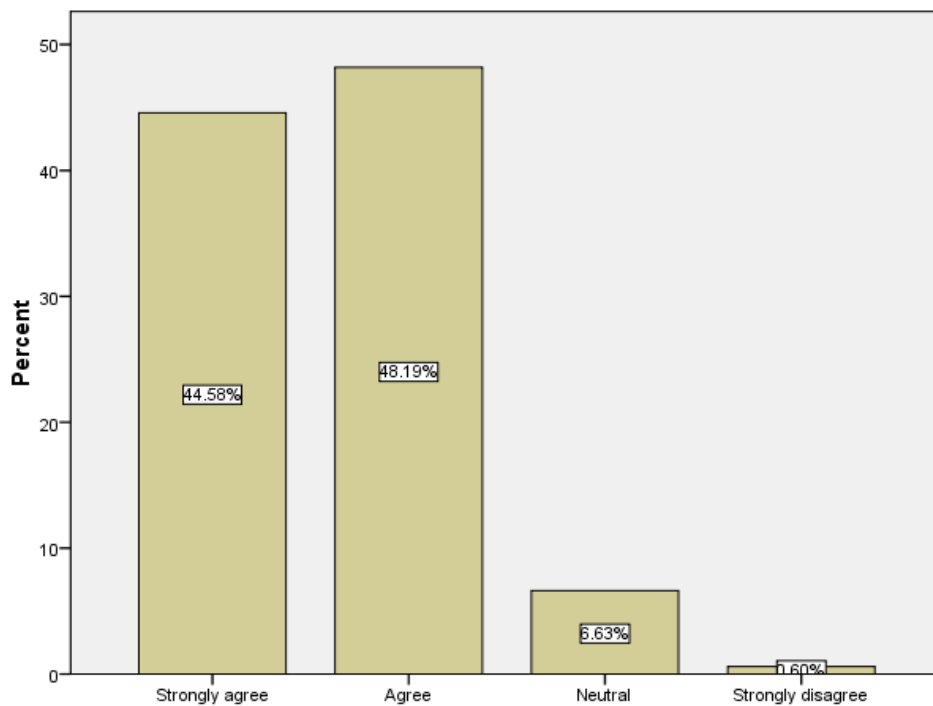


Figure (4-14): Distribution of the individual surveyed according to their views about authentic texts as enhancing and providing new vocabulary items

Section two:

Second section of the questionnaire is concerned with English language teachers' attitudes about the effect of authentic reading materials on retaining secondary school students' vocabulary.

B/ Sources of Retaining Authentic Materials:

Table (4-15): Distribution of the surveyed individuals according to their views about newspapers as convenient sources for retaining vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	94	28.3	28.3	28.3
	Agree	156	47.0	47.0	75.3
	Neutral	58	17.5	17.5	92.8
	Disagree	24	7.2	7.2	100.0
	Total	332	100.0	100.0	

Table (4-15) represents the distribution of the individuals surveyed in the study according to their views about newspapers as convenient sources for retaining students' vocabulary, and it indicates that the majority of them agree and strongly agree to the statement, with percentages 47% and 28.3% - respectively, while those who are neutral represent 17.5% and those who do not agree represent 7.2%, as shown below in figure (4-15).

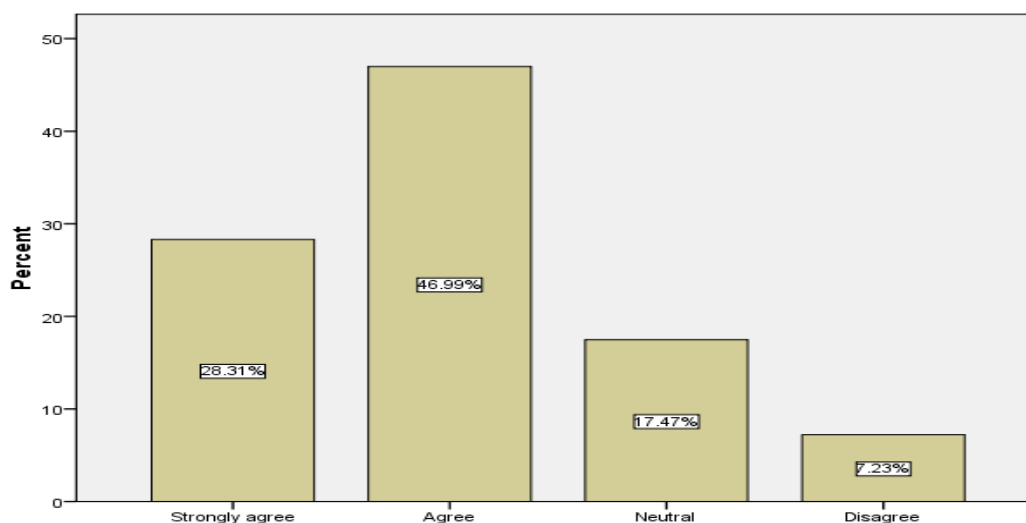


Figure (4-15): Distribution of the surveyed individuals according to their views about newspapers as convenient sources for retaining vocabulary

Table (4-16): Distribution of the surveyed individuals according to their views about magazines as playing an important role in retaining vocabulary

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	88	26.5	26.5	26.5
	Agree	178	53.6	53.6	80.1
	Neutral	42	12.7	12.7	92.8
	Disagree	18	5.4	5.4	98.2
	Strongly disagree	6	1.8	1.8	100.0
	Total	332	100.0	100.0	

Table (4-16) represents the distribution of the individuals surveyed in the study according to their views about magazines as playing an important role in retaining students' vocabulary, and it indicates that the most of them agree and strongly agree to the statement, with percentages 53.6% and 26.5% - respectively, while those who are neutral represent 12.7% and those who do not agree and strongly do not agree represent only 5.4% and 1.8% - respectively, as shown in figure (4-16) below.

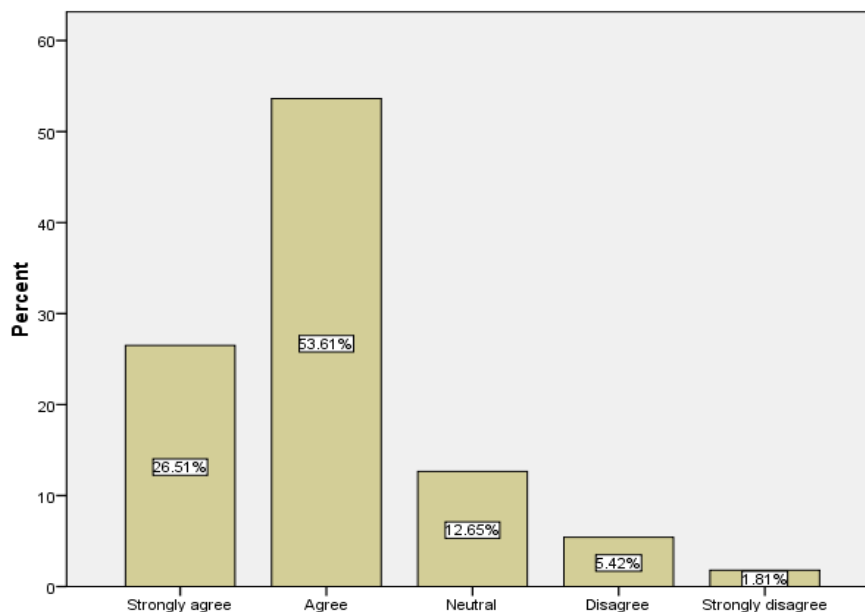


Figure (4-16): Distribution of the surveyed individuals according to their views about magazines as playing an important role in retaining vocabulary

Table (4-17): Distribution of the surveyed individuals according to their views about novels as can help in retaining the new vocabulary items					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	116	34.9	34.9	34.9
	Agree	178	53.6	53.6	88.6
	Neutral	32	9.6	9.6	98.2
	Disagree	6	1.8	1.8	100.0
	Total	332	100.0	100.0	

Table (4-17) represents the distribution of the individuals surveyed in the study according to their views about novels as they can help in retaining the students' new vocabulary items, and it indicates that most of them agree and strongly agree to the statement, with percentages 54.6% and 34.9% - respectively, while those who are neutral represents 9.6% and those who do not agree represent 1.8% only, as shown in figure (4-17) below.

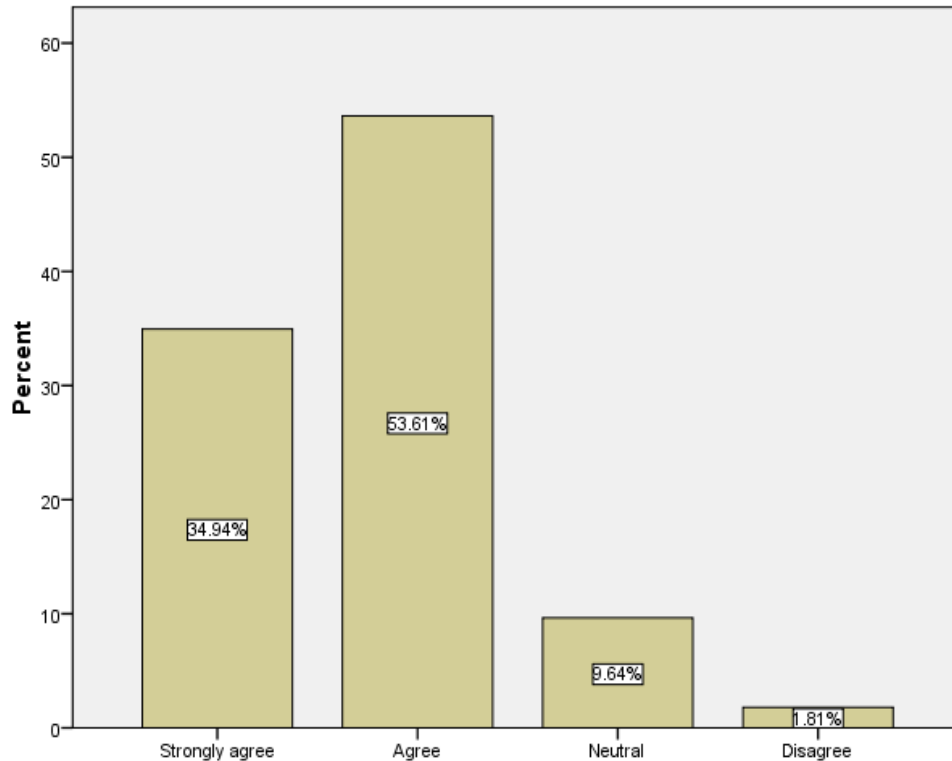


Figure (4-17): Distribution of the surveyed individuals according to their views about novels as can help in retaining the new vocabulary items

Table (4-18): Distribution of the surveyed individuals according to their views about plays as convenient sources for retaining new vocabulary items

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	80	24.1	24.1	24.1
	Agree	180	54.2	54.2	78.3
	Neutral	56	16.9	16.9	95.2
	Disagree	16	4.8	4.8	100.0
	Total	332	100.0	100.0	

Table (4-18) represents the distribution of the individuals surveyed in the study according to their views about plays as convenient sources for retaining the students' new vocabulary items, and it indicates that the majority of them agree and strongly agree to the statement, with percentages 54.2% and 24.1% - respectively, while those who are neutral represents 16.9% and those who do not agree represent 4.8% only, as shown in figure (4-18) below.

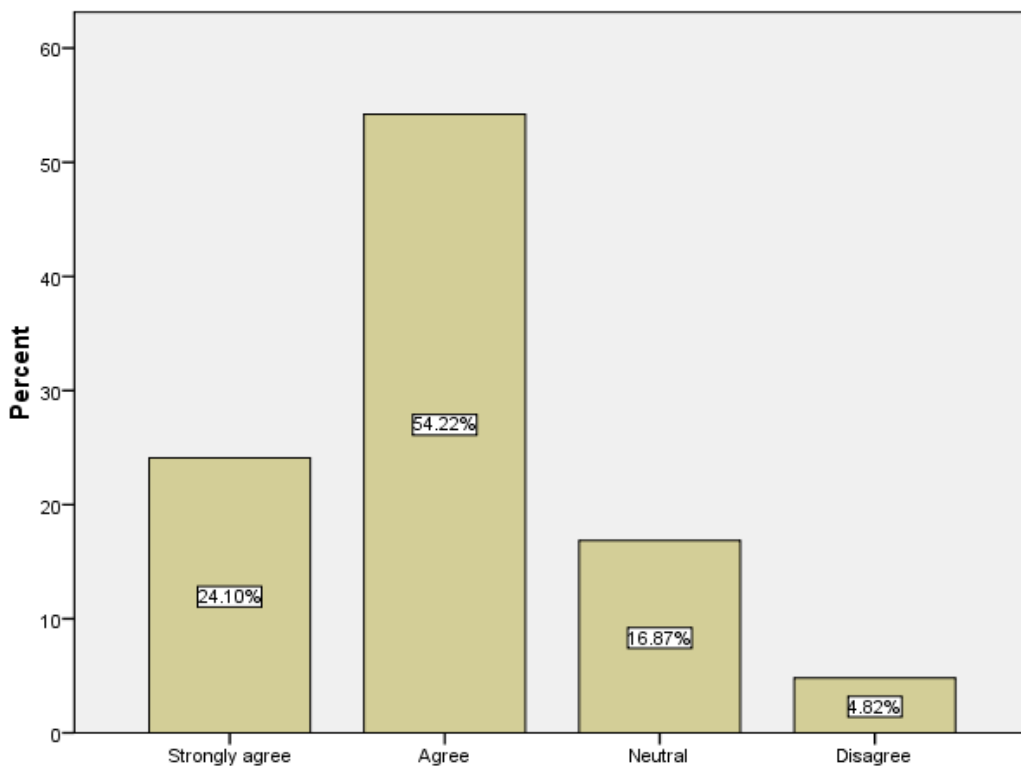


Figure (4-18): Distribution of the surveyed individuals according to their views about plays as convenient sources for retaining new vocabulary items

Table (4-19): Distribution of the surveyed individuals according to their views about short stories as can be considered as important sources for retaining vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	165	49.7	49.7	49.7
	Agree	138	41.6	41.6	91.3
	Neutral	24	7.2	7.2	98.5
	Disagree	5	1.5	1.5	100.0
	Total	332	100.0	100.0	

Table (4-19) represents the distribution of the individuals surveyed in the study according to their views about considering short stories as important sources for retaining the students' vocabulary, and it indicates that almost all of them strongly agree and agree to the statement, with percentages 49.7% and 41.6% - respectively, while those who are neutral and those who do not agree represent only 7.2% and 1.5% - respectively, as shown in figure (4-19) below.

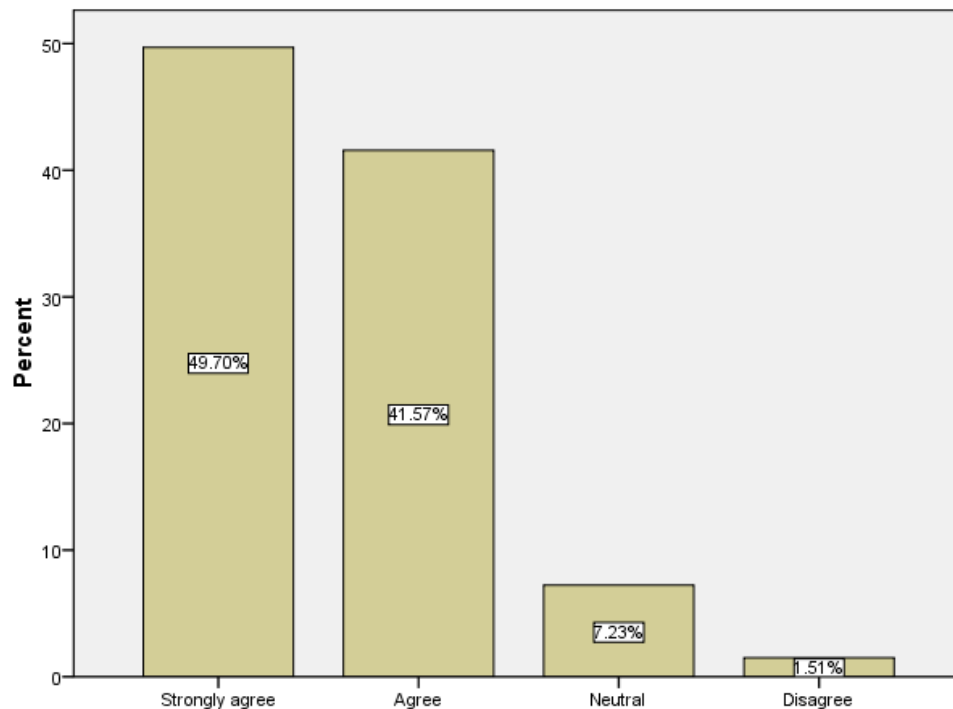


Figure (4-19): Distribution of the surveyed individuals according to their views about short stories as can be considered as important sources for retaining vocabulary

Table (4-20): Distribution of the surveyed individuals according to their views about poems as can help in retaining new vocabulary items

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	74	22.3	22.3	22.3
	Agree	140	42.2	42.2	64.5
	Neutral	104	31.3	31.3	95.8
	Disagree	14	4.2	4.2	100.0
	Total	332	100.0	100.0	

Table (4-20) represents the distribution of the individuals surveyed in the study according to their views about poems as can they can help in retaining the students' new vocabulary items, and it indicates the majority of them agree and strongly agree to the statement, with percentages 42.2% and 22.3% - respectively, while those who are neutral represents 31.3% and those who do not agree represents 4.2% only, as shown in figure (4-20) below.

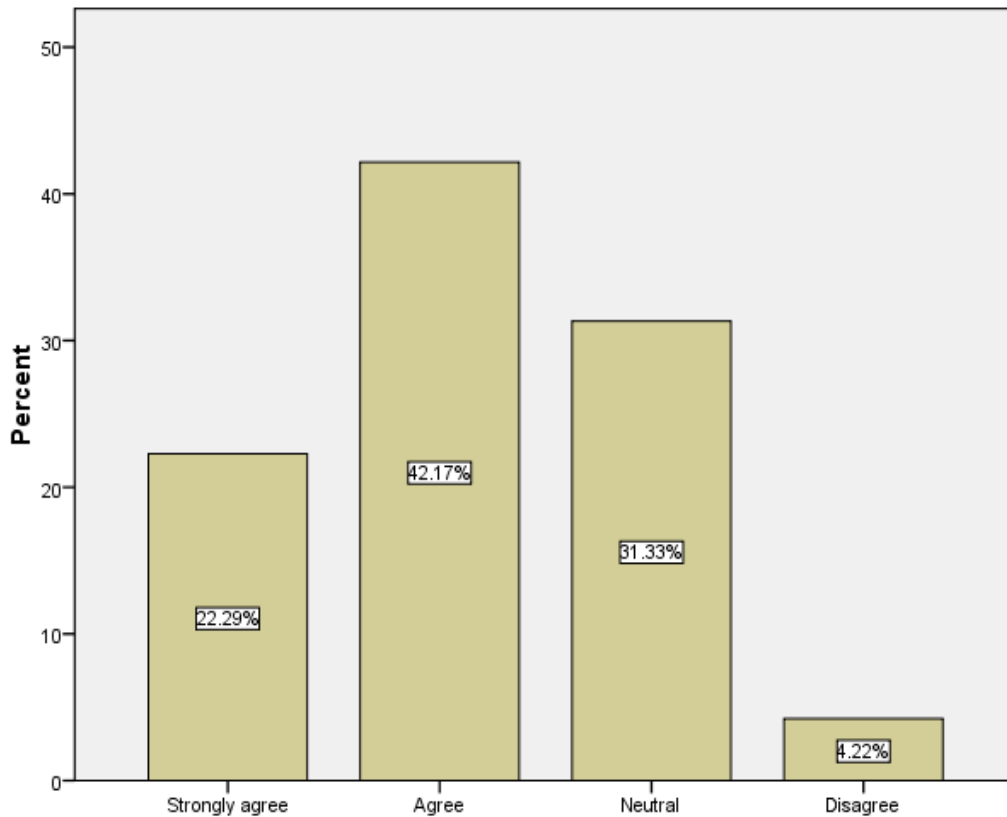


Figure (4-20): Distribution of the surveyed individuals according to their views about poem as can help in retaining new vocabulary items

Table (4-21): Distribution of the surveyed individuals according to their views about brochures as good for retaining new vocabulary items					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	76	22.9	22.9	22.9
	Agree	164	49.4	49.4	72.3
	Neutral	70	21.1	21.1	93.4
	Agree	22	6.6	6.6	100.0
	Total	332	100.0	100.0	

Table (4-21) represents the distribution of the individuals surveyed in the study according to their views about brochures as good for retaining the students' new vocabulary items, and it indicates that the majority of them agree and strongly agree to the statement, while those who are neutral represents 21.1%, and those who do not agree represents 6.6% only, as shown in figure (4-21) below.

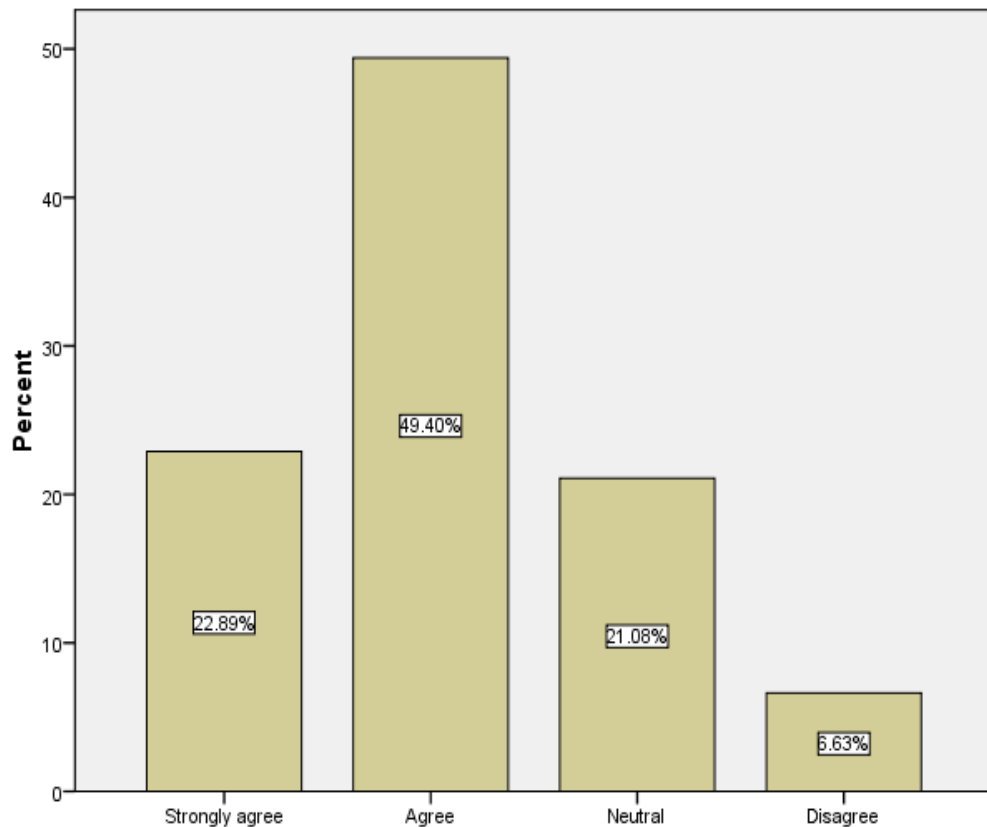


Figure (4-21): Distribution of the surveyed individuals according to their views about brochures as good for retaining new vocabulary items

Table (4-22): Distribution of the surveyed individuals according to their views about authentic texts as playing a significant role in retaining new vocabulary items

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	126	38.0	38.0	38.0
	Agree	166	50.0	50.0	88.0
	Neutral	34	10.2	10.2	98.2
	Disagree	4	1.2	1.2	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-22) represents the distribution of the individuals surveyed in the study according to their views about authentic texts as playing a significant role in retaining the students' new vocabulary items, and it indicates that most of them agree and strongly agree to the statement, with percentages 50% and 38% - respectively, while those who are neutral represents 10.2%, and those who do not agree and strongly do not agree represents only 1.2% and 0.6% - respectively, as shown in figure (4-22) below.

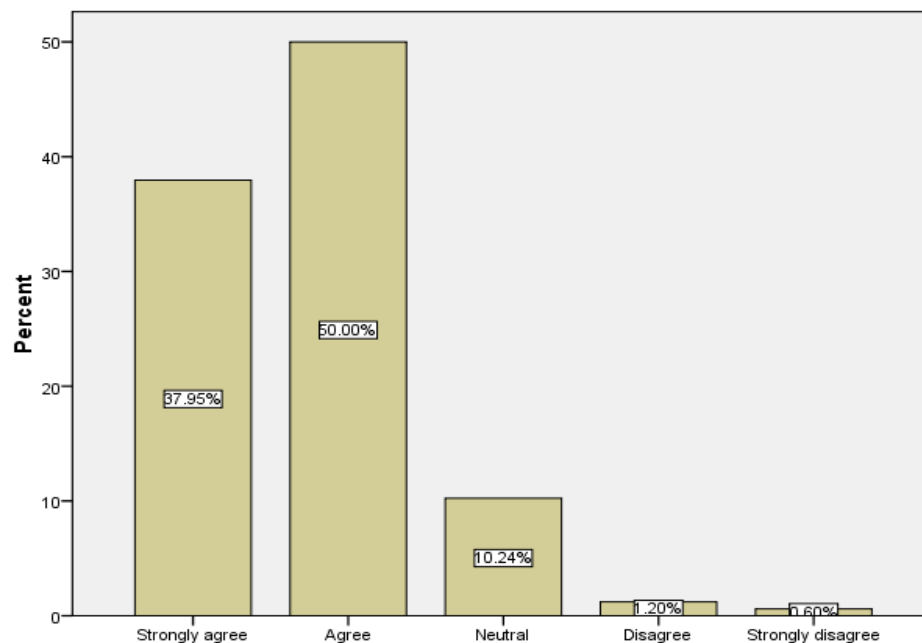


Figure (4-22): Distribution of the surveyed individuals according to their views about authentic texts as playing a significant role in retaining new vocabulary items

Table (4-23): Distribution of the surveyed individuals according to their views about usefulness of authentic reading in easily retaining idioms, slang and phrasal verbs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	114	34.3	34.3	34.3
	Agree	155	46.7	46.7	81.0
	Neutral	48	14.5	14.5	95.5
	Disagree	13	3.9	3.9	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-23) represents the distribution of the individuals surveyed in the study according to their views about usefulness of authentic reading in easily retaining idioms, slang and phrasal verbs, and it indicates that most of them agree and strongly agree to the statement, with percentages 46.7% and 34.3% - respectively, while those who are neutral represent 14.5%, and those who do not agree and strongly do not agree represents only 3.9% and 0.6%, as shown in figure 4-23 below.

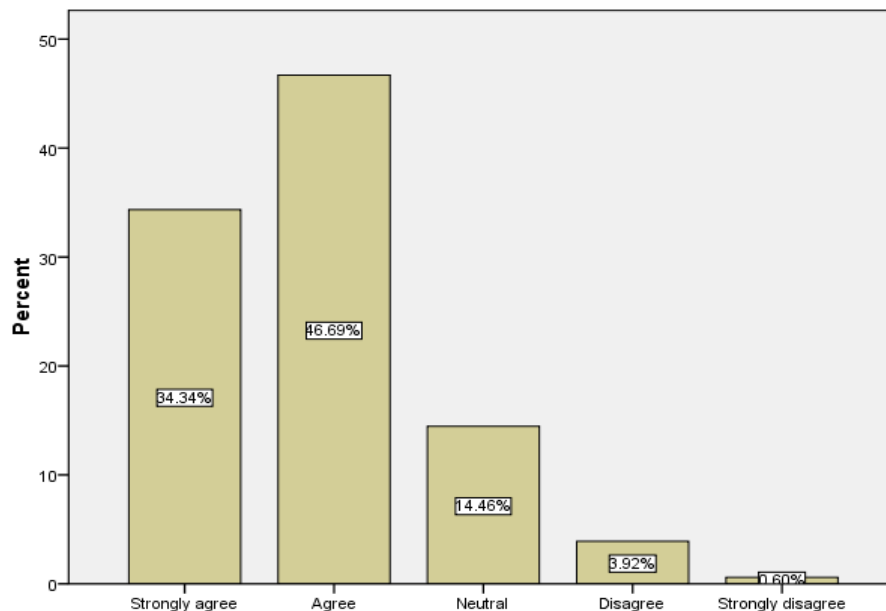


Table (4-23): Distribution of the surveyed individuals according to their views about usefulness of authentic reading in easily retaining idioms, slang and phrasal verbs

Section three:

The third section of the questionnaire concerned with the role of teachers in implementing, selecting and using authentic materials in the classroom.

C/ the Role EFL Teachers in implementing, selecting and using Authentic Materials:

Table (4-24): The role of EFL teachers is to expose their learners to the authentic materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	162	48.8	48.8	48.8
	Agree	132	39.8	39.8	88.6
	Neutral	34	10.2	10.2	98.8
	Disagree	2	.6	.6	99.4
	Strongly disagree	2	.6	.6	100.0
	Total		332	100.0	100.0

Table (4-24) shows the distribution of the individuals surveyed in the study according to their views about the role of EFL teachers in exposing their learners to the authentic materials, and it reveals that most of them strongly agree and agree to the statement, with percentages 48.8% and 39.8% - respectively, while those who are neutral represent 10.2%, and those who do not agree and strongly do not agree represents 0.6% only – for each, as figure (4-24) shows below.

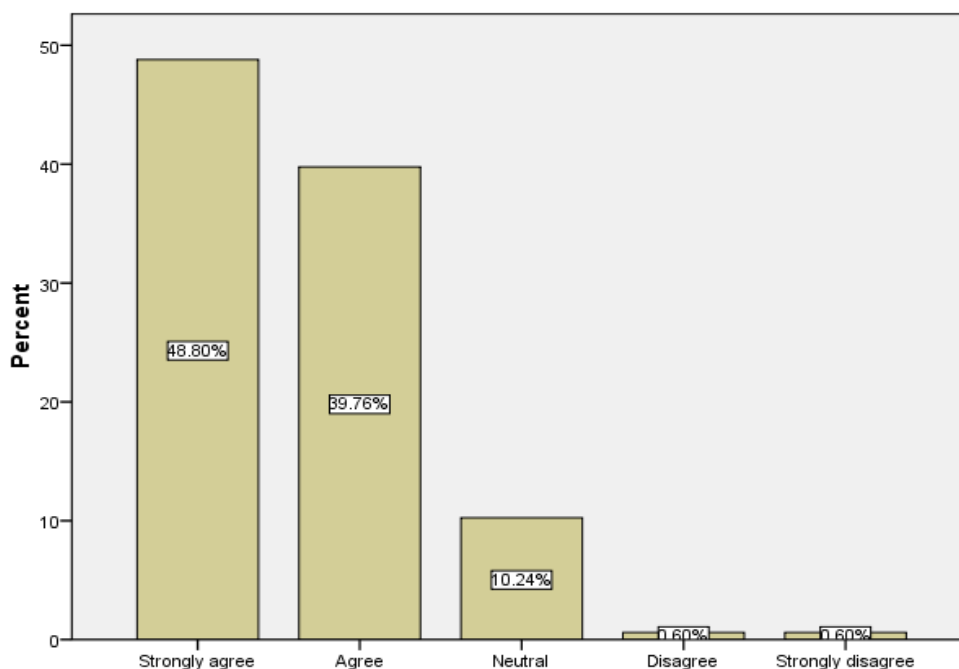


Table (4-24): The role of EFL teachers is to expose their learners to the authentic materials

Table (4-25): The EFL teacher has to encourage learners to use authentic materials like English newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	164	49.4	49.4	49.4
	Agree	138	41.6	41.6	91.0
	Neutral	20	6.0	6.0	97.0
	Disagree	8	2.4	2.4	99.4
	Strongly disagree	2	.6	.6	100.0
	Total		332	100.0	100.0

Table (4-25) show the distribution of the individuals surveyed in the study according to their views about the EFL teacher encouragement to their learners to use authentic materials like English newspapers, and it reveals that most of them strongly agree and agree to the statement, with percentages 49.4% and 41.6% - respectively, while those who are neutral represent 6% only, and those who do not agree and strongly do not agree represents only 2.4% and 0.6% - respectively, as figure (4.25) shows below.

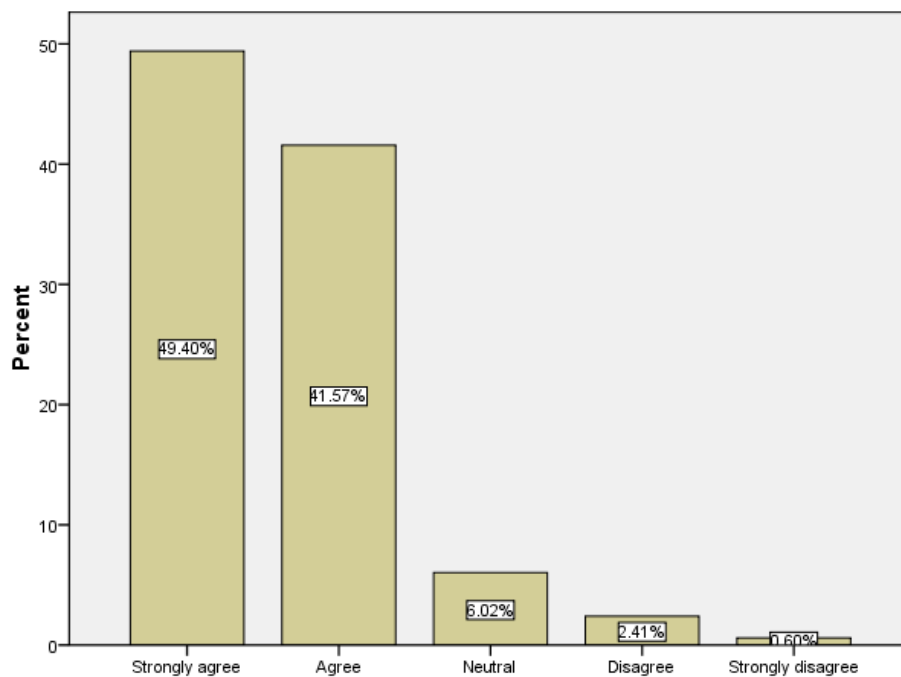


Figure (4-25): The EFL teacher has to encourage learners to use authentic materials like English newspapers

Table (4-26): the role of EFL teacher is to select the suitable authentic materials that suit the learner's level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	202	60.8	60.8	60.8
	Agree	106	31.9	31.9	92.8
	Neutral	16	4.8	4.8	97.6
	Disagree	6	1.8	1.8	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-26) show the distribution of the individuals surveyed in the study according to their views about the role of EFL teacher in selecting the suitable authentic materials that suit the learners' level, and it reveals that most of them strongly agree and agree to the statement, while those who are neutral represent 4.8% only, and those who do not agree and strongly do not agree represent only 1.8% and 0.6% - respectively, as figure (4-26) show below.

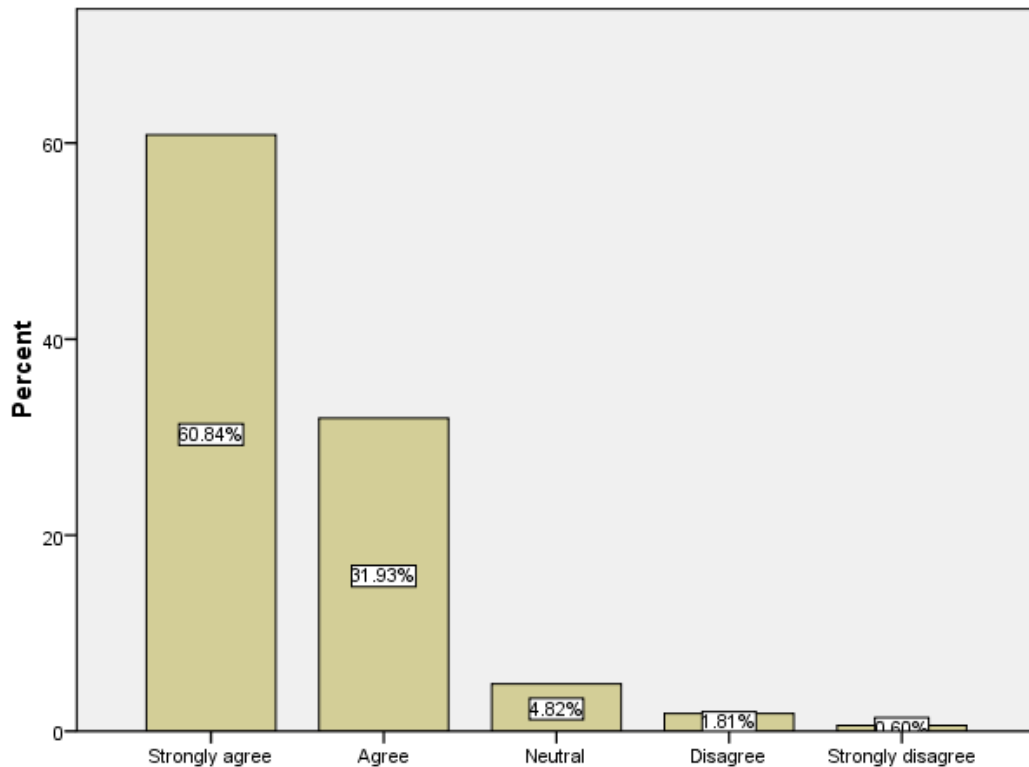


Figure (4-26): the role of EFL teacher is to select the suitable authentic materials that suit the learner's level

Table (4-27): EFL teachers are the corner stone in implementing authentic materials in the classroom					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	154	46.4	46.4	46.4
	Agree	148	44.6	44.6	91.0
	Neutral	18	5.4	5.4	96.4
	Disagree	8	2.4	2.4	98.8
	Strongly disagree	4	1.2	1.2	100.0
	Total	332	100.0	100.0	

Table (4-27) show the distribution of the individuals surveyed in the study according to their views about EFL teachers as the corner stone in implementing authentic materials in the classroom, and it reveals that most of them strongly agree and agree to the statement, with percentages 46.4% and 44.6% - respectively, while those who are neutral represent 5.4% only, and those who do not agree and strongly do not agree represent only 2.4% and 1.2% - respectively, as figure (4-27) shows below.

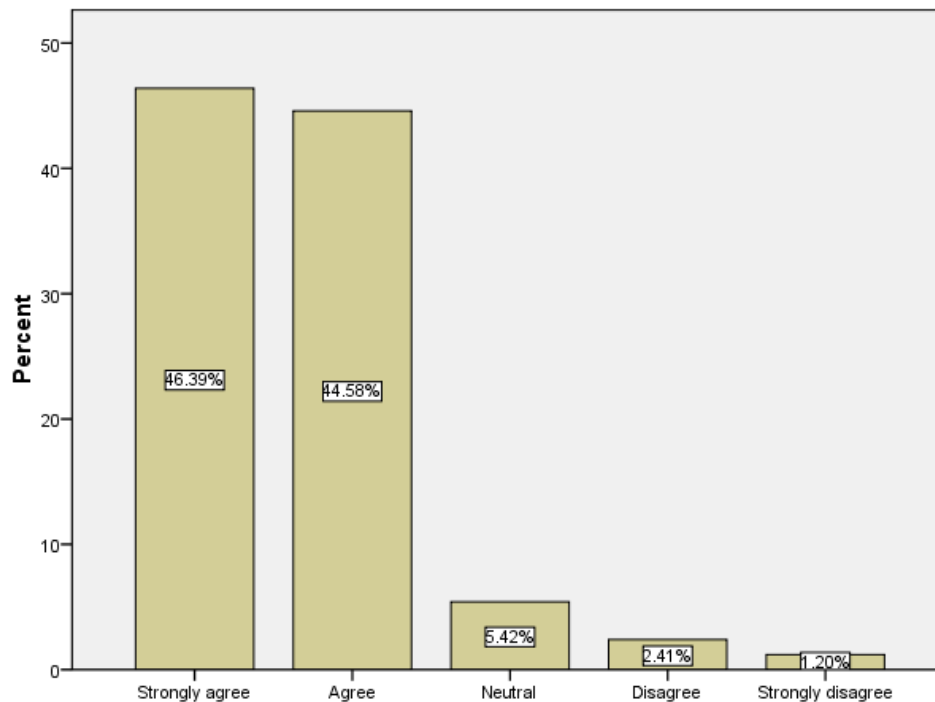


Figure (4-27): EFL teachers are the corner stone in implementing authentic materials in the classroom

Table (4-28): The role of the EFL teacher in facilitating the use of authentic materials in the classroom					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	176	53.0	53.0	53.0
	Agree	134	40.4	40.4	93.4
	Neutral	16	4.8	4.8	98.2
	Disagree	4	1.2	1.2	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-28) shows the distribution of the individuals surveyed in the study according to their views about the role of EFL teacher in facilitating the use of authentic materials in the classroom, and it reveals that most of them strongly agree and agree to the statement, with percentages 53% and 40.4% - respectively, while those who are neutral represent 4.8% only, and those who do not agree and strongly do not agree represent only 1.2% and 0.6% - respectively, as figure (4-28) shows below.

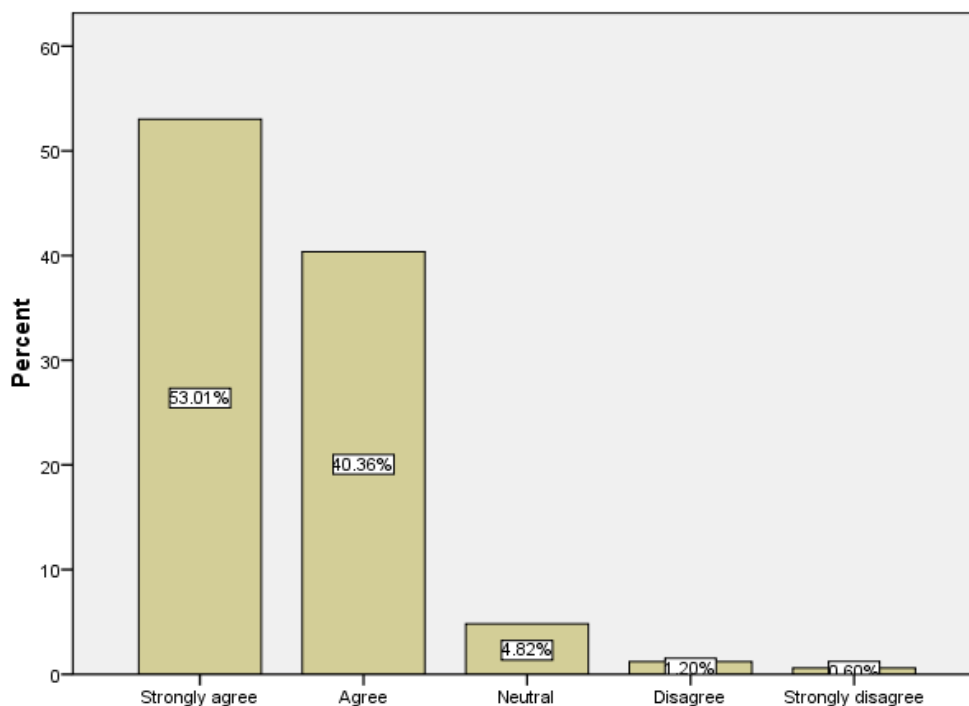


Figure (4-28): The role of the EFL teacher in facilitating the use of authentic materials in the classroom

Table (4-29): Selecting the suitable authentic reading materials by EFL teacher helps understanding and facilitating the texts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	201	60.5	60.5	60.5
	Agree	106	31.9	31.9	92.5
	Neutral	17	5.1	5.1	97.6
	Disagree	6	1.8	1.8	99.4
	Strongly disagree	2	.6	.6	100.0
	Total	332	100.0	100.0	

Table (4-29) shows the distribution of the individuals surveyed in the study according to their views about selecting the suitable authentic reading materials by EFL teacher helps him/her in understanding and facilitating the texts, and it reveals that most of them strongly agree and agree to the statement, with percentages 60.5% and 31.9% - respectively, while those who are neutral represent 5.1% only, and those who do not agree and strongly do not agree represent only 1.8% and 0.6% - respectively, as figure (4-29) shows below.

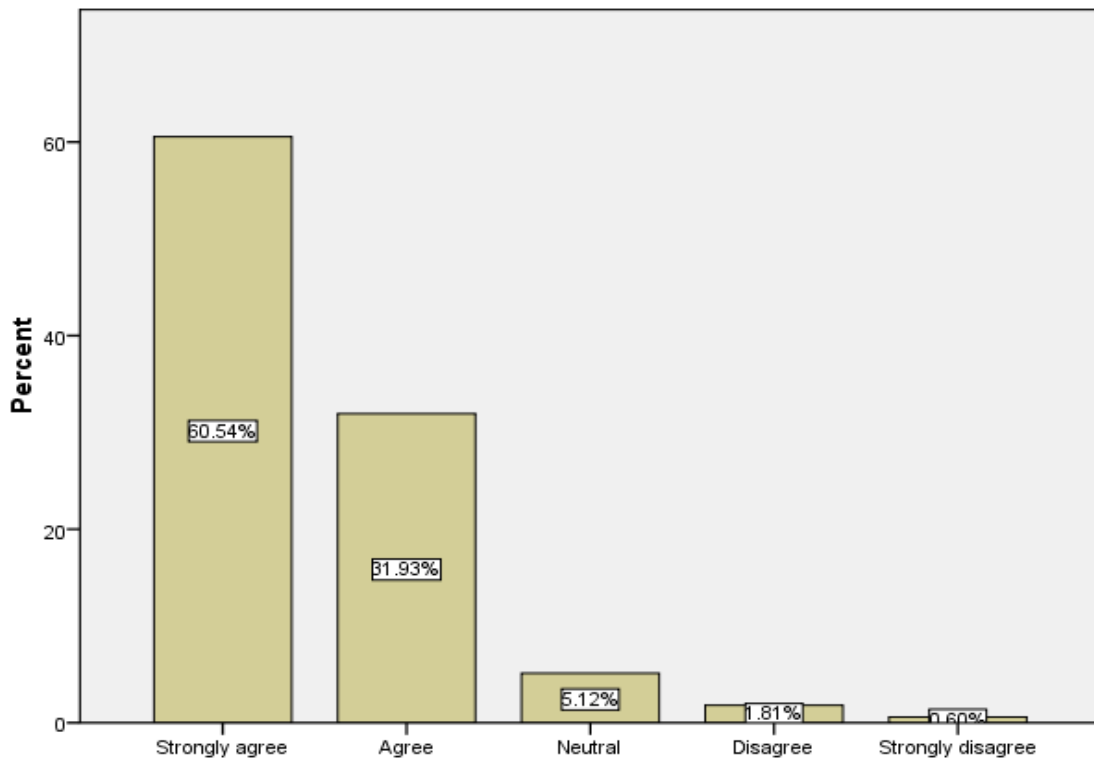


Figure (4-29): Selecting the suitable authentic reading materials by EFL teacher helps understanding and facilitating the texts

Table (4-30): The role of EFL teacher is to encourage the learners to have extra authentic reading texts other than those used in the class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	190	57.2	57.2	57.2
	Agree	114	34.3	34.3	91.6
	Neutral	20	6.0	6.0	97.6
	Disagree	8	2.4	2.4	100.0
	Total	332	100.0	100.0	

Table (4-30) shows the distribution of the individuals surveyed in the study according to their views about the role of EFL teacher in encouraging the learners to have extra authentic reading texts other than those used in the class, and it reveals that most of them strongly agree and agree to the statement, with percentages 57.2% and 34.3% - respectively, while those who are neutral represent only 6%, and those who do not agree represents 2.4% only, as figure (4-30) show below.

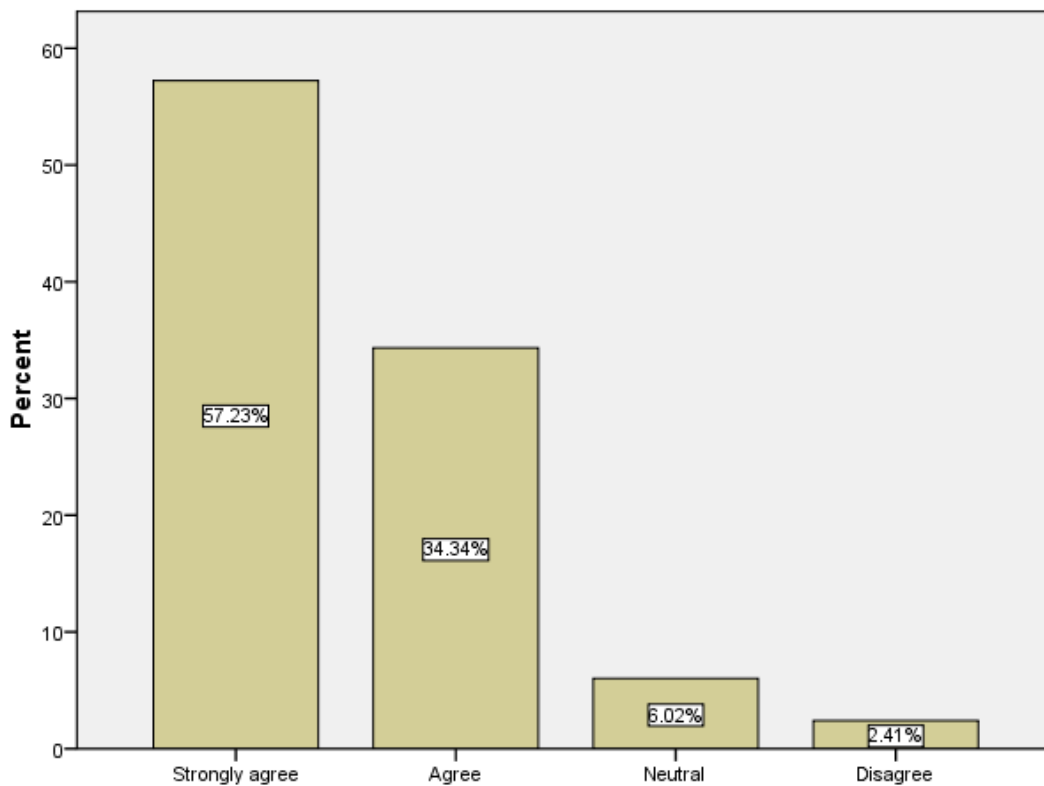


Figure (4-30): The role of EFL teacher is to encourage the learners to have extra authentic reading texts other than those used in the class

Table (4-31): Implementing the authentic materials by the EFL teachers helps learners to develop their vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	178	53.6	53.6	53.6
	Agree	138	41.6	41.6	95.2
	Neutral	12	3.6	3.6	98.8
	Disagree	4	1.2	1.2	100.0
	Total	332	100.0	100.0	

Table (4-31) shows the distribution of the individuals surveyed in the study according to their views about implementing the authentic materials by the EFL teachers helps learners to develop their vocabulary, and it reveals that most of them strongly agree and agree to the statement, with percentages 53.6% and 41.6% respectively, while those who are neutral represents only 3.6%, and those who do not agree represent 1.2% only, as figure (4-31) show below.

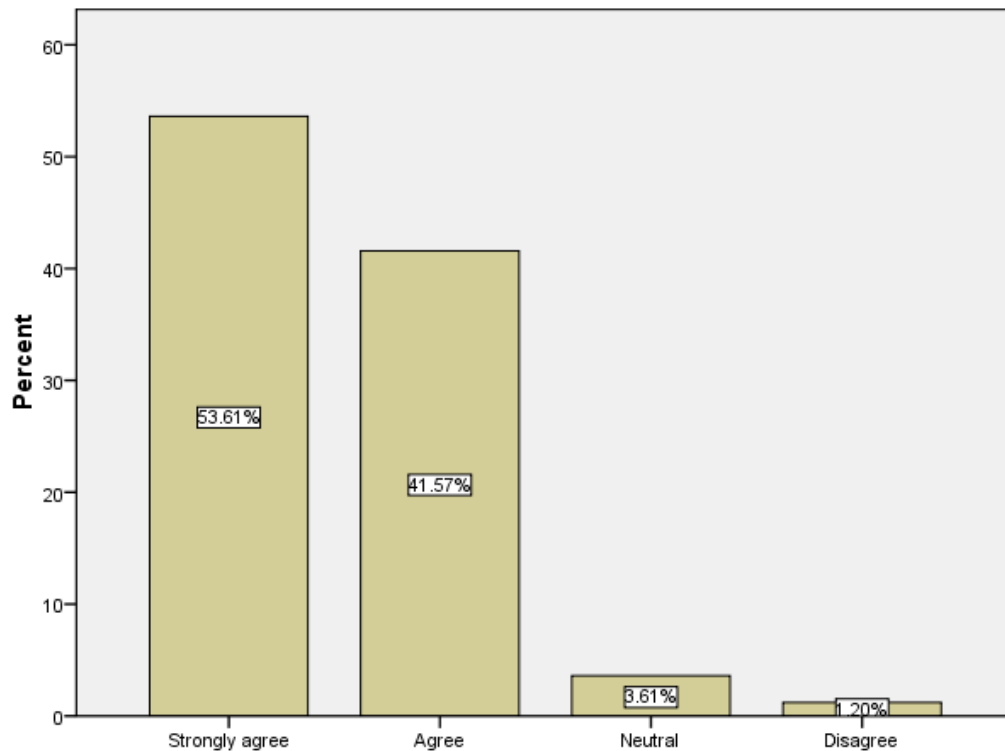


Figure (4-31): Implementing the authentic materials by the EFL teachers helps learners to develop their vocabulary

Table (4-32): The role of EFL teachers is to show the learners the importance of utilizing authentic materials in developing and retaining vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	174	52.4	52.4	52.4
	Agree	128	38.6	38.6	91.0
	Neutral	26	7.8	7.8	98.8
	Disagree	2	.6	.6	99.4
	Strongly Disagree	2	.6	.6	100.0
	Total		332	100.0	100.0

Table (4-32) shows the distribution of the individuals surveyed in the study according to their views about role of the EFL teachers in showing the learners the importance of utilizing authentic materials in developing and retaining their vocabulary, and it reveals that most of them strongly agree and agree to the statement, with percentages 52.4% and 38.6% - respectively, while those who are neutral represent 7.8%, and those who do not agree and strongly do not agree represent 0.6% only – for each, as figure (4-32) below show.

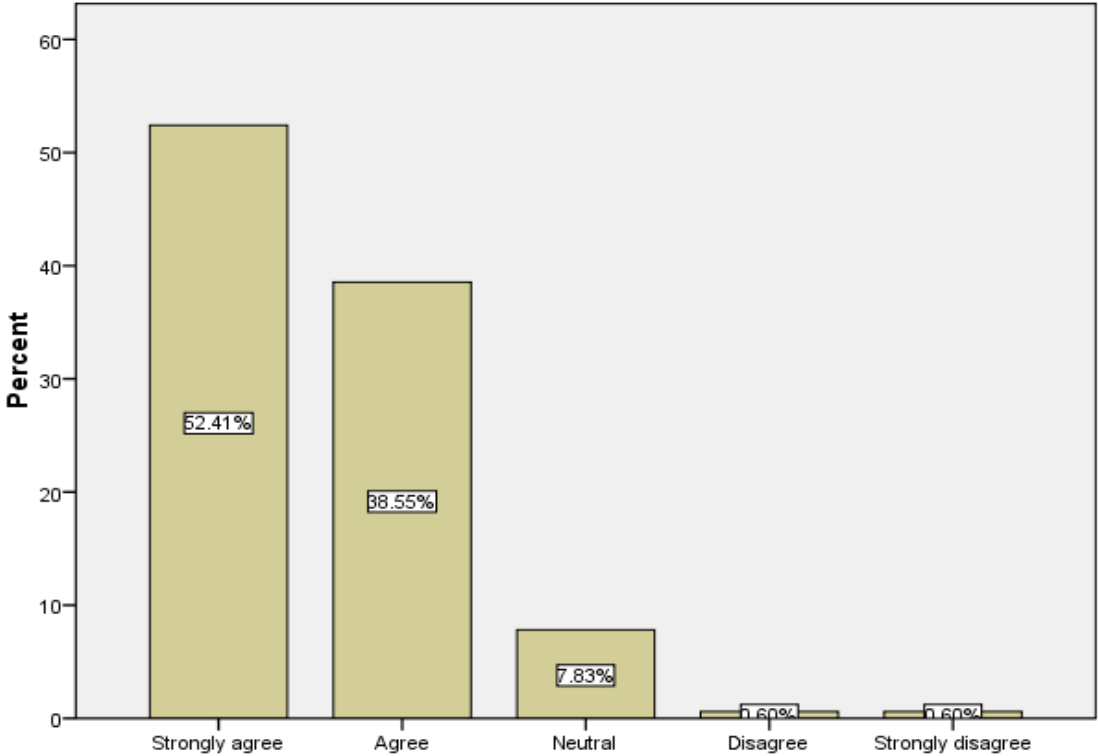


Figure (4-32): The role of EFL teachers is to show the learners the importance of utilizing authentic materials in developing and retaining vocabulary

3/ Hypotheses' Testing:

Table (4-33): Authentic materials affect positively in enriching secondary school students' vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	118	35.5	35.5	35.5
	Agree	169	50.9	50.9	86.4
	Neutral	39	11.7	11.7	98.2
	Disagree	6	1.8	1.8	100.0
	Total	332	100.0	100.0	

Table (4-33) represents the average responses of the individuals surveyed in the study to the statements related to the first hypothesis which states that (Authentic materials affect positively in enriching secondary school students' vocabulary), and it shows that – in average – most of the individuals in the study agree and strongly agree to the statement, with average percentages 50.9% and 35.5% - respectively, while the average percentage of those who are neutral is 11.7%, and that of those who do not agree is 1.8% only, as figure (4-33) shows below.

Accordingly, the hypothesis (Authentic materials affect positively in enriching secondary school students' vocabulary) should be accepted.

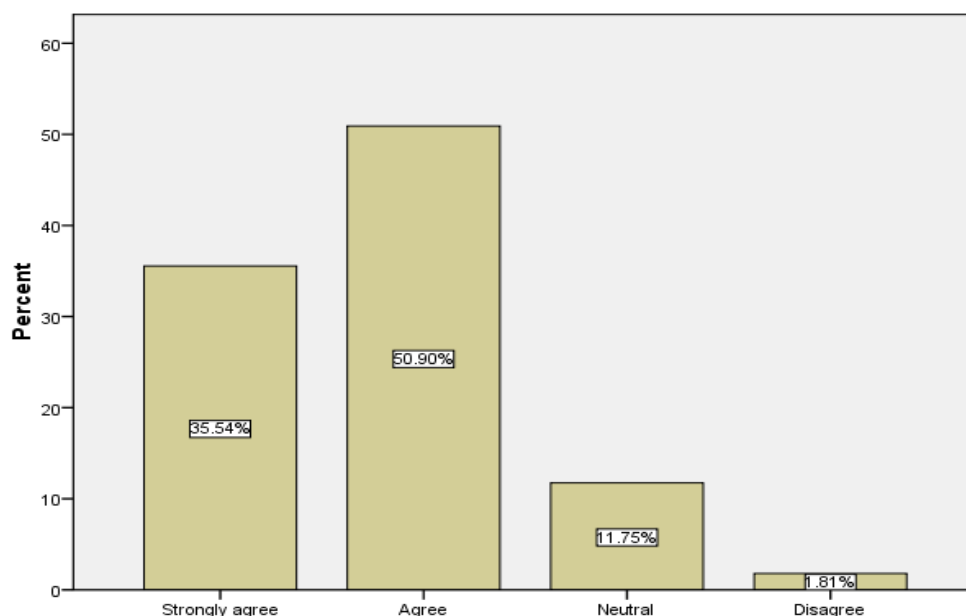


Figure (4-33): Average responses of the surveyed individuals to the statements of the first hypothesis

Table (4-34): Authentic materials affect positively in retaining secondary school students' vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	94	28.3	28.3	28.3
	Agree	172	51.8	51.8	80.1
	Neutral	51	15.4	15.4	95.5
	Disagree	15	4.5	4.5	100.0
	Total	332	100.0	100.0	

Table (4-34) represent the average responses of the individuals surveyed in the study to the statements related to the second hypothesis which states that (Authentic materials affect positively in retaining secondary school students' vocabulary), and it shows that – in average – most of the individuals in the study agree and strongly agree to the statement, with average percentages 51.8% and 28.3% - respectively, while the average percentage of those who are neutral is 15.4%, and that of those who do not agree is 4.5% only, as figure (4-34) shows below.

Accordingly, the hypothesis (Authentic materials affect positively in retaining secondary school students' vocabulary) should be accepted.

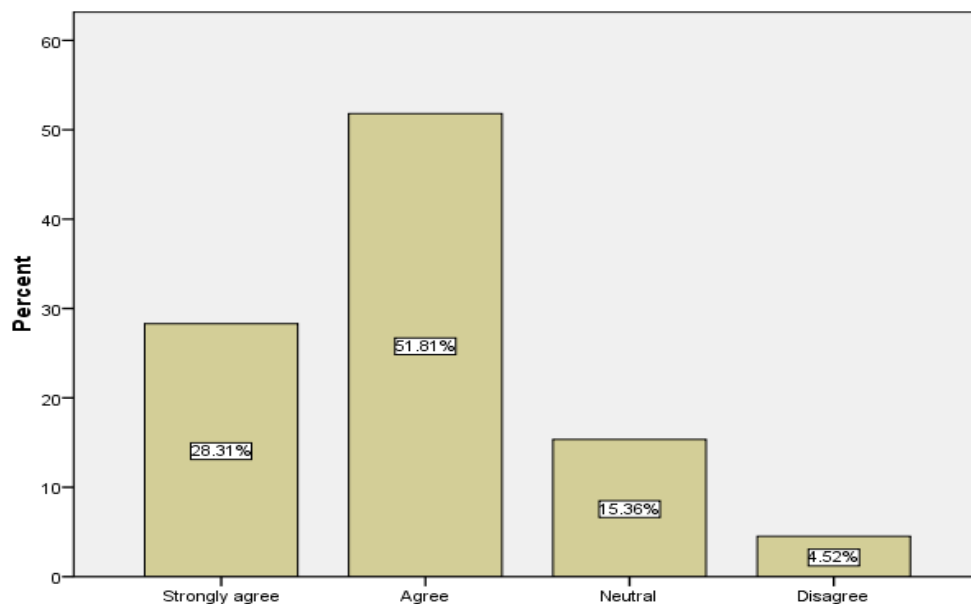


Figure (4-34): Authentic materials affect positively in retaining secondary school students' vocabulary

Table (4-35): EFL teachers are the corner stone in implementing, selecting and using the authentic materials in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	176	53.0	53.0	53.0
	Agree	126	38.0	38.0	91.0
	Neutral	22	6.6	6.6	97.6
	Disagree	6	1.8	1.8	99.4
	Strongly Disagree	2	.6	.6	100.0
	Total		332	100.0	100.0

Table (4-35) represent the average responses of the individuals surveyed in the study to the statements related to the third hypothesis which states that (EFL teachers are the corner stone in implementing, selecting and using the authentic materials in the classroom), and it shows that – in average – most of the individuals in the study strongly agree and agree to the statement, with average percentages 53% and 38% - respectively, while the average percentage of those who are neutral is 6.6%, and that of those who do not agree and strongly do not agree are only 1.8% and 0.6% - respectively, as figure (4-34) shows below.

Accordingly, the hypothesis (EFL teachers are the corner stone in implementing, selecting and using the authentic materials in the classroom) should be accepted.

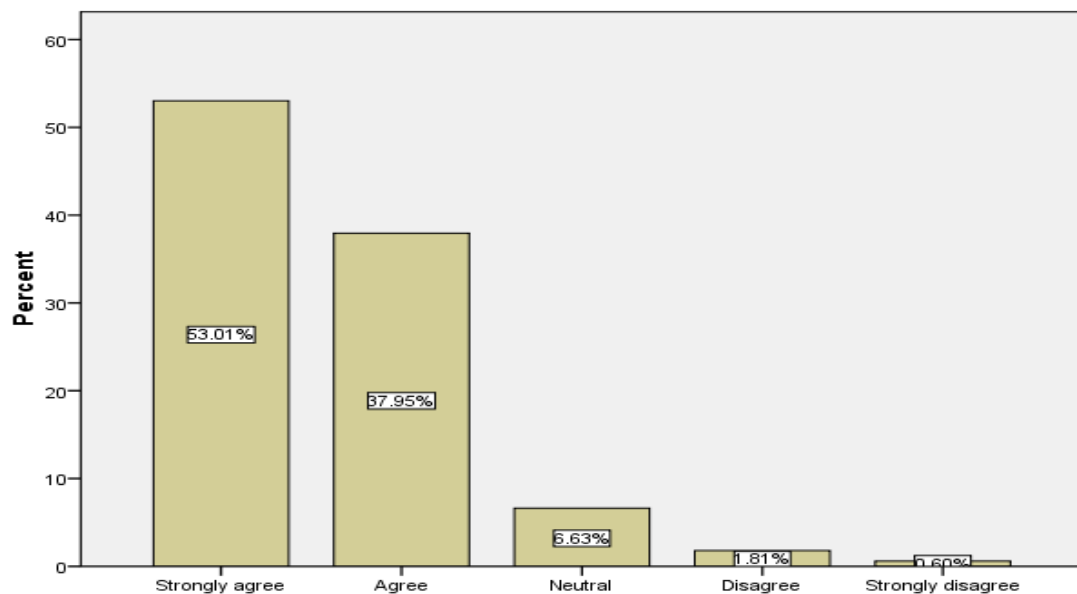


Figure (4-35): EFL teachers are the corner stone in implementing, selecting and using the authentic materials in the classroom

4/ Experimental Study:

The researcher conducted an experimental study for two groups; experimental and controlling groups, each group consists of 15 students. A test, containing authentic materials, was given for the two groups, then for the experimental group lessons containing authentic materials were given, and the students in the two groups were asked to do the test for the second time.

The outcomes of the experiment are provided in the below table:

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental group pre-test results - Experimental group post-test results	4.800	2.042	.527	-5.931-	-3.669-	9.102	14	.000
Pair 2	Controlling group pre-test results - Controlling group post-test results	1.800	2.597	.670	-3.238-	-.362-	2.685	14	.018

Table (4-36) shows the mean differences – measured by (t-test) – in the students' results between the pairs of the experimental group and controlled group pre and post test, and it indicates that the two pairs show significant mean differences before and after the test, (0.018) for the controlling pair and (0.000), however, the (t) value of the experimental pair (9.102) is greater than that of the controlling pair (2.685).

As a result, it can be inferred that the authentic materials given to the students in the experimental group has made significant differences in favor of their results in the post-test.

4.3. Section two:

Second section of the questionnaire is concerned with English language teachers' attitudes about the effect of authentic reading materials on retaining secondary school students' vocabulary.

4.4. Section three:

The third section of the questionnaire concerned with the role of teachers in implementing, selecting and using authentic materials in the classroom.

Interviewers' replies to questions

4.4.1 Question one:-

1. Yes, it does because it exposes learners to issues about real life.
2. There are, of course, many advantages to the use of authentic materials .one is to get learners exposed to everyday English. However, a contrived material is also required to create obligatory context for the use of target vocabulary. This usually happens when the teacher sees a need /gap that need to be addressed.
3. I believe that modified authentic materials should be used for lower levels and less and unmodified materials should be used for higher level students. This helps for students to see vocabulary in context.
4. Yes, I do agree the authentic materials help in EFL classes. They can be motivating because they are proof that the language is used for real life purposes by real people. The wide variety of different types of texts means that it is easier to find something interesting to encourage the learner for further readings.
5. Yes, because student will be able to make a connection with real life, so the learning will be meaningful.
6. I strongly agree that the use of authentic materials in class helps in providing and retaining vocabulary terms because they help students to memorize them.

7. I extremely agree that the use of authentic materials helps in providing and retaining vocabulary items’.
8. Yes, of course I think so because the extra vocabulary makes the students more confident and enable him/her to express himself.
9. If the materials is authentic and the learner is interested in it I think that can be a good way for providing and retaining vocabulary items. The learner will be more motivated.
10. Yes, of course as it provides vocabulary those learners need indifferent real situations.

4.4.2 Question Two:

1. That’s fine to some extent However; in most cases teachers have no say about what to teach.
2. It depends on the level of training and how teacher perceive vocabulary .Based on my experience, teachers rely on a set of published materials .which won’t allow them to implement authentic materials.
3. I believe that modified authentic materials should be used for lower levels and less or unmodified materials should be used for higher level students .this helps for students to see the vocabulary in context.
4. Yes they choose the relevant materials with relevant vocabulary. They choose the material relating more closely to students, needs .They decide that skills can be developed by exploiting the text. They decide readability and the strategy of presentation;
5. Yes, it is the teachers' job to find the authentic materials do some adaptations if need, and present it in the right way to the students.
6. I agree that teachers, role is using authentic reading materials is crucial.
7. Yes, teachers need to encourage learners to use authentic materials and guide them to use it properly.

8. Yes, because it is rare to find students who are ready to enrich their culture and knowledge by themselves. They need someone to guide them.
9. Yes, I think it is the role of syllabic designers to do that;
10. Yes, I think so.

4.4.3 Question three:

1. I do agree, but it depends on the level of your learners.
2. Definitely. After all the purpose of instruction is to prepare learners for communicative encounters outside the classroom.
3. The teacher should encourage his or her more advanced students to use authentic materials. This helps to improve the learners reading and allow him/her to see how the vocabulary is used.
4. Yes I agree using authentic materials helps learners to communicate in real life. They can see words never seen informal settings. They reinforce a known idea .They practice spelling and pronunciation. Authentic materials are key receptive skills, they are designed for the consumption of the native speaker-so, they challenge the learner to master the language and become near to native’
5. Yes EFL teachers should underline the importance of authentic materials all the time since they present real language not some adopted, artificial course book language.
6. I agree that teachers have to encourage learners to use authentic like newspaper because they improve and empower learner vocabulary’
7. Yes they have to encourage them to use the authentic materials inside and outside classroom
8. Yes, I agree but I don’t think the EFL teachers should make it like an obligation. The students should have the right to choose.
9. Yes, I think so. Why; because it is very useful to them and if they are not encouraged by teachers, they might not do it.

10. Yes, I agree because it helps learners to be aware of new vocabulary that we use in everyday life.

4.4.4 Question four:

1. Recommend the exposure to authentic materials' reading/listening'
2. I think watching because it will be more fun the students.
3. I recommend reading because in reading you see the new vocabulary items without the distraction of sound or picture and you can better retain them.
4. Reading, listening and watching have the same importance because each one contributes to help improve learning skills (listening -reading -writing - speaking).
1. Most teachers think that authentic texts are beneficial for the reasons mentioned above.
2. Again, it depends on a number of variables the culture of institute, level of training and whether or not teachers are free to select and design their own materials.
3. Yes, because it is the teacher who know his or her students the best and is the most familiar whit their needs;
4. Yes, because not all authentic materials are useful .some of these materials are too cultural Vocabulary might not be relevant. They might be out of date.
5. Yes, it is the teacher who know best what the students need (the topic difficulty, level etc. of the materials)so teachers have an important role'.
6. I think that's right because they know the students level and which texts suit them.
7. Yes, because the teacher knows the level of his/her students, so he/she can choose what suits their level?
8. Yes, of course the teachers know well what is suitable for their students.

9. I think no, the teacher should not be burdened with such a task the materials should be selected by syllabus designers.
10. Yes, of course because they are more experienced and can choose the suitable texts for their learners the teacher is the master of educational process.

4.4.5 Question five:

1. I think the choice of authentic materials depends on the learners' style of learning as well as his or her level of English.
2. I believe that these domains complement each other. However, if I were to choose one, I would say reading. It provides learners with varied and rich input.
3. I would recommend short story books for very young learners, articles from newspapers or magazines for older learners. I recommend materials that are relevant to the learner from his/her culture, things he/she is interested in. Because these are things the learner is likely to relate to and be more motivated to learn from.
4. For reading I recommend newspapers and magazines for listening I recommend videos for watching, I recommend UN speeches.
5. I recommend watching because it's difficult to get students to read. As a bad result of the technology age students don't like to read books but use a screen (TV, IPAD, phone, etc.).
6. I recommend reading materials because they are useful and you can go back to them every now and then while watching and listening and watching are practiced only during the lesson.
7. I recommend the exposure to authentic materials 'reading/ listening'.
8. I think watching because it will be more fun for the students.
9. I recommend reading because in reading you see the new vocabulary items without the distraction of sound or picture and you can better retain them.

10. Reading, listening and watching have the same importance because each one contributes to help improve learning skills (listening – reading – writing – speaking).

4.6 Interview Analyses

- As for the first question, all of the interviewers do agree.
- As for the second question, most of the interviewers do agree whereas very few who were neutral to some extent.
- Interviewers' despondences for the third question were typically as the first question, that all of them do agree.
- As for the fourth question, most of the interviewers do agree, very few of them do not agree.
- Regarding the fifth and the last question, very few respondents do not agree, whereas most of them do agree.

4.7 Summary of the chapter:

This chapter has reported the methodology of the study , the population and sampling of the study , the instrument and tools of the study , the face validity , content validity of the test and the questionnaire and procedures of data analysis .

Chapter Five

Conclusion, Findings and Recommendations

Chapter Five

Conclusion, Findings and Recommendations

5.0 Introduction:

This study investigates the effect of authentic reading materials on developing and retaining Sudanese secondary school students' vocabulary. The instruments used to collect the data of the research were questionnaire, pre-test and post-test and an interview. The questionnaire addressed English language teachers in different universities and schools. The tests were given to secondary school students in Gezira State. The interview addressed educational experts.

This chapter concludes the study besides, containing the findings of the research, recommendations and suggestions for further study.

5.1 Conclusion:

The results of this study revealed that 90.4% agreed that authentic reading materials motivate students to be more eager for reading outside the classroom. It is also understood that 96.4% of the respondents agreed that authentic materials provide students with vocabulary items that they need to use in real situations. It can be understood that 85.8% of the respondents do agreed that newspapers are convenient sources for enriching vocabulary. The results showed that magazines, novels, plays and short stories are good sources for enriching and retaining vocabulary. About 86.4% of the respondents agreed that magazines play an important role in enriching vocabulary. About 82.5% of the respondents see that plays can be considered as convenient sources for enriching vocabulary.

The results also showed that 91% of the respondents agreed that internet materials are good resources for providing new vocabulary items.

A great number of the respondents, about 98.5% agreed that short stories are important resources for enriching vocabulary, where as 96.\$% of the respondents agreed with authentic materials as providing students with vocabulary items that they need to use in real situations.

As for EFL teachers and their role in implementing the authentic materials to help learners to develop their vocabulary, it was 95.2% of the respondents who agreed. Regarding the role of the EFL teacher in encouraging the learners to have extra authentic reading texts other than those used in the class, it was 91.5% who agree. The findings also showed that 92.4% of the respondents agreed that selecting the suitable authentic reading materials by EFL teacher helps understanding and facilitating the texts. The results also showed that EFL teachers are the cornerstone in implementing authentic materials in the classroom.

5.2 The findings of the study:

This study attempted to investigate the effect of authentic reading materials on developing and retaining vocabulary of Sudanese students at secondary level.

In investigating the problem of the research, the following questions were raised:

1. Do authentic materials affect positively on enriching secondary school students' vocabulary?
2. Do authentic materials affect positively on retaining secondary school students' vocabulary?
3. Are teachers considered the cornerstone in implementing, selecting and using authentic materials in the classroom?

In searching for answers to the above questions the following hypotheses have been made:

1. Authentic materials affect positively on enriching secondary school students' vocabulary.
2. Authentic materials affect positively on retaining secondary school students' vocabulary.
3. Teachers are the cornerstone in implementing, selecting and using authentic materials in the classroom.

The above hypotheses have been realized in terms of the following findings:

1. Authentic materials affect positively on enriching secondary school students' vocabulary.
2. Authentic materials affect positively on retaining secondary school students' vocabulary.
3. Teachers are the cornerstone in implementing, selecting and using the authentic materials in the classroom.
4. Extra vocabulary makes the students more confident and enables them to express themselves.
5. English language teachers are enthusiastic towards the use of authentic reading materials in the classroom.
6. English language teachers have positive attitudes towards the use of authentic reading materials in the classroom.
7. Using authentic materials in the classroom is beneficial in enriching and retaining the secondary school students' vocabulary.
8. Authentic materials can be used as a teaching tool in an EFL classroom.
9. Educational experts have positive attitude towards the use of authentic reading materials in the classroom.
10. Educational experts are enthusiastic towards the use of authentic materials in the classroom.
11. Newspapers, magazines, novels and plays are convenient sources for enriching vocabulary.
12. Short stories, internet materials, poems and brochures are good for providing vocabulary.
13. Authentic texts enhance and provide new vocabulary.
14. Authentic texts help in retaining vocabulary.
15. Teachers have an important role in exposing their students to the authentic materials.

16. The EFL teachers have an important role in encouraging learners to use authentic materials.

17. The role of the EFL teachers is to show the learners the importance of utilizing authentic materials in developing and retaining vocabulary.

5.3 Recommendations:

1. The ministry of education should contribute in preparing suitable authentic reading materials for secondary school level.
2. Secondary school should be provided with the suitable authentic reading materials to develop the students' vocabulary.
3. Authentic reading materials should be used in teaching reading skills.
4. Universities, colleges and teacher training institutions have to take positive steps in providing and selecting the suitable authentic reading materials to be used in secondary schools.
5. Newspapers, magazines, plays, novels and short stories are convenient sources for vocabulary enriching; therefore, they should be carefully selected and implemented.
6. Training courses in implementing and selecting authentic reading materials should be encouraged and financed by the educational officials.
7. Teachers have to take into consideration their students, level when choosing and implementing the authentic materials.
8. Teachers have to take into consideration the variety of authentic materials in order to avoid tediousness.
9. Educational experts have to take positive steps in encouraging, selecting, implementing and using the authentic materials in the classroom.
10. Teachers have to encourage students to have extra authentic reading materials other than that used in the classroom.

5.4 Suggestions of further studies:

On basis of the findings and results of the study, the researcher suggests areas for further future studies in the field of using authentic reading materials in the EFL classroom.

1. This study focused on the effect of authentic materials on enriching and retaining vocabulary it did not attempt to measure the effectiveness of authentic materials on the other skills, further studies for future research could consider the effect of authentic materials on their skills.
2. This study was conducted with a sample of study from Gizira State, concerning the test, further studies should be done with a larger sample including other states.
3. The study concerns secondary school students, further research should be concerned with students at basic level or tertiary level.
4. The study concerns with the effect of authentic reading materials, further research should investigate the effect of using listening and watching materials on the learners' performance.
5. This study focused on a private school, further studies for future research could have both governmental and private school to have a large number of subjects.
6. The pre-test and post-test of this type of study needs for at least one semester to gain reliable results, future studies for further research should have enough time to teach authentic materials when conducting a study.
7. The total number of the English language teachers in Sudan is not well-known, therefore, ministry of education should provide researchers with the total number of teaches in order to obtain reliable results.

8. The participants of the study had limited formal exposure to authentic materials; therefore, future research should be conducted with more formal exposure to authentic materials to obtain more reliable results.

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The Appendices

Appendix (1)
Questionnaires to the Teachers
Sudan University of Science & Technology
College of Graduate Studies

Dear teacher,

The main purpose of this questionnaire is to collect data about your beliefs concerning the Impact of Using Authentic Materials on Developing Vocabulary through Reading. 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. This questionnaire is only for academic purposes and your help is appreciated. Your participation in this study is very important and will contribute to the improvement of the teaching of EFL reading in Sudan. Please respond to the items in this questionnaire as carefully and honestly as possible. This is a survey asking for your opinion. The questionnaire is designed to be used as data collection tool for Ph.D. degree in applied linguistics.

The title of the study:

The impact of authentic reading materials on developing and retaining
vocabulary

Thank you for your cooperation.

Yours sincerely,

Mohammed Mukhtar

PhD Candidate, Sudan University of Science and Technology

Email- mohamedmukhtarbakry@gmail.com // mnsos2015@hotmail.com

Appendix (1)

Questionnaire to the Teachers

Name: - _____ **(optional) Job Title:** - _____

Years of Experience: 1-5 years (----) 6-10 years (-----) 11-15 years (-----)

More than 15 (-----)

Qualification: 1- Diploma (-----) 2- Bachelor (-----) 3- Master (-----) 4- PHD (---)

Tick the option that shows your attitude towards each statement.

No	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1-	Authentic materials motivate students to be more eager for reading outside the classroom.					
2-	Authentic materials provide students with vocabulary items that they need to use in real situations.					
3-	Newspapers are convenient sources for enriching vocabulary					
4-	Magazines play an important role in enhancing vocabulary					
5-	Novels can help in enhancing the new vocabulary items					
6-	Plays are convenient sources for enriching vocabulary					
7-	Short stories can be considered as important sources for enhancing vocabulary					
8-	Internet materials are good sources for providing new vocabulary items.					
9-	Poems help to enrich and provide vocabulary					
10-	Brochures are good for providing new vocabulary items					

11-	Authentic texts provide useful idioms, slang and phrasal verbs					
12-	authentic texts enhance and provide new vocabulary					
13-	Newspapers are convenient sources for retaining vocabulary					
14-	Magazines play an important role in a retaining vocabulary					
15-	Novels can help in retaining the new vocabulary items					
16-	Plays are convenient sources for retaining vocabulary					
17-	Short stories can be considered as important sources for retaining vocabulary					
18-	Poems help to retain vocabulary					
19-	Brochures are good for retaining new vocabulary items					
20-	authentic texts play a significant role in retaining new vocabulary					
21-	useful idioms, slang and phrasal verbs can easily be retained through authentic texts					
22-	The role of EFL teacher is to expose their learners to the authentic materials					
23-	The EFL teacher has to encourage learners to use authentic materials like English newspapers					
24-	The role of EFL teacher is to select the suitable authentic materials that suit the learners' level					
25-	EFL teachers are the corner stone in implementing authentic materials in the class					

	room					
26-	The role of the EFL teacher is to facilitate the use of authentic materials in the class room.					
27-	Selecting the suitable authentic reading materials by EFL teachers help understanding and facilitating the texts					
28-	The role of the EFL teacher is to encourage the learners to have extra authentic reading texts other than that used in the class room					
29-	Implementing the authentic materials by the EFL teachers help learners to develop their vocabulary					
30-	The role of the EFL teachers is to show the learners the importance of utilizing authentic materials in developing and retaining vocabulary					

Appendices

Appendix (2)

Sudan University of Science & Technology

College of Graduate Studies

Teachers' interview

Dear teachers,

The main purpose of this interview is to collect data about your beliefs concerning the Impact of Using Authentic Materials on Developing Vocabulary through Reading. 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 Sudan. This interview is only for academic purposes and your help is appreciated. Please answer the following questions in details as carefully and honestly as possible. This is a survey asking for your opinion. The interview is designed to be used as data collection tool for Ph.D. degree in applied linguistics. Participating in this interview study means that you contribute in completing this study.

The title of the study:

The impact of authentic reading materials on developing and retaining vocabulary.

Thank you for your cooperation.

Yours sincerely,

Mohammed Mukhtar

PhD Candidate, Sudan University of Science and Technology

Email- mohamedmukhtarbakry@gmail.com // mnsos2015@hotmail.com

Participant' name	Signature	Date
.....

Researcher' name	Signature	Date
.....

Please answer the following questions in detail:

- Do you agree that the use of authentic materials in EFL classes help in providing and retaining vocabulary items? Why? Or why not?

- Do you think that EFL teachers play an important role in implementing the authentic reading materials in EFL classes?

- Do you agree that EFL teachers have to encourage learners to use authentic materials like newspapers? Why? Or why not?

- Do you think that the EFL teachers have an important role in selecting authentic texts? Why? Why not?

- Which types of authentic materials (reading, listening, watching) do you recommend? Why?

Sudan University of Science and Technology

Faculty of Post-Graduate Studies

Faculty of Languages

Evaluation Test for PHD Research

A Test on Vocabulary

Name: ----- Time allowed: 1 hour

1-Read the passage and answer the following questions:-

NEARLY 150,000 PEOPLE AFFECTED BY HEAVY FLOODING ACROSS SUDAN

Crisis in Sudan

GENEVA, Switzerland, August 12, African Press Organization (APO) –The United Nations in Sudan is concerned by significant flooding across eight states in Sudan following heavy rains that began in early August. Over 150,000 people have already been affected by flooding, according to various sources, including the Sudanese Red Crescent Society, the Khartoum State Commission for Voluntary and Humanitarian Work, the Government’s Humanitarian Aid Commission and the International Organization for Migration (IOM). More rains are expected in the coming days and the estimated number of affected people is likely to rise further as rains continue and as more information becomes available. Initial reports indicate the following numbers of people affected:

Khartoum 84,000 - River Nile 16,000 - West Kordofan 12,000 - El Gezira 10,000 - North Darfur 8,000 - Blue Nile 6,000 - Northern 6,000 - Red Sea 4,000 - South Darfur 1,000 - TOTAL 147,000. It is too early to determine the full extent of the damage caused by the floods but initial estimates are that at least 26,000 houses have been damaged or destroyed. UN agencies and humanitarian partners are coordinating closely with the Government’s Humanitarian Aid Commission and national organizations such as the Sudanese Red Crescent Society to assess needs and provide rapid assistance to those most severely affected. Initial reports indicate that the most acute needs are for food, shelter, water, sanitation, hygiene and health services.

As an immediate response to the floods, the United Nations and its partners have provided a range of emergency relief items, including tents, plastic sheeting, blankets, water cans, buckets and mosquito nets from its emergency stockpiles in Khartoum State. The United Nations and its partners have also provided mobile clinics, drinking water, and sanitation services. Other emergency support is currently being mobilized, particularly food, shelter, water, sanitation, hygiene and health services.

1- What are the sources of information about the flooding in Sudan?

What is the response of the United Nations and its partners towards the affected people by the flood?

What are the acute needs of affected people that initial reports indicate?

2-Match the words with their opposite meanings:-

- | | |
|--------------|---------------|
| 1- Including | a- unexpected |
| 2- heavy | b- not found |
| 3- available | c- light |
| 4- rapid | d- excluding |
| 5- expected | e- slow |

3:- Use the words in the box to complete the sentences:-(The words in the box are more than the gaps in the sentences)

producers – affected - experience – minister – aims – partners - although -
agricultural - points out- likely

- 1- Saudi Arabia is one of the most important oil----- in the world.
- 2- To be chosen for this job, you should have five years' work -----
--.
- 3- My brother's job is in the ----- field.
- 4- Grandour is the ----- of foreign affairs.
- 5- This exam ----- at testing vocabulary.
- 6- ----- he is rich, he lives in a miserable house.
- 7- The State ----- the citizens' duties.

2- **Give from the passage the words which have the similar meaning of the underlined words:-**

1-There are different (-----) kinds of food on the table.

2-It is early to decide (-----) about your future.

3-He doesn't need any help (-----)with his homework.

4-Learning vocabulary is important (-----) for students to improve their Language.

5-High price of goods is influenced (-----) by their production.

Appendix (3)

Sudan University of Science and Technology

Faculty of Post-Graduate Studies

Faculty of Languages

Evaluation Test for PHD Research

A Test on Vocabulary

Name: -----

Time allowed: 1 hour

1-Read the passage and answer the following questions:-

NEARLY 150,000 PEOPLE AFFECTED BY HEAVY FLOODING ACROSS SUDAN

Crisis in Sudan

GENEVA, Switzerland, August 12, African Press Organization (APO) –The United Nations in Sudan is concerned by significant flooding across eight states in Sudan following heavy rains that began in early August. Over 150,000 people have already been affected by flooding, according to various sources, including the Sudanese Red Crescent Society, the Khartoum State Commission for Voluntary and Humanitarian Work, the Government’s Humanitarian Aid Commission and the International Organization for Migration (IOM). More rains are expected in the coming days and the estimated number of affected people is likely to rise further as rains continue and as more information becomes available. Initial reports indicate the following numbers of people affected:

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1- What are the sources of information about the flooding in Sudan?

2- What is the response of the United Nations and its partners towards the affected people by the flood?

3- What are the acute needs of affected people that initial reports indicate?

2-Match the words with their opposite meanings:-

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|--------------|---------------|
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- 5-High price of goods is influenced (-----) by their production.

Appendix (4)

Sudan August 12, 2013 - [No comments](#)

NEARLY 150,000 PEOPLE AFFECTED BY HEAVY FLOODING ACROSS SUDAN



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UN agencies and humanitarian partners are coordinating closely with the Government’s Humanitarian Aid Commission and national organizations such as the Sudanese Red Crescent Society to assess needs

CURRENT DATE:

Saturday, 04 February 2017

Justice Ministry Stresses Concern of State with Agricultural and Animal Production Professions Act

LOCAL NEWS

Najat Ahmed



Khartoum- Ministry of Justice has stressed concern of the state with the Agricultural and Animal Production Professions Act, which aims at developing and boosting the agricultural and animal production in the country. The State Minister at the Ministry of Justice, Hon. Tahani Tor Al-

CURRENT DATE:

Saturday, 04 February 2017

Khartoum to Witness Al TayebSalih International Award for Creative Writing Concluding Session Next February

LOCAL NEWS

Muawad Mustafa Rashid

Email

Khartoum – Board of Trustees of Al TayebSalih International Award for Creative Writing is intensifying its meetings to prepare for the concluding activities of the seventh

round of the award which is scheduled to take place on Wednesday 15 and Thursday 16 of February at the Friendship Hall with the participation of figures in Culture from Arab and African countries to boost cultural dialogue with their Sudanese peers through the scientific forum accompanying the activities.

For his part, the Secretary-General of the Award, MajzoubAydarous said that the Award has its distinguished position among similar wards in the Arab world. The Award was launched by The Sudanese Company for Mobile Phone (Zain) in 2010 to mark the first anniversary of the passing away of outstanding Sudanese novelist Al TayebSalih and has continued to be organized annually, to date.

It covers the areas of novel and short story. It also covers a third literary domain to be specified annually by the Award’s Council of Trustees. This year poetry was chosen as this third domain.

This year the renowned academic Sudanese researcher, Prof. Fadwa Abdul Rahman Ali Taha will join the honorary list which included in the past Prof. Izzeldin Al-Amin, Mahjoub Mohammed Salih, Hamdnallah Abdul Gadir, Poet AbdallahShabo, Prof. Yusuf Fadul.

According to the Board of Trustees Secretary-General, the scientific forum will be under the title (Cultural and Civilization Trends and Its Impact on the African Innovation).

According to Zain officials the Award seeks to commemorate the great novelist and prolific writer Al TayebSalih , whose novel ‘ Season for Migration to the North’ was internationally enlisted within the top 100 novels in human literary history.”



CURRENT DATE:

Saturday, 04 February 2017

Wow! They Say: The Internet of Things

COLUMNS

Dr. Kirya Ahmed

It is seen, nowadays, that a handful of people, mouth very unfamiliar words, among these words I happened to fish the phrase “the Internet of things “

. What on earth is that! What is that? Who can decipher this for us? It is all Greek to me. An Internet of things! Are you serious about this? What do you mean by what you have just vomited? Is it of sense or a kind of nonsense? I mean like what we hear these days as a kind of what is called “Randok”. In fact, I heard this phrase, time and time again, but in fact, I could not make the two ends meet. I mean I could not get it fully; the idea is still very foggy in my head.

Being a simple guy in this world of phraseology, I forgot about it. It does not mean me in anyway, so I have to forget about it. Early this morning ,today, I heard this same thing from an old guy that within myself I consider to be a sort of an illiterate, just from his age , facial expression, the wrinkled face and the skinny countenance , I guessed he will be like that state. Yes, an illiterate which is not a defect, but actually it is in most cases attributed to that far remote kind of education, where education was tarnished with a pejorative paint.

Nowadays, the tools and means that support education are enumerated; smart board, laptop, iPods, projectors, and the Internet. The Internet ... What? Incidentally, mentioning the Internet, we come to the vicious circle again. Yes. The Internet of things! It happened that I was once asked my friend Dr. Abd – Elbasit who is an expert in this scope. He then, clarified that whole phrase to me. He goes like saying that, now we are good for nothing, we are no longer like what were. We used to bring and prepare our things. We do our shopping regularly, but now things are changed, we are so passive like robots since the Internet of things is gonna replace us. It will do everything for us. The fridge will open its door if it’s empty to order the things that are supposed to be in its belly. The kitchen will order its utensils automatically. The ATM will collect the



CURRENT DATE:

Saturday, 04 February 2017

SPORTS

SPORT

Fifa Reject FFA's Bid to Delay Reforms on Australian Football Governance

(The Guardian) Fifa has put its foot down on local governance reforms, forcing Football Federation Australia to confirm they will stand by the March deadline set for the looming changes.

FFA chairman Steven Lowy and chief executive David Gallop made a trip to Zurich this week to personally ask Fifa president Gianni Infantino for permission to push back reforms to its contentious voting structure, with some frustrated A-League clubs concerned the pair may seek to scrap them altogether.

The world governing body rejected the request during meetings on Wednesday with Infantino and other high-level Fifa officials. FFA all but confirmed as much on Friday by reaffirming its intention to meet with stakeholders – including A-League clubs, member federations and the players’ union – to agree on a new assembly by the end of March.

“An EGM (extraordinary general meeting) will need to be held in order that the existing members can consider a special resolution to amend the Constitution of FFA based on the outcome of the stakeholders consultation process,” FFA said in a statement. “As part of this process FFA will continue its discussions with FIFA and AFC.”

Lowy said he was confident the organisation could “move quickly to put in place some changes to our structure that will set the game up for further success in the years ahead”. Should they not



CURRENT DATE:

Saturday, 04 February 2017

Real Madrid: Karim Benzema's Late Goal Sets New Record for Games Unbeaten

SPORT

Super User

(BBC) Real Madrid set a new Spanish record of 40 matches unbeaten as Karim Benzema's 93rd-minute goal snatched a 3-3 draw at Sevilla in the Copa del Rey last 16.

Zinedine Zidane's side were last beaten by Wolfsburg in their Champions League quarter-final first leg in April. Barcelona held the previous record of 39 games, set under manager Luis Enrique between 2015 and 2016. Thursday's draw means Real progress to the Copa del Rey quarter-finals as 6-3 winners on aggregate.

Former Juventus, Real and France midfielder Zidane, 44, was appointed in January 2016 after two years managing their reserve team. He has since won more titles than he has lost matches - winning the Champions League, the Club World Cup and the Uefa Super Cup, while suffering only two defeats. Real have won 31 and drawn nine matches since their last defeat, scoring 115 goals and conceding 39. Barcelona won 32 games and drew seven across all competitions between October 2015 and March 2016. They won the league and cup double that season.

With Sevilla heading for victory, Benzema exchanged backheels with Marcelo in midfield, drove into the box and fired home in the final minute of stoppage time. The home side had taken the lead through a Danilo own goal, before 20-year-old midfielder Marco Asensio equalised after running the length of the pitch following a Sevilla corner. Goals from Stevan Jovetic, on his debut after joining on loan from Inter Milan, and Vicente Iborra had given Joao Sampoli's side further hope of victory. But a Sergio Ramos chipped penalty cut the lead to 3-2 in the 83rd minute, with Benzema's late goal securing the dramatic draw.

The spy with no name

January 2017

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In today's Magazine

How Japan has almost eradicated gun crime
