THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING
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Abstract

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Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. One of the main reason for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used.

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Introduction

When considering the use of authentic materials, Widdowson wrote:

"It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic" (Widdowson 1990:67).

asking whether their use is *"inconsistent"* with the principles of Communicative Language Teaching (CLT). The aim of this paper will be to discuss the use of authentic materials in the teaching of reading.

Reading

Alderson defines reading as *"...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed (2000:28)."* Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that *everyone* can do.

The reason for reading depends very much on the purpose for reading. Reading can have three main purposes, *for survival, for learning or for pleasure.* Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that *does not have to* be done. For Nuttall (1996) the central ideas behind reading are:

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

Readers process texts in two ways, either *Top-Down* or *Bottom-Up*. Bottom-up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax. This is often associated with poor or slow readers, but can sometimes occur when the readers own schema knowledge is inadequate. Top-Down processing is the opposite, where a global meaning of the text is obtained, through *"clues"* in the text and the reader's good schema knowledge. This is often associated with a good reader, who does not read word for word but quickly and efficiently. The most comprehensive description of the reading process are *interactive models*, *"…in which every component in the reading process can interact with any other component… (Alderson 2000:18)",* combining elements of both bottom-up and top down models. Reading is considered to be an interactive process (a conversation between writer/reader, even though the writer is not present) and for it to occur both processes are necessary, top-down to predict the meaning and bottom-up to check it. The two are therefore complementary ways of processing a text.

Our knowledge and experiences of the world around us also influence how a text is read or processed, this is known as *schema* theory (Bartlett 1932). It operates actively and constructively, with our knowledge of the world being a continuous process that upon receiving new information interprets it on the basis of what is already known. Good readers have an idea of what is normal (linguistically and conceptually) and of how the world works, therefore when reading they make use of existing schemata and then modify them with any new information. They also have expectations or make predictions before reading that are either reinforced, challenged or modified after reading. Schemata has also been described as *"…cognitive constructs which allow for the organization of information in the long term memory…" (Widdowson 1983:34).* Often a writer will presume that the target reader has the relevant schemata to read the text and will therefore leave certain facts out or unstated (presuppositions) but this creates problems when the writer and reader do not share the same relevant schema.

Authentic Materials & Authenticity: Sources and Choices

Authentic texts have been defined as *"…real-life texts, not written for pedagogic purposes" (Wallace 1992:145)* They are therefore written for native speakers and contain "real" language. They are *"…materials that have been produced to fulfil some social purpose in the language community." (Peacock (1997),* in contrast to non-authentic texts that are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of *"false-text indicators"* that include:

- *perfectly formed sentences (all the time);*
- *a question using a grammatical structure, gets a full answer;*
- *repetition of structures;*
- *very often does not "read" well.*

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of "real" texts. If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected?

The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited access in the work place, looking for materials costs nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Nuttall gives three main criteria when choosing texts to be used in the classroom *suitability of content, exploitability and readability.* Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students.

Variety and *presentation* also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Specific Purposes (ESP). One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the student having to make very little conscious effort to learn it. While on the contrary, the student becomes highly specialised in that particular area and not in others. Whether the text looks authentic or not, is also very important when presenting it to the student. The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. A more *"attractive"* text will appeal to the student and motivate them into reading. It may seem to be a very superficial aspect but

the appearance of any article is the first thing that the student notices. An *"attractive"* looking article is more likely to grab the reader's attention rather than a page full of type. Very often it is so easy to just download an article from the Internet and present the student a page full of impersonal print, without taking any of these factors into consideration.

Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students' intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage, is the language in the text natural or has it been distorted in order to try and include examples of a particular teaching point? It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created? Above all does the text make the student want to read for himself, tell himself something he doesn't know as well as introduce new and relevant ideas?

Important Factors in Choosing Authentic Reading Material

Suitability of Content	*Does the text interest the student?*
	Is it relevant to the student's needs?
	Does it represent the type of material that the student will use outside of the classroom?
Exploitability	*Can the text be exploited for teaching purposes?*
	For what purpose should the text be exploited?
	What skills/strategies can be developed by exploiting the text?
Readability	*Is the text too easy/difficult for the student?*
	Is it structurally too demanding/complex?
	How much new vocabulary does it contain? Is it relevant?
Presentation	*Does it "look" authentic?*
	Is it "attractive"?
	Does it grab the student's attention?
	Does it make him want to read more?

Fig. 1. – Important Factors in Choosing Authentic Reading Materials

The concept of authenticity is central to CLT, with the learner being exposed to the same language as a native speaker. Four types of authenticity within the classroom have been identified and in particular to the use of authentic texts:

1. *Authenticity of the texts which we may use as input data for our students;*
2. *Authenticity of the learners' own interpretations of such texts;*
3. *Authenticity of tasks conducive to language learning;*
4. *Authenticity of the actual social situation of the classroom language. (Breen 1985:61)*

Widdowson has a process-orientated view of authenticity, making a distinction between *"authentic"* and *"genuine"*. Genuine is an example of native speaker language, while authentic is a native speaker response (it can also include the response the writer intended upon when writing the text.):

"The language presented to them may be a genuine record of native speaker behaviour, 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." (Widdowson 1990:45)

Authenticity can therefore be considered to be the interaction between the reader and the text and not just the text in itself. Reading is considered to be an ongoing interaction, going beyond

the physical context of the text, looking for meaning as well as processing information. Goodman takes this even further claiming that reading is *"...an essential interaction between language and thought..." (1988:12)* Where the writer encodes his thoughts as language and the reader decodes the language into thought.

The Use Of Authentic Reading Materials In The Classroom

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

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

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

"Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." (Nuttall 1996:172)

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

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

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

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

Authentic Reading Materials

Advantages	Disadvantages
"Real" language exposure with language change/variation being reflected	Often too culturally biased, difficult to understand outside the language community
Students are informed about what is happening in the world	Vocabulary might not be relevant to the student's immediate needs
Textbooks tend not to include incidental/improper English and become outdated very quickly	Too many structures are mixed so lower levels have problems decoding the texts
The same piece of material can be used for different tasks	Special preparation is necessary, can be time consuming
Ideal for teaching/practising mini-skills-skimming/ scanning	Can become outdated easily, e.g. news stories, articles.
Contain a wide variety of text types, language styles not easily found in conventional teaching materials	
Encourage reading for pleasure, likely to contain topics of interest	

Fig. 2. – Advantages & Disadvantages of Authentic Reading Materials

When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior *"…we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials."* (Senior 2005:71). Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text *"less"* authentic. The basic parameters to consider when simplifying a text are:

- *Linguistic simplicity : grammatical structures, lexical items and readability;*
- *Cognitive simplicity : age, education, interests of the learner;*
- *Psychological simplicity : does it follow traditional social norms?*

Another possible solution is to give text related tasks. They are three basic types:

Pre-reading : used not just to test or compensate for linguistic/socio-cultural inadequacies but also used to activate existing schemata;

While-reading : used to encourage the learner to be a flexible, active reader also to promote a dialogue between reader and writer;

Post-reading :   often are questions that follow a text, used to test understanding
                    but sometimes a good schemata will be enough.

Rather than just simplifying the text by changing its language, it can be made more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and then asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading. The reading approach must be authentic too. Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension.

Some Personal Experiences And Conclusions

My own experience of using authentic materials in the classroom with advanced learners was when given the task of designing an intensive reading course for university engineering students. The course was to last 6 weeks for a total of 36 hours teaching time, twice a week for 3 hours per lesson, with the only criteria being hat they had to be able to read and understand English texts by the end of the course. Most of the students were either advanced or upper-intermediate level. The initial approach was to use ESP textbooks, one textbook that was tried was Oxford English for Electrical and Mechanical Engineering, but it was soon discovered that the students were not very motivated and the material not very stimulating. Materials downloaded from the Internet were then adapted, with tasks being designed to use the different reading skills. The skills concentrated upon were *Extensive* & *Intensive* reading and *skimming & scanning*. Extensive reading was good for larger texts that contained a lot of information, while intensive reading was used to obtain an exact understanding of the text. Skimming & scanning were used in the pre-reading activities, either for getting a general idea of the text or the main points (so as to activate the students' schemata) or finding a specific piece of information. Authentic reading texts that were not simplified were then used and the approach later adopted was very similar to *The Minimal Teaching Strategy* (Allwright 1976) *(this was a pure coincidence and discovered only after the courses had finished)*, with the use of task based activities, pair & group work (peer learning) and peer correction. The role of the teacher in the classroom was a very low profile one, with most of the work being done outside of the classroom. Most of the preparation involved looking for suitable material and designing tasks. Once in the classroom after having set up the activity, very little to had to done which included monitoring, giving advice and any eventual feedback. The students were highly motivated and preferred working with the authentic material, finding it more interesting, more up to date than the textbooks as well as generally more stimulating.

Whereas language control is necessary at lower levels, being advanced learners, their problem was neither lack of vocabulary nor control of the language but the fact that they could not use the same different types of reading skills when reading authentic texts as when reading in their L1. They all wanted to use a bottom-up approach and read intensively, word for word and very often translating. The aim of the course as well as the use of authentic materials was to make the students aware of the reading skills that they use in their L1 as well as how to use these skills when reading in a foreign language.

Conclusion

The use of authentic materials in the classroom has been discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which proved positive when using authentic materials were that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible.

One of the main reason for using authentic materials in the classroom is once outside the *"safe"*, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used. Having made a distinction between authentic and non-authentic material and evaluated the use of them in the classroom, it is worth taking into consideration Davies who wrote:

"It is not that a text is understood because it is authentic but that it is authentic because it is understood. …Everything the learner understands is authentic for him." (Davies 1984:192)

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