

**USE OF AUTHENTIC MATERIALS  
IN EXTENSIVE READING**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
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**Faculty of Education  
Tribhuvan University  
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# **CHAPTER ONE**

## **INTRODUCTION**

This study is on "Use of authentic materials in extensive reading". In this chapter, I provide the general background on language, linguistic scenario of Nepal, concept of authentic materials, extensive reading, review of related literature, objectives of the study, and finally, the significance of the study, in brief.

### **1.1 General background**

Language is a means of communication among people; either with family with friends, stranger, neighbor etc. Language is the means to establish the relationship among people. It is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings. It is the greatest accomplishment of human civilization. It is a means by which we can perform several things; communication, thinking, group solidarity; inter linguistic conflict, nation building, control creation and so on. We cannot think of any social, academic and artistic activities going on without language. It is perhaps the most significant aspect of human life.

As we know that language is species specific to mankind i.e. only human beings can possess language. No other animals can acquire language because of its complex structure and their physical inadequacies, here we mean, animals do not have vocal organs and the type of brain which human beings possess. Human's mind is especially equipped with a special type of device to acquire language that Chomsky calls language acquisition device (LAD). Hockett (1970 cited in Bhattarai 2005, p. 51) explains

Man is the only living species can reasonably to have had the power at some earlier time and to have lost it. The appearance of language in

this universe at least in our planet is thus exactly as recent as the appearance of man itself.

Linguists and scholars have tried their best to define language from their own perspective; however language can not be defined in linguistic theory. No firm bounding can necessarily be drawn between one language and another and one language may contain vast differences in pronunciation, grammar and vocabulary from others. A language glossed as being mode of speaking or writing to a group of people.

There are so many languages (more than ninety two) spoken throughout the world. Among them the English language is regarded as the world's most prestigious and important language. More than half of the world's important books are written in English. It is the language of science and technology, trade and commerce, computer and internet and so on. By all these reasons English holds a very important position in our educational system and being taught as a compulsory subject from primary to higher level of education

### **1.1.1. Linguistic Scenario of Nepal**

Different assumptions have been raised out when English was started in Nepal. It can be assumed that English was started in Nepal during the prime Ministership of Bhimsen Thapa. During his Prime Ministership British government opened "Gorkha Bharti Kendra" (an office to join British Army) to people who came to select the army spoke English and also the army who came to Nepal to live, spoke English. People saw that army got good salary. So people in Nepal were attracted towards English. However, in formal education, it is linked with the establishment of Darbar High School (1854) the first English medium school in Nepal. This school was established by Prime Minister Janga Bahadur Rana, after his return from England to give formal

education to his children and other ruling Rana family members. The Rana guarded the school as treasure for as many as three decades and then shifted to "Rani Pokhari"(1981) to the lower level classes of the society. No particular social class is now confined to that school.

In the higher education, English was started formally with the establishment of Tri-Chandra College (1919). Before the establishment of the S.L.C. board and the T.U. examination board (1956), English occupied a vital position for the medium of instruction in Education in Nepal. English might have been introduced in Nepal because of the colony of English speaking people in closely neighboring country, India.

During the Rana Regime, i.e. before 1951, there were only a limited schools and college including Darbar High School providing education in the English medium. A number of schools and college established after the over throw of Ranacracy in 1951. The common Nepali people also started to get opportunity to have modern education. The expansion of the English language was widened with the spreading of modern education too. To quote the words of Kansakar (1979, p.15) the teaching of English can be viewed from two different purposes; It can be taught for international purpose that is carrying on international relations on a world scale and also for national purposes, as for example for using it as a lingua Franca, in Nepal English is taught with the first purpose. It is sought to communicate with the outside world through the English language succinctly speaking, it is a window through which we peep at the worlds outside.

Today, out of the total approximately 31 thousand primary to higher secondary schools, (that is, grades I to XII), almost half the numbers are English medium ones. In such schools, all subjects except the national language, Nepali, are

taught in English whereas, in government owned public schools, all subjects except the English language are taught in the national language Nepali. However, both these streams meet finally at the same point; compete for the same end when students sit for the same School Leaving Certificate Examination at the end of the Xth grade or higher Secondary Education Board Examination at the end of the XIIth grade.

Altogether about five hundred thousand students appear in each of these national examinations every year, and half of that go for the university level examinations. An alarming number of students from the Nepali medium schools fail because they cannot secure pass marks in English (the failure rate of the students in English at school level is about 55%, at the university it is about 65%). This results in huge wastage in resources. This is the situation of the total education system from the primary to university levels in Nepal. Despite this, people have always given higher importance to the teaching and learning of English. The reason behind this is that on the one hand it is helping them to grow and grab different opportunities available within and beyond the borders, it stands synonymously with quality of education, and knowledge about the wider world, it offers attractive career for those who can afford it whereas for those who remain behind, the world is narrow, opportunities limited.

A bitter truth Nepal has experienced regarding the use of English is that even today a large mass of population living a destitute life in extreme poverty, ignorance and marginal conditions cannot send their children to schools. Even if they can, it is the Nepali medium government aided schools that are within their reach. Thus, the English language has been perceived both as a dividing and promoting instrument in case of Nepal. This situation is associated with the political situation too. (Bhattarai, 2006)

### **1.1.2 Language Teaching and Learning**

All normal human beings can learn languages but no one can exactly claim as to how they learn them. A number of researches have been carried out addressing as to how a child learns language and many linguists have given their views. There are different theories of language learning. Modern theories of learning emerged in the field of psychology which has influenced the theories of language learning. e.g. structural linguistics is influenced by behaviorist psychology where as generative linguistics is influenced by cognitive psychology. These two schools of thought give different view points about language learning in general and learning the English language in particular.

Language teaching involves teaching of both first and second/foreign language; acquisition of the first language and learning of second language involves different processes. Both language acquisition and learning are the ways of developing ability in language skills. But it is believed that the way of developing ability in the first language is different from the way we develop skills in second/ foreign language. In this sense, it appears and the way one develops skills in a second or foreign language is called learning.

### **1.1.3 Language skills/aspects**

Language can be used in terms of various modes and manners. Those modes and manners are called language skills. There are four language skills. They are as follows:

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

And the language aspects are pronunciation and spelling, vocabulary and grammar. The above mentioned skills are in a natural order of the development of language skills. These four skills can be classified in two types. They are:

- i. Receptive Skills
- ii. Productive Skills

Receptive skills refers to receiving the message where as productive skills refer to the producing the language for conveying message. Among the four skills listening and reading are receptive skills as they receive the message and speaking and writing are productive skills as they are used to produce the message. These skills are related to each other and to learn a language.

These four skills have equal importance. In language acquisition receptive skills precede productive ones. It is impossible to develop productive skills without receptive skills and vice versa. Those four skills are integrated not only while teaching and learning but also in real life situations while using languages for various purposes.

### **1.1.3.1 The Reading Skill**

The reading skills come under receptive skills because it receives the message while reading some text. Reading generally means total understanding or making sense of a given text. Reading can be defined in many ways. It is the amalgamation of visual and non -visual experience or behavior. Reading is decoding print or 'deciphering' print or understanding, interpreting or making sense of a given text etc. However, reading in classroom for easy understanding can be defined as making sense of a given text the process during which all other possible meaning of reading include themselves. Reading is the total understanding of a message or a message in a text. That is to say the meaning is not merely lying in the text waiting to be passively absorbed.

Reading is decoding print or understanding, interpreting and making sense of given text. It refers to gathering information and increasing or professional



knowledge from the graphic symbols. Khaniya (2005, p.139) maintains that reading is "understanding a text." He further state that it is better to deal with reading comprehension since "understanding a text simply refers to comprehending the text similarly Grellett (1981, cited in Khaniya, 2005, p.139) expresses that reading comprehension is interpreted as extracting the required information from the written text as efficiently as possible.

Reading is an active and receptive skill. We receive information when we read. Reading may mean many things and it takes on different meaning to obtain information which is presented in a written form, but the nature of information so obtained requires a more explicit definition. Information means the contest which is cognitive, (intellectual) or referential (factual) or affective or emotional. Reading is carried out for a purpose other than reading the language itself. Just as we read messages in order to be able to do something else. So, the students who are learning a foreign language should be less concerned with the languages than with the message it is used to communicate. So, the materials that we use depend on the purpose of our reading and we would learn how we read depends on 'why' and 'what' we read. Reading does not exist because it is interwoven with other skills. For instance, the written script is to be recognized while reading.

Reading serves as fundamental for all learning. It is the basis of every academic subject. The learners need to improve their reading skills to study course materials read things for survival, pleasure and general information and gain access to the world body of knowledge.

Hughes (1989, p.116) identifies two such skills of reading. They are as follows:

**a. Macro Skills**

Understanding sub skills under micro skills are:

- i. Scanning text to locate specific information.

- ii. Identifying stages of an argument.
- iii. Identifying examples presented in support of an arguments.
- iv. Skimming text to obtain the gist.

**b. Micro Skills**

Underlying sub skills under micro skills are:

- i. Identifying referents of pronouns.
- ii. Using context to guess of meanings of unfamiliar words.
- iii. Understanding relations between parts of texts by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas.

For Field (1983, cited in Khaniya, 2005, p.142) reader tends to

- i. Keep the meaning of the passage in mind.
- ii. Read in broad phases.
- iii. Skip in essential words.
- iv. Guess from the context, the meaning of unknown words and have a good self concept as reader.
- v. Read the title and make inferences from it.
- vi. Examine illustration.
- vii. Use their knowledge of the word.

Munby (1979, cited in Khaniya, 2005, p.143) notes the following variety of skills in reading:

- i. Recognizing the script of a language.
- ii. Deducing the meaning and use of unfamiliar lexical items.
- iii. Understanding explicitly used information.

- iv. Understanding information which is not explicitly stated.
- v. Understanding conceptual meaning.
- vi. Understanding the communicative value of function of sentences and utterance.
- vii. Understanding the relations with in the sentence through lexical cohesion devices.
- viii. Understanding cohesion between parts of a text through lexical cohesion devices.
- ix. Understanding cohesion between parts of a text through grammatical cohesion devices.
- x. Interpreting text by going outside it.
- xi. Distinguishing the main idea from supporting details.
- xii. Extracting silent points to summarize.
- xiii. Selecting extraction of relevant points from a text.
- xiv. Basic reference skills.
- xv. Scanning to locate specially required information.
- xvi. Transcoding information to diagrammed display.

Together will the entire above mentioned sub skills a detailed comprehension is necessary since understanding the gist of a text is not quite enough for success reading.

### **1.1.3.2 Types of Reading**

Reading is done for different purposes. As readers do not go through a text unless they have some purpose in mind. A reader reads text for different purpose like reading for pleasure, reading for information etc. Based on the

purpose of reading and the level of the readers involved; there are different types of reading, which are as follows:

**a. Reading Aloud:** Reading aloud is one type of reading. It is also known as oral reading. This kind of reading is carried to enable the students to read with correct pronunciation, articulation, intonation and rhythm. It is aimed to enable the students to read with due expressions and to understand the meaning of the words and sentences. It is also useful to test pupil's knowledge of English words and phrases and whether s/he knows how to pronounce them, how to phrase words and how to enunciate clearly that is reading aloud is a test as well as practice.

It motivates both mental and physical processes. It changes the graphic symbol system into spoken form and also interprets them. Generally, loud reading is for the beginners for the improvement of spelling and pronunciation. Loud reading helps to observe directly and if necessary feedback can be given for the readers.

**b. Silent Reading:** Silent reading, as the name itself suggest, is reading silently. It refers to the understanding of a message through the graphic systems by eyes. In this type of reading reader does not produce sound. She/he does not allow moving the lips. S/he perceives the ideas from their mental process. It is considered to be the best kind of reading as the mind is fully engaged in this act.

Silent reading helps to develop thought content and where as loud reading does not help to develop thought content and sometimes hinders the process of understanding. This kind of reading in contrast to loud reading is required at the advanced level where students need a consolidation of all the language skills vocabulary, structure etc. This type of reading is useful for different purposes like; study in library for self study, for higher level students and so on.

**c. Rapid Reading:** Rapid reading refers to faster reading. It consists of techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. It occurs while reading by experts, native speakers, reading simple texts, reading silently and so on while the students use rapid reading they should read and take notes, fill in the outlines, paraphrase text etc.

Readers are trained to use more effective eye movements when reading and to use better ways of understanding words and meanings in written texts. Readers undergo rapid reading mainly for three purposes they are perspective, evaluation and review.

**d. Intensive Reading:** Intensive reading is a reading undertaken solely for language study. Generally, the speed of reading is slower and requires a higher degree of understanding. It is usually confined to the classroom, and materials are usually short in length. Its main intention is to train the students in the strategies needed for successful reading for instance; predicting, guessing, concluding, etc. Texts are studied closely so that the features of written English are familiarized gradually by students. So, intensive reading is a process of learning instead of acquisition. Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning. This type of reading encourages faster reading which in turn develops student's reading habits.

**e. Extensive Reading:** Extensive reading is also known as independent reading. It is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment without the aid of teachers (Rivers, 1968, p. 229). It is done for pleasure, information. In this type of reading students feed free and comfortable from the text. This type of reading is associated with supplementary reading that includes reading short

stories, novels, magazines and newspaper articles. Students emphasize in their understanding message and getting pleasure rather than learning of words and structures.

**f. Skimming:** Skimming is a kind of reading which is used by a reader when s/he wants to get main ideas or the gist of the texts. It is one type of specific reading techniques necessary for the quick and efficient reading. When skimming readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of tone or the intension of the writer. While readers are skimming the text quickly, they do not get the gist of the text, but also know how the text is organized and what the writer has intended to inform the readers. Moreover, skimming involves mastering the skills of predicting, previewing and anticipation.

**g. Scanning:** Scanning is a type of reading where readers mainly try to locate specific information; they do not go through the whole passage. It is a kind of rapid reading in which reader is on the look out for a particular item or items s/he believes is in the text, e.g. the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date such as when someone was born.

#### **1.1.4. Roles of Material in Language Teaching**

In language teaching, materials play a significant role. It is the materials which make the complex text easier and clear. Teaching materials are those materials that help a teacher to clarify, interpret and map the concept of the subject matter to the students. The teaching aids help the teacher to do his/ her job better and they also help students to focus their attention of objects, actions, events and situations which give meaning and context to the words and sentences presented in the classroom by the teacher.

Teaching materials brighten up the classroom and bring more variety and interest into the language lesson. They help students to focus their attentions of objects, actions, events and situations which give meaning and context to the words and sentence presented by the teacher. They shorten teaching time too. By all these reasons, it can be stated that teaching materials have immense role in the field of teaching and learning language.

### **1.1.5 Authentic materials**

There are two types of materials used in language classroom. They are described as follows:

#### **i. Authentic Materials**

Generally speaking, authentic materials are those materials which are not designed for the native speakers. They are real texts designed not for language students but for the speakers of other languages. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question. Authentic Materials are language materials that were originally intended for native speakers, not second-language learners. For example: menus, letters, some publication and many others.

Authenticity lies in the interaction between the reader and the discourse, that is to say, authenticity depends on the readers' appropriate response. Authentic texts bring learners close to the target language culture, making learning more enjoyable and therefore more motivating. Through the authentic materials provided, learners can explore a wider range of topics and situations in the target language, with the accompanying linguistic elements, than may be available to them in their course books.

When people first think about authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio and T.V broadcast, films,

leaflets, flyers, posters in deed any things written in the target language and used unedited in the classroom.

The definition of authentic materials are slightly different in literature; what is common in these definitions is exposure to real language and its use in its own community.

Defining authentic materials Khaniya (2006) writes "Authenticity" in the context of language learning materials is the degree of congruence between the language of a learning material and the feature of the target language use.

Jordan (1997) refers to authentic texts as texts that are not written for language teaching purpose. Similarly, Harmer (1991) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students but for the speakers of the language.

Rodgers (1988) says that "appropriate 'and' quality' in terms of goals, objectives, learner needs and interest and natural in terms of real life and meaningful communication"

Canale and Swain, (1980) In CLT, it is considered to desirable to give learners the opportunities to respond to genuine communications and understand language as actually used by native speakers. Likewise, Peacock (1971) Materials that have been produced to fulfill some social purpose in the language community.

Awasthi (2006, p.110) distinguishes between authentic and non authentic materials; he states that "Non authentic materials are those that are specifically designed for language learners. They are either adopted of simplified and written keeping in mind language proficiency of the learners in question."

Khaniya (2006, 17.p.21) " Authentic materials can be used to develop tasks that depart from formulaic language learning and provide bridge between the linguistic skills of learners and their professional knowledge goals on if they



are appropriately selected and implemented". He further states that such materials in their various formats can provide a wealth of linguistic and conceptual count to learners who are focused on specific applications of their linguistic skills. In a single sentence, he concludes that authentic materials as the degree of congruence between the larger of learning materials and features of the target language use.

By all these definitions it can be said that, authentic materials are designed for native speaker to express the real situation not for the teaching and learning purpose.

#### **1.1.5.1 Sources of Authentic Materials**

There are many sources of authentic materials. They are as follows: Newspaper, magazine article, literature, computer software, the internet, menus, movies, songs, brochures, comics, advertisement for events, course catalogues form schools and so forth. However, the teacher should be aware of selecting materials that is to say they must be fit according to the level of the students. For example:

**At lower level:** Maps of all kinds, audio video advertising, short news broadcast, traditional songs and rhymes can be used.

**At intermediate level:** Magazine and news articles, short stories and novels, online media.

**At advanced level:** Any materials can be used since students get mastery over wide range of vocabulary, sentence structures and they also able to select things which are needed to them.

#### **1.1.5.2 Importance of Authentic Materials**

Authentic materials are very useful in language classroom. Bringing authentic materials in to the classroom can be motivating for the students as it adds a real life element to the students learning experience. Authentic materials are

significant since it increases student's motivation for learning. It makes the learner to be exposed to the real language.

It is suggested that no contrived or simplified version of language should be used in a language task as far as possible without the use of authentic materials while exposing learners to EFL situation. It is difficult to anticipate how the learners will perform in the real life situation. As a matter of fact, the use of simplified text tells us nothing much about learner's actual communication ability. Therefore, in a communicative classroom authentic materials should be used in order to facilitate learning process.

### **1.1.5.3 Features of Authentic Materials**

An authentic material has the following features:

- i. Authentic texts often contain cultural information.
- ii. Authentic texts are often quite long.
- iii. Authentic texts can be very topical.
- iv. Authentic texts can be used regularly in the classroom.

### **1.1.5.4 Advantages of Authentic Materials**

- i. Authentic materials keep students informed about what is happening in the world. So, they have an intrinsic educational value.
- ii. Textbooks often do not include incidental or English improper.
- iii. They can produce a sense of achievement.
- iv. The same piece of materials can be used under different circumstances, if the task is different.
- v. They have a positive effect on learner motivation.
- vi. Language change is reflected in the materials so that students and teacher's can keep abreast of such changes.
- vii. They provide authentic cultural information.
- viii. They relate more closely to the learner needs.

- ix. They support more creative approach to teaching.
- x. Reading texts are ideal to teach mini skills such as scanning; the teacher can have practices some of the micro skills.
- xi. Books, newspapers, articles and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
- xii. They enable learners to interact with the real language and emphasize on content rather than form.
- xiii. They can encourage reading for pleasure.

#### **1.1.5.5 Disadvantages of Authentic Materials**

By using authentic materials, it can be claimed that learners are being exposed to real language and they feel that they are learning the real language. Though authentic materials have many advantages, they have some problems using them in the classrooms. They are as follows:

- i. They may be too culturally biased, so unnecessarily difficult to understand outside the language community.
- ii. The vocabulary might not be relevant to the students' immediate needs.
- iii. They contain difficult language, unneeded vocabulary items and complex language structures, which causes burden for the teacher in lower level classes.
- iv. Students of lower level are demotivated and frustrated due to the wide range of vocabulary items.
- v. Special preparation is needed which can be time consuming.
- vi. There is a fear of assimilation with the target culture to which they perceived.
- vii. Those materials (News adverts etc.) can become outdated easily.
- viii. There is the problem in selection of such materials on the basis of proficiency level of the students.

### **1.1.6 Non authentic Materials**

The non- authentic materials are the materials which are designed for the pedagogical purpose of teaching a foreign language as well. It means it is not created for native speakers of the target language. It is the materials that lack naturalness and spontaneity. It is just reverse of the authentic materials. It is produced only for the classroom purpose. It obviously lacks the feature of natural communication.

Usually the non-authentic material does not have the characteristics of real-life language. It typically consists of the linguistic items that aim to teach or advance learners' knowledge about the language. An example of a non-authentic text is passages from textbooks that were created by the authors to illustrate or practice new linguistic items. The semi-authentic material tries to include the characteristics of real-life language, but at the same time still focus mainly on teaching and reinforcing the language goals. The latter includes newspapers in easy Hebrew or edited stories.

#### **a. Differences Between Authentic Materials and Non -Authentic Materials**

There are the following differences between authentic and non authentic materials:

- i. Authentic materials are the texts designed for the native speakers where as non -authentic materials are the text designed not for native speaker, but for language learner.
- ii. Authentic materials are not designed for pedagogical purpose whereas non-authentic materials are designed for pedagogical purpose.
- iii. Authentic materials expose the learners to real language and in real life communication where as non authentic materials cannot meet all its use.
- iv. Authentic materials motivate the learner towards learning where as non authentic material does not motivate them successfully.

- v. Authentic materials keep the student aware of the changing world where as non- authentic materials can not do so.
- vi. The examples of authentic materials are newspaper, magazines, articles, periodicals, literature etc. Where as non- authentic materials are textbook and those materials which are designed for pedagogical purpose.

### **1.1.7. Extensive Reading**

People generally do not read unless they have a need of some kind that can be fulfilled or satisfied through reading. Furthermore, in case of an effective reader his/ her style according to the purpose of reading has done through employing different comprehension strategies.

When we read for information, for preparing an examination, in order to write an assignment, dissertation or thesis. This kind of reading is mostly associated with academic work. Depending on the type of text either we read fast and in large chunks of materials and when we read with concentration, that is called intensive reading; here what the reader is reading is very important to him, either to pass an exam or to follow some instructions to put together a machine.

Extensive reading is also known as independent reading; it is primarily carried out to train the students to read directly and fluently in the foreign language for their enjoyment, without the aid of the teachers (Rivers, 1968, p.229).

Extensive reading can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized. Although this twin categorization of reading into two basic types can be found in many teachers, resource books for the teaching of English as a foreign language (Grellett, 1980; Nuttal, 1982) for example, it is not the whole story, as the students learning history clearly pointed out. We need to extend the categorization we

can do this by adding, first oral reading (Day, 1993) or reading aloud in class, where considerable focus is put on correct pronunciation of the text and second, text translation, where correct translation of the foreign language text into the learners mother tongue is emphasized in tandem with the study of an array of grammatical lexical and phonological points.

While intensive reading is slow, careful detailed reading, extensive reading is fast and over all reading of a text which gives global understanding of the text as a whole. Extensive reading is generally done with long reading passages of complete books or novels and are read not always in the classroom but away at an implication about a measure of freedom and non- interference from others especially the teacher.

Extensive reading is mainly for enjoyment or pleasure. This type of reading means that readers have an understanding of every word. He/she will know enough to understand the gist. While we are reading extensively, we might come across an interesting part or message where we might slow down and read intensively.

### **1.1.7.1 Definition of Extensive Reading**

Every scholar has given different definitions about extensive reading. Some of them are as follows:

Nuttall (1996) describes it as the private world of reading for our own interest and states further that reading extensively is the easiest and the most effective way to improve reading and it is easier to teach in a climate where people enjoy the activities as well as value them for pragmatic reasons. Similarly, Willams (1984, p. 10) regards extensive reading as the relatively reading of long texts and emphasizes that it should normally be at the level of the students' reading or below it. Likewise, Rivers (1968, p. 229) Extensive reading is primarily carried out to train the students to read directly and

fluently in the foreign language for their own enjoyment, without the aid of the teacher.

From the above definitions, we can say that extensive reading is a type of reading which is done for our own enjoyment. It is the reading of long texts.

### **1.1.7.2. Characteristics of Extensive Reading**

Extensive reading, as its name suggests, is itself a faster reading. It is done for pleasure and for information. It is also known as independent reading where learners read for their own enjoyment in their own pace. Extensive reading has some characteristics which are as follows:

- i. Students read as much as possible perhaps in and definitely out of the classroom.
- ii. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- iii. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- iv. The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the student.
- v. Reading is its own reward. There are few or no follow-up exercises after reading.
- vi. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- vii. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- viii. Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.

- ix. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- x. The teacher is a role model of a reader for the students an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

### **1.1.7.3. Why Extensive Reading?**

As extensive reading is a type of reading where students read the text for their own enjoyment. It is the reading of large quantity of texts. So, extensive reading helps to develop the reading speed of the students. Extensive reading makes the student fluent reader. As Hafiz and Tudor (1985) describe the goal of extensive reading is "to “flood” learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material". Within the conventional framework of intensive reading, extensive reading offers a unique opportunity to pull together a multiplicity of strands and to break down the many artificial barriers that conventional reading instructions and materials create. Thus, it is the easiest and most effective way of improving their reading skills. It is a very effective way for teachers to supplement a prescribed textbook that do not match students’ interests.

Furthermore, in a tension-free environment, reading extensively is the most effective way of improving vocabulary to achieve fluency in reading since lexis has been regarded as a source of difficulty for EFL readers. So, extensive reading has been proposed to develop students’ recognition vocabulary. Hedge (2001) adds that involving learners in programmes of extensive reading can be a highly productive step towards autonomous learning. Extensive reading offers the learners many ways of working independently. It also offers learners "great exposure to English and can be particularly significant where class



contact time is limited". Nuttall (1996) regards an extensive reading programme (ERP) as the single most effective way of improving reading skills in general. Davis (1995) defines an ERP as: "...a supplementary class library scheme attached to an English course, in which students are given the time, encouragement and materials to read pleurably, at their own level, as many books as they can, without the pressure of testing or marks". Thus, students are only competing against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available.

#### **1.1.7.4. The Role of Extensive Reading in Language Classroom**

As extensive reading is reading the text for getting information or for pleasure, it is independent reading which is carried out to train the students to read directly or fluently in the foreign language for their own enjoyment. It plays a significant role in language classroom. It helps both the students and teacher to get information or to develop the habit of reading. The roles of extensive reading in language classroom are listed below:

- i. It can provide comprehensible input.
- ii. It can enhance learner's general language competence.
- iii. It increases knowledge of vocabulary.
- iv. It can lead to improvement in writing.
- v. It can motivate learners to read.
- vi. It can consolidate previously learned language.
- vii. It helps to build confidence with extended texts.
- viii. It can encourage the exploitation of textual redundancy.
- ix. It can increase the students' exposure to language.
- x. It facilitates the development of prediction skills.

## **1.2. Review of Related Literature**

Some researches have been carried out in connection with use of authentic materials in extensive reading. They were as follows:

Chapagain (1999) carried out research entitled "Use of teaching materials and its impact in English language learning." His purpose of the study is to find out the impact of teaching materials. To fulfill this objective, he chooses all the sixth grade students of public schools. He carried out experimental research and he found that teaching materials are effective and reliable supplement in teaching English. They have very high positive impact in learning the English language.

Pandey (2004) carried out research entitled "Effectiveness of language games in teaching grammar" to find out the effectiveness of language games in teaching grammar. To fulfill the objectives he selected fifty four students of grade ten. He carried out experimental research and found that teaching grammar through language games is better than without games.

Ghimire, (2007) has carried out research entitled "Effectiveness of authentic materials in teaching reading comprehension to find out the effectiveness of authentic materials in teaching reading comprehension. To fulfill the objectives he collected data from the sampled population of thirty two students. He carried out experimental research and found that an authentic material (newspapers) has positive effect in teaching reading comprehension.

Shrestha (2010) carried out research entitled "Effectiveness of teaching materials in developing writing skills." Her objective was to find out the effectiveness of extra supplementary teaching materials in writing skills. To fulfill the objectives she selected the students of grade nine. She carried out

experimental research and the overall findings of the study showed that uses of extra supplementary teaching materials have a positive impact in developing writing skills.

I have carried out research entitled "use of authentic materials in extensive reading." My purpose of the study is to analyze the opinion given by students on the use of authentic materials in extensive reading. My research chiefly differs from the other researches carried out in that whereas the other researches have been related with effectiveness of teaching materials, mine concerned with the use of authentic materials.

### **1.3. Objectives of the Study**

This study had the following objectives:

- i. to analyze students' opinion on the use of authentic materials in extensive reading
- ii. to suggest some pedagogical implications.

### **1.4. Significance of the Study**

It is said that applying authentic materials in extensive reading programme has potential for stimulating the reading interest of students since they can select books based on their own interest; work in their own style and at their own pace. Students take the initiative to learn and are respected as individuals. As Cheng (1983) states, reading is intrinsically a private activity and that it is something students must do for themselves. Thus extensive reading provides a real insight into the pleasures of reading for the students. Applying authentic materials in extensive reading presents broader perspectives to the value of learning a foreign language. So, this study collected students' opinions after using authentic materials and found out whether it is useful in extensive reading or not. This study is useful for those who are in the field of language teaching in general and ELT in particular. It will also be beneficial for teacher, students, an

## **CHAPTER TWO**

### **METHODOLOGY**

To fulfill the objectives, the following methodology was adopted:

#### **2.1. Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of the study. The primary sources were used for the collection data and the secondary sources were used to facilitate the research.

##### **2.1.1. Primary Sources**

The primary sources for this research were the students of Bachelor 1<sup>st</sup> year

##### **2.1.2. Secondary Sources**

The secondary sources of the data were the authentic materials such as newspaper, magazine, stories, novels, articles, pamphlets etc. Different books such as; Awasthi, 2005, Bhattarai, 2006, Harmer, 1991, Hedge, 1991, Nunan, 1989, etc, journals, articles, theses approved in the Department of English Education and different websites.

#### **2.2. Population of the Study**

The total population of this study was the students of T.U, Gorkha Campus Gorkha.

#### **2.3. Sampling Procedure**

I selected Gorkha Campus Gorkha by using non random judgmental sampling procedure. The same procedure was used to select twenty students of Bachelor 1<sup>st</sup> year.

#### **2.4. Tools for Data Collection**

Questionnaire was used as a research tool for eliciting the required information of the study. Both close ended and open ended questions were included in the questionnaire.

## **2.5. Process of Data Collection**

The researcher collected the data by using the following procedure:

- i. At first, I visited the concerned authority and asked permission to carry out the research.
- ii. After getting permission from the authority, I consulted with the students of bachelor 1<sup>st</sup> year, built rapport with them and explained them the purpose of research and requested them to take part in responding to the questionnaire.
- iii. After this, I distributed the questionnaire.
- iv. I analyzed the questionnaire and selected those students who participated on the questionnaire.
- v. I managed an extra- classroom and brought those students into it.
- vi. I then provided different kind of authentic materials according to their need and interest of the students such as newspaper, clips from magazines article, story, novel etc.
- vii. After reading the authentic materials students wrote the comments.
- viii. After reading different kinds of books, I provided them a set of questionnaire to each student.

## **2.6. Limitations of the Study**

This study had the following limitations:

- i. This study was limited to students of Bachelor 1<sup>st</sup> year students of Gorkha Campus.
- ii. This study was limited to only twenty students.
- iii. Questionnaire and authentic materials were the only tools used for data collection.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected through questionnaire and the students' comments. The questionnaire consisted of both open and close ended types. I have analyzed the data on the basis of following ways:

- i. Opinions Given by Students on the Use of Authentic Materials
- ii. Comments Made by Students on Magazines and Newspapers
- iii. Comments Made by Students on Books

#### 3.1 Opinions Given by Students on the Use of Authentic Materials

In this section, analysis has been carried out on the opinions given by students on the use of authentic materials. Furthermore, I have analyzed the students' opinion on the basis of age, gender, marital status, etc.

**i. On the Basis of Age:** There were students of different groups: 18, 19, 20, 21 and 23 etc. The average age of students has been tabulated as follows

**Table No 1**  
**On the Basis of Age**

S.N	Age(x)	Frequency(f)	$\sum fx$
1.	18	2	36
2.	19	10	190
3.	20	5	100
4.	21	1	21
5.	23	2	46
		20	393

$$\begin{aligned} \text{mean}(\bar{X}) &= \frac{\sum fx}{n} \\ &= \frac{393}{20} \\ &= 19.65 \end{aligned}$$

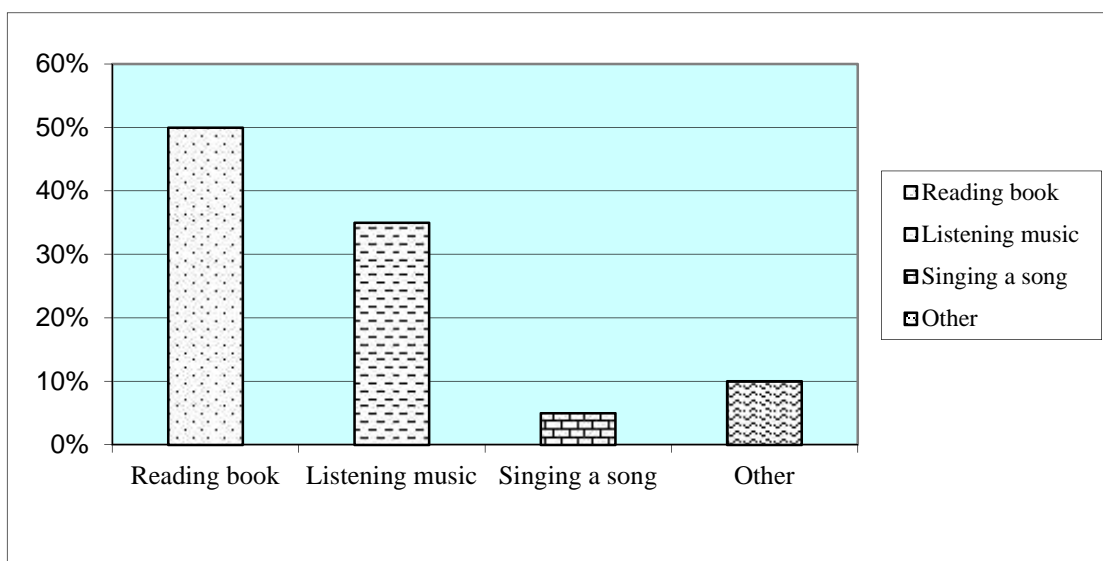
From the above table, I have found that approximately 20 years old students participated in the research.

ii. **On the Basis of Gender:** In the research, both male and female participants were involved. Among them, 17 (85%) female students participated in the research. Similarly, 3 (15%) male students participated in the research. The data shows that female participants were high in number than male. The female participants showed great interest on the use of authentic materials.

iii. **On the Basis of Marital Status:** As regards marital status, it is revealed that 15 (75%) participants were married and the rest of the others or 5 (25%) participants were unmarried.

iv. **Hobbies of the Students:** Every student has different hobbies. The hobbies of the students who participated in research have been tabulated below:

**Figure No. 1**  
**Hobbies of the Students**

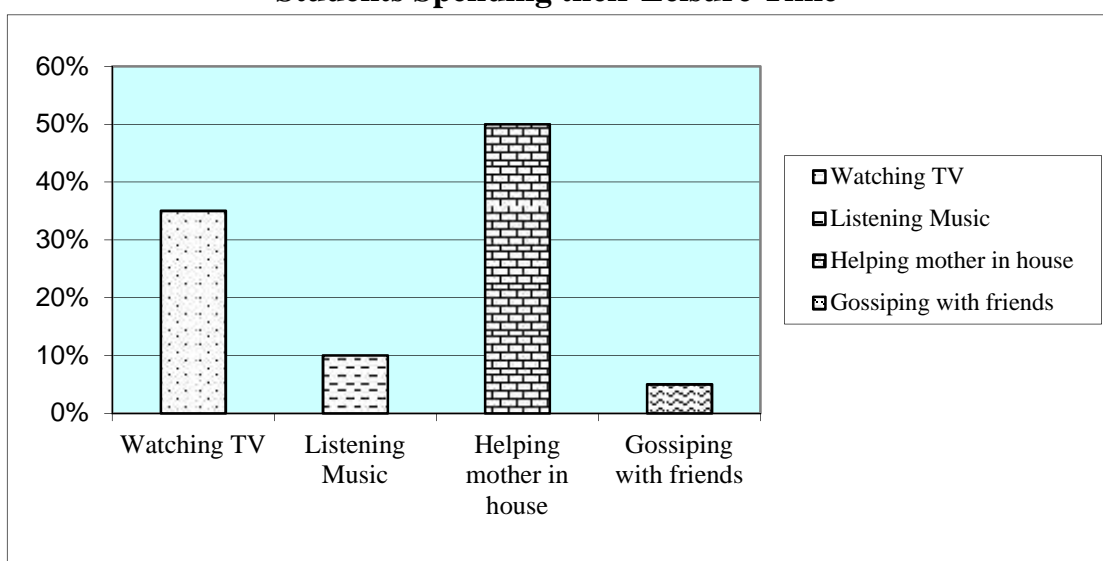


The data above shows that most of the students read books as their hobby which is of 50%. Similarly, 35% of the students have listening music as their hobby. Likewise, 5% of the students have singing song as their hobby which is less in number than other. Then 10% of students have other hobbies except

reading books, listening music and singing songs. In this way, every student has different types of hobbies.

**v. Leisure Time:** I had asked the participants to share their leisure time to find out what they do in leisure period so that it can facilitate in research. Students spend their leisure time by doing different works as explained in the research below:

**Figure No. 2**  
**Students Spending their Leisure Time**



The above figure shows that the students spend their leisure time by doing different works. Among them about 50% of the students spend their leisure time by helping their mothers in house. Similarly, 35% of the students spend their leisure time by watching TV. Like wise, 10% of the students spend their leisure time by listening music and the less number of students, it means, only 5% of the students spend their leisure time by gossiping with friends.

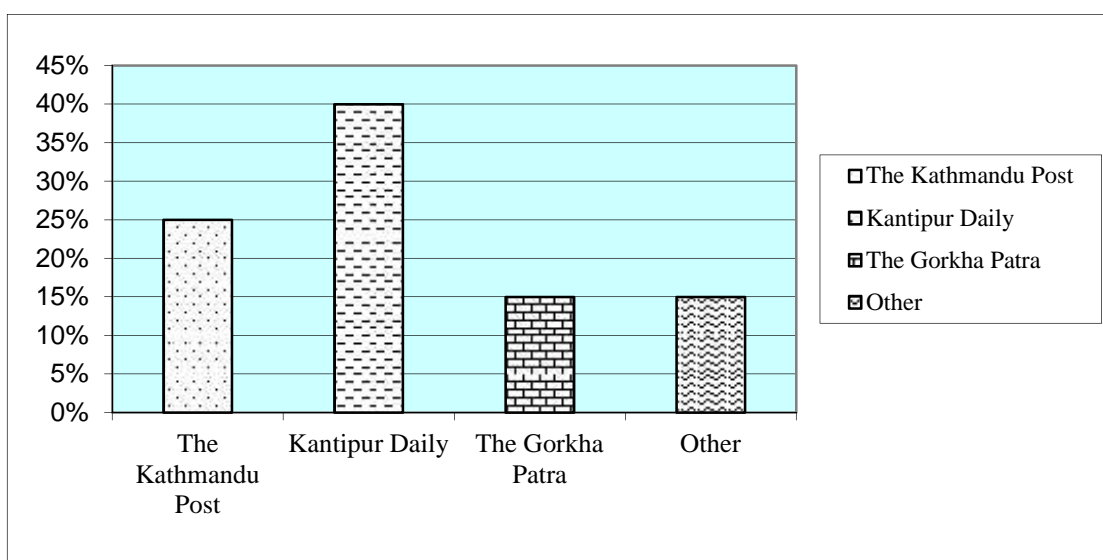
**vi. Habit of Reading Newspaper:** The respondents were asked to give their responses on whether they have habit of reading newspapers or not. According to the responses given by the students it is proved that 90% of the students'



have habit of reading newspapers. Similarly, only 10% of the students' said that they have no habit of reading newspapers.

**vii. Mostly Read Newspaper:** There are different kinds of newspaper. And students have habit of reading different kinds of newspapers. The respondents were asked to give the name of newspaper they read most. According to the number of frequency of the newspapers that the students mostly read are revealed in following bar graph:

**Figure No 3**  
**Mostly Read Newspapers**

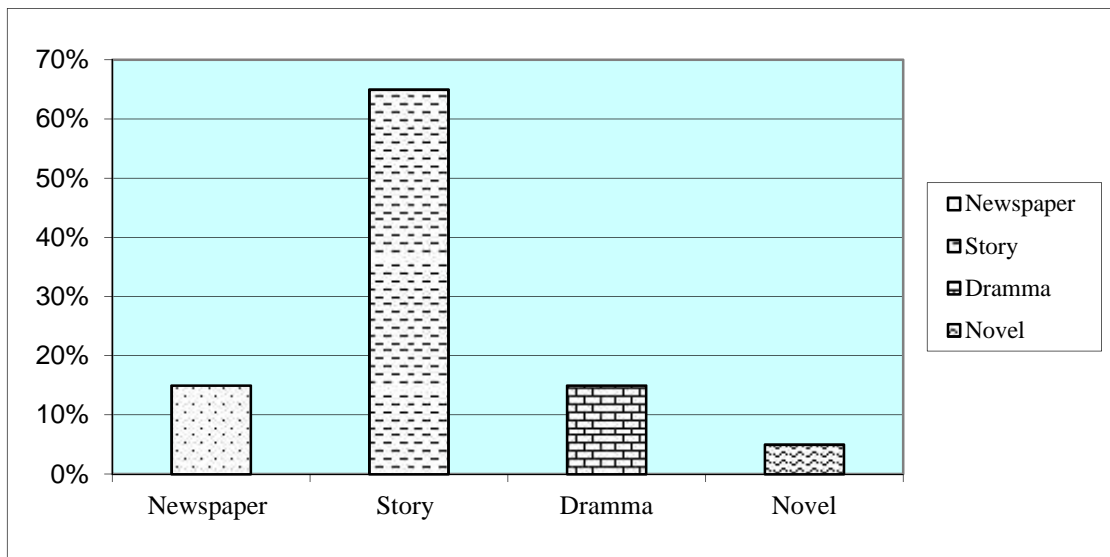


As it is presented in the figure above, the most of the students or 40% of the students read "Kantipur Daily". Similarly, 25% of the students read "The Kathmandu Post". Likewise, 15% of the students read "The Gorkha Post" and 5% of the students read "The Annapurna Post" which is less in number. And 15% of the students did not read any newspapers.

**viii. Mostly Read Reading Materials:** Students do not have similar likes and interests. Some like to read stories, others like to read novel, etc. Respondents were requested to give the name of the reading materials they like

to read most. On the basis of frequency the materials that they like to read most are shown in the following bar graph:

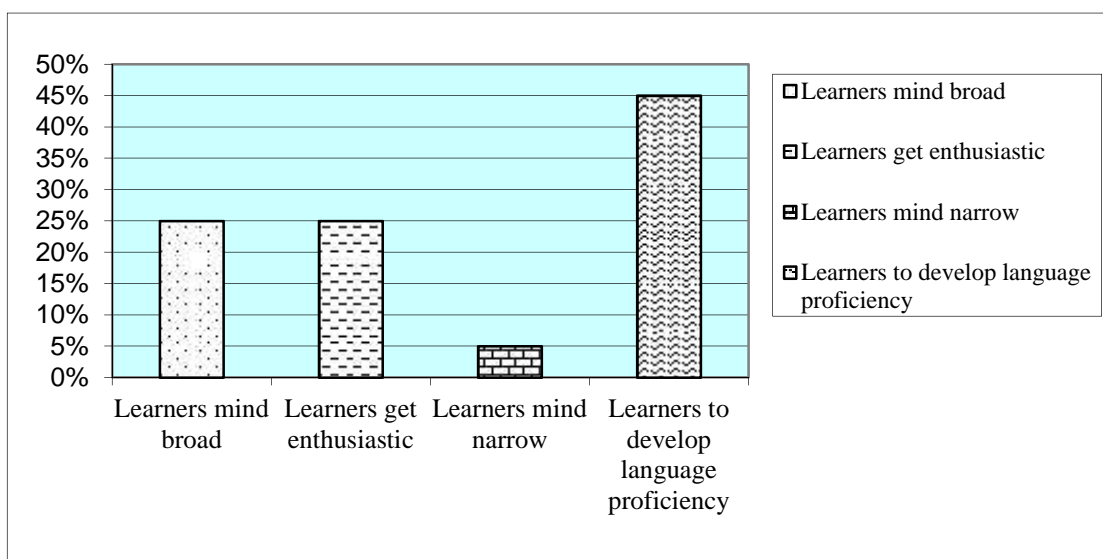
**Figure No 4**  
**Mostly Read Reading Materials**



The above figure clearly shows that most of the students like to read a story which is 65%. Similarly, 15% of the students like to read newspapers. In the same way, 15% of the students like to read Drama. And only 5% of the students like to read Novels.

**ix. Students Views on Textbook:** Every student has different views on the same topic. The students were requested to give their views on the textbook. The views of students on textbook are revealed in the following bar graph:

**Figure No 5**  
**Views on Textbook**

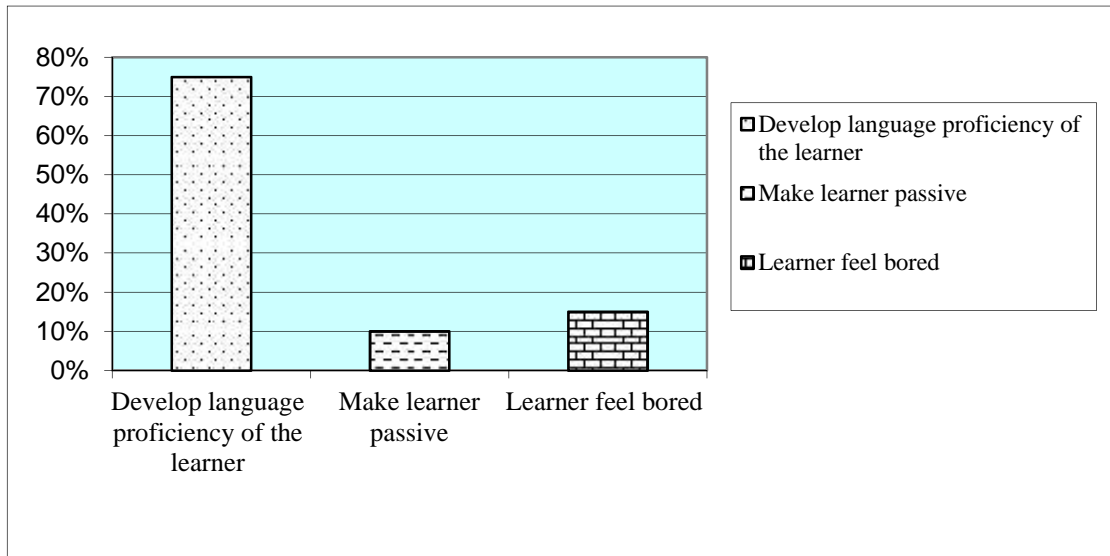


The above figure explicitly shows that most of the students have given their views as regards their language proficiency which is of 45%. Similarly, 25% of the students have given their view on the side of learners mind broad. Likewise, 25% of the students again have given their views on learners get enthusiastic. And only 5% of the students have supported on the view that textbook makes learners mind narrow.

**x. Views on Authentic Materials:** Students have given their different views on authentic materials which are revealed in the following bar graph:

**Figure No 6**

**Students view on Authentic Materials**

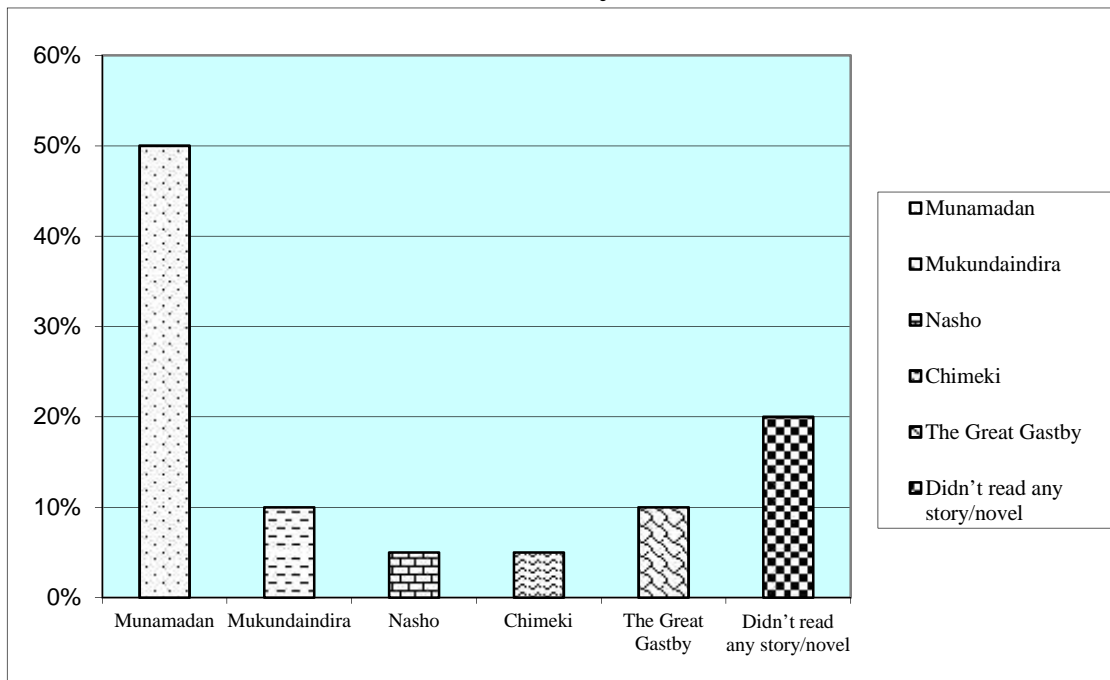


The above figure clearly shows that most of the students have given their view on authentic materials which help the learners to develop language proficiency which is of 75%. Similarly, 15% of the students have given their views on authentic materials that make the learner feel bored. And 10% of the students has given their views on authentic materials which make the learners passive.

**xi. Story or Novel the Students Read:** I had asked the respondents whether they read story or novel and what they get while reading story or novel.

According to the data I found that most of the students read stories or novels. While reading stories they get pleasure. Similarly, they read different kinds of stories or novels. On the basis of number of frequency the story or novel that the students have read are presented into the following bar graph:

**Figure No: 7**  
**Name of Story/Novel**



As it is presented in the figure above, most of the students read 'Munamadan' which is of 50%. Similarly, 20% of the students did not read any story/novel. Likewise, 10% of the students read 'Mukunda Indira'. Again 10% of the students read 'The Great Gastby' and 5% 'Nasho'. In the same way, only 5% of the students read 'Chimeki'.

**xii. Getting Something by Reading Newspapers:** I had asked the respondents to give their responses on what they get while reading newspaper. According to the data while reading authentic material i.e. newspaper the students opined that they get fresh information from reading newspapers.

When I asked the students, whether they should read only textbook or other kinds of reading materials, all students opined that they should read not only textbooks but also other reading materials as well.

After analyzing the questionnaire, I found that the students have knowledge about authentic materials and they had positive attitude towards using them

### **3.2. Comments Made by Students on Magazines and Newspapers**

In this section, I have analyzed the comments made by the students on the following areas:

#### **a. Clips from Magazine WAVE**

Having read the clips from magazine WAVE, the students generalized the information as follows:

- i. The students got information about different places of Rolpa, life style of the people of Rolpa, famous temples of Rolpa etc.
- ii. The students got information about the way to go to the Annapurna Base Camp.
- iii. The students got information about singer Manoj Kumar K.C, his likes/dislikes, his opinion toward life etc.
- iv. The students got knowledge that people should not do strike all the time, i.e. effects of strike.

#### **b. Clips from Magazine VOW**

The full form of VOW is "Voice of Woman". It is also a kind of magazine that represents the voice of women. It consists of different information related to women. It gives the information about successful women, actress, and measures of women.

By reading the clips from magazine VOW, the students generalized the information as follows:

- i. The students got information about the ways to keep children away from boredom when they are sick.
- ii. The students got information about the actress Mithila Sharma, her childhood, her life style, her opinion towards life etc.
- iii. The students got information about the ways of managing anger.
- iv. The students got information about the musician Amber Gurung, his family background, his likes/dislikes, his opinion towards life etc.

v. The students learned how poor people become rich after being laborious.

**c. The World Health Report**

This report has shown the Global health situation and trends from 1858-2025.

It is about the health situation of different people in the 21<sup>st</sup> century. It includes population of the world, people's life expectancy, age structure of deaths, health of infants, small children, health of older children and adolescents, health of adults and health of older people etc.

By reading the world health report, the students got information about the world's health in 21<sup>st</sup> century. They were aware of their health.

**d. Newspapers**

Having read the newspaper, the students generalized the information as follows:

- i. The students got knowledge about politics by reading the newspaper "The Himalayan Post".
- ii. By reading the newspaper "The Kathmandu Post", the students got information about entertainment and sport news. The students got information about what is happening in life of different actors and actress from entertainment news. Similarly, the students got information about what is happening in sport, about players etc from sport news.

**e. Clips from Magazine "Image Nepal"**

It is the magazine where different things are described related to Nepal. It consists of description of different famous places of Nepal, its natural resources, problems of Nepal etc.

By reading the clip articles from magazine "Image Nepal" the students generalized the information into the following ways:

- i. The students knew the reason as to why Nepal is attracting tourists
- ii. The students got information about the places of Pokhara, life styles of people's of Pokhara, Natural property of Pokhara etc.

#### **f. Clips from Magazine "READ"**

READ is a kind of magazine which publishes quarterly in a month. This magazine consists of different things about reading book. It includes the description of famous books, those books which are read by leading figures. It is very useful for teachers, students etc.

By reading the clips from magazine READ, the students generalized the information in the following ways:

- i. The students found how Nepalese kids are being interested on reading Harry Potter's Book
- ii. The students found how Sushma Joshi is became book addict.

While analyzing the comment it is revealed that it is authentic materials which the students got information about different phenomena, e.g. News, Health Report, Actor, Places etc. So we can say that we can use authentic materials in extensive reading (reading for information).

### **3.3 Comments Made by Students on Books**

In this section, I have analyzed the comments made by students on authentic book. The students have given their comment on the basis of difficulty levels of books, problems while reading book, the things they got from book etc.

#### **a. Heritage Sites of Nepal**

The book entitled Heritage sites of Nepal includes a brief introduction of the Heritage sites of Nepal included in the UNESCO'S world Heritage list. This book attempts to provide a basic idea of the heritage sites of Nepal included in the world Heritage list. Having read the book they have written some comments about the book:

- i. They got information about different places of Nepal which are included in the world heritage list
- ii. They can say the total number of places which are included in the UNESCO'S world's Heritage list.



- iii. While reading they found some difficult words and their meaning.  
Similarly they found some difficult words and their pronunciation.

**b. Visit Gorkha**

I gave the book "Visit Gorkha" to the students. They got interested in while reading this book. Because this book is about their birth place. This book is published by Gorkha Studies and Development Centre Nepal (GSDS\_Nepal) which has been established to uplift the poor and disregarded community of the nation. The book "Visit Gorkha" is about the historical places of Gorkha, major sightseeing places of Gorkha, feast and festival, people and religions, industries and accommodation of Gorkha. Having read the book "Visit Gorkha" the students wrote on comment about book are given as follows:

- i. They got information about major sightseeing places of Gorkha. Similarly they got information about the living legends of Gorkha etc.
- ii. They found some problems while reading i.e. some difficult words, their meaning and their pronunciation.

**c. Nepal Guidebook**

I gave the book entitled "Nepal Guidebook" to the students to read. This book is published by Nepal Tourism Board in 1999. This book is helpful material to promote the tourism in the country. This book includes the description of Nepal, different places of Nepal, festivals of Nepal etc. Having read this book, the students wrote their comments as below:

- i. They got information about different festivals celebrated in Nepal
- ii. They can guide the tourists
- iii. While reading they came across some difficult words, their meaning and their pronunciation.

**d. The Monthly Magazine "Scholar"**

I gave the magazine "Scholar" to two students. This magazine is published every month. This magazine consists especially of different festivals which are

celebrated by Nepalese people of different casts. Having read the magazine "Scholar", the students wrote the following comments:

- i. They got information about their festivals.
- ii. While reading the book, The students came across some difficult words, their meaning and pronunciation.

**e. Magazine "Impressions of Asia"**

I gave the magazine entitled "Impressions of Asia" to two students. They got interested in while reading the magazine. Because magazine seems to be attractive and colorful. This magazine includes the description of those countries which come under Asia. Having read the book, the students wrote the comments on magazine as follows:

- i. They got variety of information about different countries of Asia.
- ii. They got chance to know the life style, religion, festival of those different country.
- iii. According to them they come across some difficult words, its meaning and pronunciation.

After analyzing the above comments made by students while reading different kind of books, it has shown that they got information, pleasure etc. But while reading, they found some difficult words, their meaning and pronunciation.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

In this chapter, I have presented the findings of the research drawn on the basis of the analysis and interpretation of the data. I have also listed some of the recommendations for further study.

#### **4.1. Findings**

From the analysis and interpretation of the information obtained, the following findings have been reached at:

- a. The students do not have much knowledge about authentic materials but they sometimes use it for pleasure and information.
- b. Eighty five percent of the female students read books as their hobbies and rest of the time they work at home.
- c. Ninety percent of the students read 'The Kantipur Post'.
- d. Ninety five percent of the students read stories for pleasure.
- e. All the students emphasized on the importance of reading not only textbook but also other reading materials.
- f. The students found difficulty chiefly on pronunciations and meaning of the context in the authentic materials.

#### **4.2. Recommendations**

Based on the research findings, the following recommendations have been made:

- a. The students were less aware of the use of authentic materials. They should be provided with much practice with them.
- b. The teacher should encourage male students too on the use of authentic materials.
- c. The students should be provided with the variety of authentic materials to arouse interest in reading them.

- d. They can investigate how authentic materials help to develop the vocabulary power of the students.
- e. The teacher can use authentic materials to motivate the learners in the classroom.
- f. The authentic materials should be based on the linguistic difficulties so they read it.
- g. The syllabus designers and textbook writers should design the texts to encourage the students in reading for pleasure.

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## Appendix: 1

### Questionnaire

Name:

Level:

Campus:

The students are requested to put tick mark ( ) to all items that apply to you.

1. What is your age? Years:
2. Gender Male Female
3. Marital Status Married Single other
4. What are your hobbies?
  - a. Reading Books b. listening music
  - c. Singing a song d. others
5. How will you spend your leisure time?
  - a. By watching T.V b. By listening music
  - c. By helping mother in house d. By gossiping with friends
6. Do you have habit of reading newspaper?
  - a. Yes b. No

If yes which newspaper do you read much?

  - a. The Annapurna Post b. The Kathmandu Post
  - b. The kantipur daily d. The Gorkha patra
7. What type of reading materials do you like to read most?
  - a. Newspaper b. Story c. Damma d. Novel
8. Reading only textbooks helps to make:
  - a. Learners mind broad
  - b. Learners get enthusiastic
  - c. Learner mind narrow
  - d. Learners to develop language proficiency of the learner



9. Reading authentic materials (Newspaper, magazine, story, Novel etc) helps to:
- a. Develop language proficiency of the learner.
  - b. Learner feels bored
  - c. Make learners mind narrow
  - d. Make learner passive.
10. Have you ever read story or novel?
- a. Yes
  - b. No
11. Do you get pleasure while reading story or novel?
- a. Yes
  - b. No
12. Write the name of story/novel that you have read?
13. What will you get by reading newspaper?
- a. Get new information
  - b. Get bored
  - c. Get headache
  - d. Get passive
14. What do you think do students should read only textbooks or other kind of reading materials?
- a. only textbook
  - b. other reading materials.

**The End**

## Appendix: 2

### **Titles of Authentic Materials:**

#### **a. Cutouts from Magazine:**

- i. VOW: Childcare- "Keep boredom away when your kid is sick.
- ii. WAVE: Broadside- "Nepal Banda Aba Dherai Bho Nepal lai Pani Khulna deu."
- iii. WAVE: Yatralogue- "Blood Diamond"
- iv. WAVE: "Know all"
- v. VOW: Interview- "Mithila Sharma"
- vi. The world health report: "Life in the 21<sup>st</sup> century"
- vii. Image Nepal: Pokhara: "A destination of Nepal and TANSEN"
- viii. VOW: Blissful living- "Manage your anger"
- ix. Children's corner: "Rags to Riches"
- x. Souvenir: "Enhance your natural beauty"
- xi. WAVE: Yatralogue- "Where the mountains are"
- xii. Luminary: Amar Gurung
- xiii. READ: Coverstory- "Going potty over potter"
- xiv. READ: "Book Addiction"
- xv. Image Nepal: Pokhara- "A Destination of Nepal"

#### **b. Newspapers:**

- i. The Kathmandu Post
- ii. The Himalayan Post

#### **c. Informative books:**

- i. The Heritage Sites of Nepal
- ii. Scholar: A monthly magazine
- iii. Nepal Guidebook
- iv. Visit Gorkha
- v. Asia (Impressions of Asia)

## Appendix: 3

Questionnaire:

Name:

Level:

Campus:

Students are requested to attempt the questions

1. What is the name of book that you have read?
2. What is the book is about?
3. How do you feel while reading?
  - a. Difficult
  - b. easy
  - c. neither difficult nor easy
  - d. too easy
4. What did you get while reading this book?
  - a. Get pleasure
  - b. get bored
  - c. get information
  - d. get passive.
5. What were the problems that you have faced while reading it?
6. How many places of Nepal are included in UNESCO'S World Heritage list?
  - a. 8
  - b. 9
  - c.10
  - d.11
7. Write one paragraph about any one heritage sites of Nepal?

## Appendix-4

Questionnaire:

Name:

Level:

Campus:

Students are requested to attempt the questions

1. What is the name of book that you have read?
2. What is the book is about?
3. How do you feel while reading?
  - a. Difficult
  - b. easy
  - c. neither difficult nor easy
  - d. too easy
4. What did you get while reading this book?
  - a. Get pleasure
  - b. get bored
  - c. get information
  - d. get passive.
5. What were the problems that you have faced while reading it?
6. What are the major sightseeing places of Gorkha?
7. Who are the living legends of Gorkha?
8. Write about the Gorkha in one paragraph

## Appendix-5

Questionnaire:

Name:

Level:

Campus:

Students are requested to attempt the questions

1. What is the name of book that you have read?
2. What is the book is about?
3. How do you feel while reading?
  - a. Difficult
  - b. easy
  - c. neither difficult nor easy
  - d. too easy
4. What did you get while reading this book?
  - a. Get pleasure
  - b. get bored
  - c. get information
  - d. get passive.
5. What were the problems that you have faced while reading it?
6. After reading the book can you guide the foreigner?
  - a. Yes
  - b. No
7. Why people came to see our country?

## Appendix: 6

Questionnaire:

Name:

Level:

Campus:

Students are requested to attempt the questions

1. What is the name of magazine that you have read?
2. What is the magazine is about?
3. How do you feel while reading it?
  - a. Difficult
  - b. easy
  - c. neither difficult nor easy
  - d. too easy
4. What did you get while reading this book?
  - a. Get pleasure
  - b. get bored
  - c. get information
  - d. get passive.
5. What were the problems that you have faced while reading it?
6. Write one paragraph about any topic of magazine?

## Appendix: 7

Questionnaire:

Name:

Level:

Campus:

Students are requested to attempt the questions

1. What is the name of magazine that you have read?
2. What is the magazine is about?
3. How do you feel while reading it?
  - a. Difficult
  - b. easy
  - c. neither difficult nor easy
  - d. too easy
4. What did you get while reading this book?
  - a. Get pleasure
  - b. get bored
  - c. get information
  - d. get passive.
5. What were the problems that you have faced while reading it?
6. Write in one paragraph about any country of Asia?

