

Teachers' Conceptualization of Authentic Printed Materials in the Teaching of Intensive Reading in Secondary Schools in Bondo Sub-County, Kenya

*Tobias Oloo Owiti¹ Prof. Carolyne Omulando² Prof. Peter Barasa³

1. Moi University, School of Education, P. O. Box 3900-30100, Eldoret, Kenya.
olootobiasowiti@yahoo.com, +254 (0)711-186-186
2. Moi University, School of Education, P. O. Box 3900-30100, Eldoret, Kenya.
o.carolyne@yahoo.com +254 (0)716-123-406
3. Moi University, School of Education, P. O. Box 3900-30100, Eldoret, Kenya.
barasap@yahoo.co.uk +254 (0)722-345-603

***Corresponding Authors E-mail: olootobiasowiti@yahoo.com +254 (0)711-186-186**

Abstract

The need to produce learners who are competent in English language is a responsibility that rests on the shoulders of teachers. The use of authentic printed materials in the teaching of intensive reading is one such strategy that should be employed by teachers to enhance communicative competence among their learners. Therefore, a study was carried out to investigate teachers' conceptualization of authentic printed materials in the teaching of intensive reading in secondary schools in Bondo Sub-County, Siaya County. The study was based on qualitative case study design. The sample consisted of 18 teachers of English purposively selected from 35 secondary schools. Interview guide, non-participant classroom observation and document analysis checklist were used to collect data. The study established that majority of teachers know that authentic printed materials are beneficial but they do not frequently use them. Instead, they use course books in the teaching of intensive reading.

Keywords: Authentic printed materials, intensive reading, communicative competence, teachers' conceptualization, course-books

INTRODUCTION

Ability to read fluently and efficiently is vital both in school and for life. Good reading skills will improve performance in all school subjects. This view is supported by Nemine and Benwari (2014) when they observe that a student who forms the habit of reading performs better than those who do not read but rather prefer to spend their time on non-profitable things that cannot promote their educational attainment or performances.

The importance of English language in Kenya transcends its position as medium of instruction; it is also the language of examinations. In addition, it is the official language in Kenya and, a language of regional communication, used in East African regional forums. Moreover, English is an

international language. It is one of the leading media for communication in international conferences and meetings (Okwara & Shiundu, 2009).

Nemine and Benwari (2014) define reading as the act of understanding the meaning of a written or printed word (or symbol) or the act of obtaining knowledge or information through books, magazines, journals among others. One must read with a purpose which is, to understand. According to Erfanpour (2013) reading is a complex activity, in recent years; two approaches have been used in developing reading skills, known as extensive and intensive reading. It is believed that these two approaches can be beneficial, in varied ways, for improving students' reading comprehension ability. However, in this study the researcher is interested on how authentic printed materials can be used in the teaching of intensive reading.

The importance of reading cannot be gainsaid as it helps in information gathering and learning of concepts. Through reading, the learner is exposed to new vocabulary, new sentence structures and different registers. Reading also acquaints the learner with good models of language use (KIE, 2002). This implies that the need for teaching and conducting reading practices is more essential in EFL context where there is very little, if any, interaction between learners and native speakers of the target language.

The significance of reading skills in English language syllabus in Kenya is partly the reason why Erfanpour (2013) asserts that unprecedented interest in second language acquisition due to globalization of industry and human knowledge-base has had a considerable effect on recognizing reading as one of the areas of the most interest to second language learning and teaching. It has been noted that learners achieve more when they become more proficient in reading and reasoning (Nemine, & Benwari, 2014). A lot of exposure to good reading materials will in a big way benefit learners of English as a second language as observed by Murdoch (1999) who indicates that learners do not simply assimilate the rules or patterns presented in course books or by course-teachers they become aware of them through exposure.

The assertion above indicates that teachers of English language should avail variety of reading materials that contain the target language. Murdoch (1999) further agrees that to advance learners proficiency, it is essential that learners be given opportunities to read and analyse a wide range of authentic texts rather than be limited to restrictive grammar points. By viewing various authentic texts learner are empowered with the ability to advance their inductive processes and discover relationships for themselves. According to Paran (2003) as quoted in Erfanpour (2013), teachers need intensive reading to maximize learning the three phases of pre-, during and post-reading for better language preparation, retention and activation strategies. He indicates that extensive reading alone is not enough for developing reading skills and intensive reading approach involving explicit instruction is also needed. Intensive reading, is, therefore, regarded as an effective tool for improving reading comprehension (Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons, (2011) as cited in Erfanpour, 2013).

From the above discussion, the importance of reading in English language syllabus is well captured; however, there is need to find out whether teachers of English language frequently venture beyond the prescribed course book to teach intensive reading. It is important to investigate teachers of English language conceptualization of authentic printed materials and how they would exploit the opportunities inherent in the classroom situations and learning environment.

According to Rafalovich (2014) the practice of using authentic written materials in the ESL classroom has been highly debated and, at the same time, promoted by teachers and scholars worldwide. Polio (2014) indicates that although there are various definitions of authentic materials, authentic materials refer to materials that were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads, movie reviews, television shows, conversations between native speakers, train schedules, nutrition labels, and so on, most of which can be found on the Internet. Similarly, Lingzu, and Yuanyuan (2010) relates authenticity to a stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message. They are real text designed not for language students, but for the speakers of the language in question.

Authentic materials are therefore not originally produced for teaching in class. Teachers of English language should be aware of the different categories into which these materials are classified. This is because some of them are suitable for the teaching of reading and some are effective when prepared for the teaching of listening and speaking. There are three main categories of authentic materials: authentic listening-viewing materials, authentic visual materials, and authentic printed materials (Lingzu & Yuanyuan, 2010). This study takes cognizance of other types of authentic materials available for teaching English language; however, it will specifically assess teachers' use of authentic printed materials in the teaching of intensive reading in secondary schools.

The use of prescribed English language course books is good but authentic materials are better. Rafalovich (2014) argues that "authentic materials are being increasingly viewed as much better than any materials created intentionally for the ESL student." This could be partly the reason for Rafalovich (2014) support that the practice of incorporating authentic written materials into language classrooms around the world has become incredibly popular for teachers of English as a second or foreign language. Bringing authentic printed materials into classroom will definitely support language acquisition. This is because exposing learners to authentic text enables them to focus on language details and internalize generalizations for themselves. Richards and Carter (1987) as cited Murdoch (1999) expands on this by pointing out that much of the way a particular meaning is formed cannot be recorded in a dictionary. A dictionary may expedite the knowing of a word, but there is more to learn than simply a word's absolute meaning. For that reason, the use of authentic text makes it likely that not only structure and necessary choice but also the typical behaviour of words and phrases will be captured and highlighted for the learner (Murdoch, 1999).

The strength of authentic printed materials as argued above, no doubt, tilts the scale against the prescribed English course books. According to Erfanpour (2013) teachers' books, of which the dominating feature is the detailed explanation of the text gives learners a false impression as if the only way to learn English were by analysing the languages in a hair-splitting manner. This therefore calls for a more meaningful approach and a migration from the traditional methods of teaching reading that do not expose learners to a variety of text styles and genuine written materials, which do not give learners the opportunity to become involved in the comprehension process and make generalisation about language for themselves. "Intensive reading of authentic printed materials will ensure that the learner is accorded an opportunity for understanding the logical argument, the rhetorical arrangement or of the text, of its symbolic, emotional and social overtones of the attitudes and purposes of the author, and the linguistic means that he employs to achieve his ends. It implies that intensive reading involves a deep and thorough understanding of black marks on paper. It involves detailed comprehension of very short texts," (Broughton, 1993, p. 89).

In summary, (Mousavi, 2012) observes that there is an increasing interest in implementing the use of authentic materials in a language classroom so that the students have opportunities to hear and practice using the language they will encounter outside the classroom. Also, several research studies have shown students' improvement in language performance because of exposure to authentic language in the classroom. It therefore suffices to say that unless teachers use appropriate authentic printed materials in the teaching of intensive reading the learners may not develop communicative competence that would prepare them for the outside world. The use of authentic printed materials would, in this regard, accord the learners opportunities to acquire language structures similar to what they would encounter outside classrooms. Thus, the need to carry out a study to assess teachers' use of authentic printed materials in the teaching of intensive reading.

Study Objective

The objective of the study was to investigate teachers' knowledge of the use of authentic printed materials in the teaching of intensive reading in secondary schools in Bondo sub-county, Kenya.

Theoretical Framework

This study was anchored on Michael Halliday's and Dell Hymes' Communicative Language Teaching approach (CLT). CLT advocates for interaction as both the technique and objective for learning a language. The CLT approach envisages communication in the target language as learners' major role while the teacher becomes an organizer of resources, offer guidance within classroom procedures and activities, researcher, counsellor and group process manager. Among the resources that the teachers should avail to the learner are authentic printed materials such as realia, menus, newspapers articles and magazines. For this reason, teachers' knowledge about the significance of authentic printed materials in the teaching of intensive reading is key. It is for this reason that this study was undertaken to establish teachers' conceptualization of authentic printed materials in the teaching of intensive reading and more specifically teachers' knowledge about the benefits of using the materials in the teaching of intensive reading in secondary schools in Bondo Sub-county, Kenya.

RELATED LITERATURE

This section presents literature related to teachers' knowledge of the use of authentic printed materials in the teaching of intensive reading.

Teachers' knowledge of Authentic Printed Materials

Teachers' conceptualization of authentic printed materials entails sound understanding of what they are and how to exploit them in the classroom instruction. According to Rafalovich (2014) defines authentic materials as materials that have been created for native speakers and are taught to second language students unaltered. A few examples that would fall under this definition are: classic literature, magazines, newspapers, films, recordings from radio, or TV talk shows. Authentic materials include instruction leaflets, journals, manuals, advertisements, internet links, inscription forms, demonstration videos, statistics, and job offers. In other words, authentic materials are real language; produced for the native speakers; designed without the teaching purposes.

From the definition above, authentic materials are very rich in language in their original form and are usually prepared for native speakers and not intended for teaching. However, they can still

provide opportunities for teaching language if carefully selected because they demonstrate how language functions outside classrooms. This is because as observed by Soliman (2013), foreign language pedagogy is increasingly focusing on the functional use of language while instructors look for materials that more closely reflect the language students will encounter outside of the classroom. Grammar practice, drills, exercises, and reading and listening texts found in common textbooks are necessary, but students need to be exposed to and have access to the same language native speakers typically use. Fai (2011) posits that the selection of teaching materials in English language teaching has been a popular issue in the education field because this concerns many, if not all, English teachers. For this reason, English language teachers should strive to select instructional materials that would ensure communicative competence and especially those that would enhance communication in real life situations. Authentic printed materials can provide opportunities for the learner to experience language as used in real life communication. However, it should be noted that blind use of authentic materials may not produce the desired results. Teachers therefore need to consider certain salient factors before they bring these materials into classroom.

According to Swarbrick (1994) from the beginning “authenticity” has been one of the key concepts of the communicative movement in language teaching. Baghban and Ambigapathy (2011) confirm that interest in authentic materials has a history as long as 1890s. They believed that natural texts do justice to every feature of the language while artificial materials include repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential. Roberts (2014) in strong support points out that teachers and students are naturally attracted to texts that have not been produced for the purpose of language learning. Finding that you can read something designed for a native speaker is motivating, and developing strategies to deal with real texts enables students to read more confidently and extensively outside the classroom. The use of real texts in classroom instruction leads to communicative competence, which, according to Baghban and Ambigapathy (2011), does not only comprise the knowledge of the language but the need for contextualized communication.

In the preceding arguments, it emerges that what is important is the place authentic materials occupy in the classroom teaching of English and not merely when they were first recognized as an opportunity to be exploited in the teaching of language. Similarly, important is that in the event that a teacher decides to exploit opportunities presented by authentic printed materials, then selection of the same should be carefully done so that the learners can optimally benefit from the said materials. In fact, Rafalovich (2014) asserts that teachers should be more concerned with using appropriate materials that will help their students learn the language most effectively, rather than the authenticity of materials alone.

Teachers’ conceptualization of authentic printed materials should not only be concerned with meaning, sources, nature and categories of these materials but also the advantages of using these materials in the classroom teaching of intensive reading some of which are discussed below.

Advantages of Authentic Printed Materials

There are many other advantages that authentic materials have over English language course books that teachers need to utilize. Foremost, authentic texts may increase learner motivation, because learners are not merely reading for the teacher or studying specific features of language (Murdoch, 1999; Fai, 2011). This implies that using appropriate authentic materials may increase their learners’ levels of on-task behaviour, concentration, and involvement in the target activity more than artificial

materials - authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language. Motivation is regarded as the key element in the success of learning in general, and in learning languages in particular. Mwaka et al (2014) observe that learning and teaching should be inclusive and enjoyable with a positive classroom climate established for the learners. Using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom. This is because one of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the integrative motivation (Roberts, 2014).

Second, authentic materials develop intercultural communicative competence and according to Fai (2011) unlike textbooks, authentic materials can fulfil the cultural curiosity of learners because they involve contexts of different countries and are not limited to the local context. By exploiting authentic materials in classroom instruction, students will develop an awareness of linguistic differences of “World Englishes” and the cultural differences of speakers from different countries.

Third, authentic printed materials may also help learners transfer their literacy skills from familiar formats to a variety of other formats they may encounter. This implies as observed by Lingzu and Yuanyuan (2010) that they build background knowledge by exposing learners to new ideas and content from real-life. They increase learners' confidence to deal with the literate world around them. In support of this Rafalovich (2014) observes that authentic materials build background knowledge by exposing learners to new ideas and content from real-life. For instance, newspapers, advertisements, brochures, electricity bills, speeches, formal letters present the learner with new information.

Fourth, authentic printed materials are readily available and Case (2012) points out that it is possible to find interesting and relevant texts for your students from your own reading of the internet, newspapers, magazines etc. The chances that you will find a good text while reading through a textbook or graded reader for pleasure are much fewer. Rafalovich (2014) agrees that perceived benefit of authentic materials for teachers is how readily available they are. It therefore implies that the reason some teachers use authentic materials is because of their convenience. It is easy to find them, and there are a lot of different materials available for the teachers to choose from. Fifth, authentic printed materials can be up to date and topical unlike class textbooks which means that textbook reading can be based on texts that are out of date in terms of content and old fashioned in terms of attitude. Loudová (2014) opines that authentic materials are topical in both subject matter and language. Moreover, they bring a currency that can never be reached by course books. The integration of such texts helps to cover more controversial and up-to-date issues. Rafalovich (2014) agrees that teachers can always find current, readily available authentic materials on topics that interest students. In fact, Roberts (2014) suggests that in selection of authentic materials, teachers should make sure that they are not too ephemeral. If they are already of historical interest, there seems little point in using them. Either the teacher has to use things which are as up-to-date as possible or which have a timeless quality about them.

Sixth, according to Swarbrick (1994) it has been argued that such materials have high credibility with language learners who can appreciate their origins in the “real world” outside the classroom. It has also been argued that such materials accustom learners to processing the kind of language they will themselves meet in real world situations, with all its messy spontaneity. According to Fai

(2011), using up-to-date authentic materials, such as newspapers and radio programs, helps students to bridge the gap between what they learn in classrooms and the outside world. In other words, if teachers are primarily concerned with language as a medium of communication, teachers should ensure that there is strong thread of continuity between what goes on in our classrooms and characteristics modes of communication in our target language community.

Finally, Rashidi and Piran (2011) contend that the importance of vocabulary in language acquisition goes uncontested. It has been observed that the most significant handicap for second language learners is not lack of reading strategies but insufficient vocabulary in English. Mutegi (2009) in his thesis, "Factors Influencing the Acquisition of Second Language" observes that many problems that children have in reading and writing in upper primary and secondary schools stems from limitations in vocabulary and syntactic knowledge in second language. Therefore, exposing them to real language according to Lingzu and Yuanyuan (2010) can then be done by immersing learners into authentic materials.

In the face of these numerous advantages of authentic materials, teachers of English in Kenyan secondary schools should explore appropriate teaching strategies that would guarantee communicative competence among learners inside and outside school. They should be encouraged to venture in the use newspapers and other authentic materials to provide relevancy, variety and interest of which their course books cannot do. Napwora (2010) in his thesis, "The Impact of Availability and Use of Daily Newspapers on Students Speaking Competence in English", suggests that language teachers should take part in technological endeavour of the turn of the century and use the internet in the classroom.

From the above discussion, there many benefits of authentic materials in teaching English language which include: cultural integration, enhancing background knowledge, easily available, up-to-date and topical, credible and facilitate vocabulary acquisition. It is equally important to look at the process of intensive reading in an English language classroom.

Intensive Reading

According Strakova (2010) intensive reading is one of the styles of reading. Intensive reading requires pupils to study a text in details level. The text is often relatively short, and pupils study it line by line, translating, analysing, and focusing grammatical features and vocabulary. Intensive reading is often focused on "achievement of a study goal" (Harmer, 2006, p. 204). Similarly, Bamford and Welsh (2007) confirms that intensive reading concerns careful reading of shorter texts with the goal of complete and detailed understanding. It involves teaching of reading in terms of its component skills such as distinguishing the main idea of a text, and reading for the gist among others. These goals are usually developing word study skills and skills related to sentence structure, enlarging passive and active vocabulary, recognising variable text types and identifying supportive and non-supportive details. Expressing the same opinion, Brown (2002) asserts that intensive reading calls for students' attention to grammatical form, discourse makers and other surface structure detail for the purpose of understanding literal meaning implication, rhetorical relationship and the like. Brown (2007) adds that students in an intensive reading course typically read passages in their textbooks, and the teachers attend to issues of grammar, vocabulary, text organization and meaning that arise from the readings. In addition, reading skills such as inferencing and guessing word meaning from context may be undertaken. According to Zhenyu (1997) while reading, students should learn to identify the main idea of each paragraph and to make a logical and

reasonable judgment as to the writer's intended message. This implies that intensive reading, thus, should lead students to an ultimate objective, that is to enable them to look for meaning beyond the author's own word. This kind of processing is generally called critical reading. Furthermore, students may be asked to translate sentences or whole paragraphs into L1 as a means of checking comprehension. In intensive reading lessons, the teachers directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed. Zhenyu (1997) adds that in an intensive reading class, the students are expected to be aided by study questions so that they are able to grasp the main ideas of what they are reading. Intensive reading is therefore very crucial for vocabulary development (Chall, 1987 & Nation, 1993). *Secondary English Teacher's Handbook* (2006) defines intensive reading as:

A careful reading, which allows one to see all the details in a text. Through intensive reading, learners should develop the capacity to identify relevant information, distinguish between main ideas and supporting details, and evaluate arguments. Through intensive reading the learners should also develop critical awareness. They should be able to assess the worth or the validity of a writer's point of view. (p. 62)

From the above discussions, during the classroom teaching of intensive reading, the main aim of the teacher should be to prepare the learner for the in-depth analysis of literary texts. In Kenya, the content for intensive reading involves the study of: the novels, plays, short stories, poems and oral literature. *Secondary School Syllabus Volume 1* (2002) posits that "intensive reading should help form a foundation for the study of literary texts" (p. 10). It further specifies that in form one, intensive reading should entail the study of poems, plays, and short stories. In form two, the focus should be on the study of novels, plays and poems while in both forms three and four learners should be guided in the study of novels, plays, poems and short stories which entails critical analysis of the prescribed texts and focus on oral literature. However, it is important to point out that opportunities suggested in *Secondary English Teacher's Handbook* (2006) and *Secondary School Syllabus Volume 1* (2002) for the teaching of intensive reading are quite limited as they do not include variety of authentic printed materials. Classroom instruction should therefore be based on carefully selected strategies and resources that would enable the learner to experience the language structure in its true function. Teachers should be careful on what type of reading materials they supply to the learners and which language structures are exhibited in them. They should consider whether the reading materials would reflect in them real world usage of English language. Lack of this exposure would produce learners who are not communicatively competent. The Kenya National Examination Council (KNEC) registered the following disappointment:

Overall performance in the English language remain unsatisfactory...what could be the problem? Is it inadequate teaching or simply the inability of candidates to perform any better in their written work? Do we lay blame for the poor performance at the teachers' door or is this a multifaceted problem that requires a close examination of the curriculum, its implementation, and the way the English language is taught and /or examined (KNEC, 2014, p. 2).

The above scenario is a testimony that learners are not only ill-equipped with the correct reading skills, but they are also not supplied with the appropriate reading materials. The learners should be taken through intensive reading skills which involve the use of authentic printed materials during which they carry out a hair-splitting analysis of vocabulary and sentence structures. Erfanpour (2013) observes that intensive reading is an effective tool for improving reading comprehension. A

large body of research indicate that the use of authentic materials is very important in language learning and teaching. It is only prudent that these advantages be pointed out so that the use of authentic materials in the teaching of English language can be appreciated and reinforced.

STUDY DESIGN AND METHODOLOGY

This study was carried out in Bondo Sub-county, Siaya County. According to Bondo Sub-county Education Office staffing records (2016) there are 35 secondary schools out of which 24 are mixed day schools while 11 are boarding schools. Out of the 11 boarding schools, six are boys' whereas five are girls' schools. The same source indicated that the district had 79 teachers of English employed by the Teachers Service Commission (TSC). The district therefore has trained teachers of English language. However, it was noted that the performance of English language in the district has been on the decline with means of 6.05 and 4.913 registered in 2012 and 2013 respectively, Bondo Sub-county KCSE report (2013). Furthermore, Bondo Sub-County *Education Management Information Systems Data* (2014) indicate that the sub-county registered a paltry mean of 5.924 (which is below the average mean of 6.00) in English language in 2014 KCSE. According to The Kenya National Examinations Council (2016) the overall performance in English in Kenya fell short of the average mean performance of 50% calling for innovation in curriculum implementation. It is for these reasons that the sub-county was chosen for the study.

This study was based on Communicative Language Teaching approach (CLT) by Michael Halliday and Dell Hymes. CLT advocates for interaction as both the technique and objective for learning a language. Among other features, CLT is anchored on the use of authentic texts. This study was guided by the relativist ontology and subjectivist epistemology. The study utilized the Qualitative Case Study Design. The sample consisted of 18 teachers of English from secondary schools in Bondo Sub-county. Three teachers were purposively selected from national school; four from extra county while 11 teachers were from county schools. These teachers were considered rich in information basing on their teaching experience which was 10 years and above. In addition, they were available, accessible and willing to participate in the study. An interview guide, non-participant classroom observation and document analysis checklist were used to collect data. The trustworthiness of the study was established by use of multiple research instruments, a rich and thick description of procedures and methodological triangulation. Data were collected in the participants' setting; analysis was built inductively from specific to general themes and reported in narration according to emerging themes as per the study objectives.

STUDY FINDINGS

Teachers Conceptualization of Authentic Printed Materials

In this study, we sought out to investigate teachers' conceptualization of authentic printed materials. In other words, we undertook to establish whether teachers have knowledge about authentic printed materials. We interviewed, observed the participants and analysed their professional documents to establish their knowledge of authentic printed materials. One of the questions in the interview guide was, *What types of printed materials do you use when teaching English language?* The participants mentioned various types of authentic printed materials as presented in Table 1.

Table 1 Types of Authentic Printed Materials from Interview Guide

| Participant | Gender | Experience | Authentic Printed Materials |
|-------------|--------|------------|--|
| Tr1 | Female | 15 | Newspapers, Magazines, Autobiographies and Biographies |
| Tr2 | Male | 13 | School Memos, Newspapers, Advertisements, Official Letters |
| Tr3 | Male | 12 | Newspapers and Novels |
| Tr4 | Male | 14 | Newspapers and Magazines |
| Tr5 | Male | 12 | Newspapers, Internal Memos and Notices |
| Tr6 | Male | 15 | Newspapers, Novels, Magazines, Advertisements, Posters, Notices and Memos |
| Tr7 | Male | 14 | Newspapers, Posters, Greeting Cards, Invitation Cards, Diaries and Brochures |
| Tr8 | Male | 13 | Newspapers and Magazines |
| Tr9 | Female | 10 | Newspapers and Downloads from the Internet |
| Tr10 | Male | 15 | Newspapers and Novels |
| Tr11 | Female | 14 | Newspapers, Downloads From the Internet and Novels |
| Tr12 | Male | 14 | Newspapers and Novels |
| Tr13 | Male | 13 | Newspapers |
| Tr14 | Female | 15 | Newspapers, Advertisements, Posters and Magazines |
| Tr15 | Male | 14 | Newspapers |
| Tr16 | Male | 11 | Newspapers, Magazines, Posters and Downloads from the Internet |
| Tr17 | Male | 10 | Newspapers, Magazines, Plays and Posters |
| Tr18 | Female | 15 | Newspapers, Magazines, Novels and Posters |

Key:

Tr Teacher Number

Table 1 represents data obtained from interview guide and it can be construed that newspapers, magazines and posters are the most used authentic printed materials in the teaching of intensive reading. However, data gathered from observation and document analysis gave contrary findings. It was observed that even though teachers were aware of the existence of variety of authentic printed materials, majority still use English course books in the teaching of intensive reading. Findings from classroom observation are presented in Table 2.

Table 2 Authentic Printed Materials from Classroom Observation

| Participant | No. Of Observation | Class Taught | Reading Materials/ Teaching Resources | Reference | Remarks |
|-------------|--------------------|--------------|---------------------------------------|--|---------------|
| Tr1 | Tr1 (OB1) | Form 2 | Newspaper Advert | Daily Nation Thursday July 31 st , 2014 | Authentic |
| | Tr1 (OB2) | Form 1 | Course Book | New Integrated English Bk1, JKF, P2 | Non-Authentic |
| Tr2 | Tr2 (OB1) | Form 1 | Course Book p. 68 | Head Start Secondary English Form 1, O.U.P, | Non-Authentic |
| | Tr2 (OB2) | Form 2 | Course Book | New Integrated English, Bk2, JKF, P. 71 | Non-Authentic |
| Tr3 | Tr3 (OB1) | Form 2 | Course Book | Excelling in English | Non-Authentic |
| | Tr3 (OB2) | Form 3 | Newspaper Article | Daily Nation Saturday October 29 th , 2016 | Authentic |
| Tr4 | Tr4 (OB1) | Form 1 | Course Book | Head Start Secondary English Form 1, O.U.P, P. 95 | Non-Authentic |
| | Tr4 (OB2) | Form 4 | Newspaper Report | Standard Newspaper Tuesday January 24 th , 2017 | Authentic |
| Tr5 | Tr5 (OB1) | Form 3 | Course Book | New Integrated English Bk4, JKF, p.162 | Non-Authentic |
| | Tr5 (OB2) | Form 4 | Newspaper Article | Daily Nation Friday August | Authentic |
| Tr6 | Tr6 (OB1) | Form 2 | Letter to The editor | Daily Nation Thursday July 31 st , 2014 | Authentic |
| | Tr6 (OB2) | Form 3 | Course Book | New Integrated English Bk3, JKF, P.31 | Non-Authentic |
| Tr7 | Tr7 (OB1) | Form 2 | Course Book | New Integrated English Bk2, JKF, P. 160 | Non-Authentic |
| | Tr7 (OB2) | Form 3 | Course Book | New Integrated English Book3, JKF, P.64 | Non-Authentic |
| Tr8 | Tr8 (OB1) | Form 2 | Course Book | New Integrated English | Non-Authentic |

| | | | | | |
|------|------------|--------|-------------------|--|---------------|
| | | | | Bk2, JKF, P. 140 | |
| | Tr8 (OB2) | Form 4 | Course Book | New Integrated English Bk4, JKF, P. 34 | Non-Authentic |
| Tr9 | Tr9 (OB1) | Form 3 | Course Book | New Integrated English Bk3, JKF, P. 118 | Non-Authentic |
| | Tr9 (OB2) | Form 1 | Course Book | New Integrated English Bk1, JKF, P.105 | Non-Authentic |
| Tr10 | Tr10 (OB1) | Form 2 | Course Book | New Integrated English Bk2, JKF, P. 160 | Non-Authentic |
| | Tr10 (OB2) | Form 3 | Course Book | New Integrated English Bk3, JKF, P. 138 | Non-Authentic |
| Tr11 | Tr11 (OB1) | Form 1 | Course Book | New Integrated English Bk1, JKF, P.2 | Non-Authentic |
| | Tr11 (OB2) | Form 3 | Course Book | New Integrated English Bk3, JKF, P. 167 | Non-Authentic |
| Tr12 | Tr12 (OB1) | Form 2 | Course Book | New Integrated English Bk2, JKF, P.54-55 | Non-Authentic |
| | Tr12 (OB2) | Form 2 | Course Book | New Integrated English Bk3, JKF, P.31 | Non-Authentic |
| Tr13 | Tr13 (OB1) | Form 3 | Course Book | New Integrated English Bk3, JKF, P.31 | Non-Authentic |
| | Tr13 (OB2) | Form 4 | Course Book | New Integrated English Bk4, JKF, P.98 | Non-Authentic |
| Tr14 | Tr14 (OB1) | Form 1 | Newspaper Article | Daily Nation Thursday March 16 th 2017, P. 15 | Authentic |
| | Tr14 (OB2) | Form 3 | Course Book | Head Start Secondary English Form 3, O.U.P, P. 78 | Non-Authentic |
| Tr15 | Tr15 (OB1) | Form 2 | Newspaper Article | Daily Nation Tuesday March 7 th , 2017 | Authentic |
| | Tr15 (OB2) | Form 1 | Course Book | Head Start Secondary English Form 1, O.U.P, P. 8 | Non-Authentic |
| | | | | Bk1, JKF, P.105 | |
| Tr17 | Tr17 (OB1) | Form 4 | Course Book | Head Start Secondary English Form 4, O.U.P, P. 44 | Non-Authentic |
| | Tr17 (OB2) | Form 2 | Course Book | New Integrated English, Bk1 JKF, P. 89 | Non-Authentic |
| Tr18 | Tr18 (OB1) | Form 3 | Course Book | New Integrated English | Non-Authentic |

| | | | | | |
|--|------------|--------|----------------------|--------------------------------------|-----------|
| | | | | Bk3, JKF, P. 164 | |
| | Tr18 (OB2) | Form 1 | Newspaper Article | Daily Nation Tuesday May 2, 2017. | Authentic |

Key:

| | |
|-----------|---|
| Tr1 | Teacher Number 1 |
| OB1 | Observation Number 1 |
| Tr1 (OB1) | Teacher Number 1 (Observation Number 1) |
| OB2 | Observation Number 2 |
| Tr2 (OB2) | Teacher Number 2 (Observation Number 2) |
| JKF | Jomo Kenyatta Foundation (Publisher) |
| O.U.P | Oxford University Press (Publisher) |

Table 2 reveals that we undertook to observe each of the 18 participants twice to enhance the credibility of the study. As a result, a total of 36 lessons were observed out of which only eight lessons were taught by the use of authentic printed materials while 28 lessons were taught by the use of course books namely: New Integrated English, Head Start Secondary English and Excelling in English.

In order to further establish teachers' knowledge about authentic printed materials, we asked them to give reasons for using such materials in the teaching of intensive reading. The question was, *why do you use the materials you have mentioned?* This question anticipated the participants to explain benefits that are associated with the use of authentic printed materials in the teaching of intensive reading. In response to this question, the participants came up with different benefits of authentic printed materials. These data from interviews were transcribed, coded and the following main themes emerged:

Interesting and Motivating

A number of participants observed that authentic printed materials are interesting and enjoyable in classroom teaching and learning of intensive reading. They further indicated that such materials are relevant in terms of language expected outside classroom and topical in terms of content. In particular, Tr1 reported that authentic printed materials such as autobiographies presents first-hand information and real life experience of the author and therefore were very enjoyable to students. She adds that "authentic printed materials generally make learning interesting and such materials are very rich in language that the learners expect to meet outside." (Tr1)

Another participant (Tr3) pointed out that such materials appeal to the learners, for instance:

Newspapers are accompanied by decorations, pictures and drawings that make them more interesting as a result, authentic printed materials kill boredom by breaking monotony of course books in class and that they captivate and motivate students in class. Whenever I use newspapers in class to teach comprehension, I find my students really excited and motivated and most of the times they find the content familiar. (Tr3)

The same view above was held by Tr6 and Tr11 who equally indicated that they use newspapers in classrooms because they appeal to students and they easily identify with them because they contain current affairs. Specifically, Tr6 observed:

I often use newspapers in teaching intensive reading and my students find them interesting and they become very active whenever I use them in class since they contain current issues and I also find course books rather abstract in content as opposed to authentic printed materials. Course books sometimes present issues that are not in the learners' immediate environment. As a result the students do not enjoy such stories. (Tr6)

Another participant, Tr4 reported that he uses authentic printed materials in class because they are "lovable, interesting, entertaining and motivating". In support of the use of these materials, Tr9 pointed out that "course books do not give the spark compared to authentic printed materials which are motivating and appealing to students." He added that "they contain contemporary issues which are applicable to real life."

Present Real Language and Bring Relevance

Data from interview guide revealed that authentic printed materials present real language and simplifies learning. Consequently, the students enjoy the benefits of relevance in classroom teaching and learning. This is because such materials contain language expected outside classroom. In other words, authentic printed materials present language applicable in real life since they contain everyday issues that students interact with outside classroom. For instance, Tr2 observed:

I use them in teaching comprehension because authentic printed materials are ideal, simplify concepts, make learning exciting and bring real life language into classroom. For example, if I use an invitation card to a wedding in class students see the real thing with real language expected of such a card. They find it very interesting and relevant. In fact, after the lesson, if I give them an assignment on writing such card, they find it very easy. (Tr2)

In addition, Tr5 pointed out that: "I sometimes resort to illustrations from newspapers to make concepts simpler and enhance the learning of language for example, advertisements, notices, reports among others."

Another Participant, (Tr16) augmented the importance of authentic printed materials when he observed that: "authentic printed materials like newspapers and magazines contain live illustrations of concepts which the students are likely to meet outside classroom. These materials are enjoyable, enhance concentration and motivate students."

Break Monotony of Course Books

Data transcribed from interview guide revealed that most teachers use authentic printed materials in teaching and learning because apart from expanding the vocabulary of the learners and enhancing creativity of the learners, they bring variety in classroom which breaks the monotony of course books. For instance, Tr10 observed that, "I use authentic printed materials to complement course books because they are good for expanding vocabulary. They also enhance creativity among students. I use them to break the monotony of the course books."

Besides providing the students with exciting topical issues which lack in course books, authentic printed materials also break monotony of using one single source of teaching and learning

especially providing a break from course books. As a result concentration of students in class is enhanced. For example, Tr12 had this to say: “I find course books limiting in terms of language since not all topical issues are covered in one single course book thus inadequate exposure to contemporary issues. Authentic printed materials also break the monotony from normal passages in course books.”

Participant (Tr7) supported the use of authentic printed materials and claimed that examples in course books are rather abstract while authentic materials such as newspapers present content that is practical and easy to understand. Participant (Tr8) indicated as follows:

I personally find authentic printed materials useful in classroom teaching of intensive reading because they bring variety in classroom teaching which breaks the monotony of course books. The use of course books over and over again can be boring and monotonous. They provide the students with first hand information as it is in real life. They make students enthusiastic since they link what is read to real life.

Expand Vocabulary and Enhance Creativity

A number of participants’ observed that they use authentic printed materials in the teaching of intensive reading to complement English language course books because they are good in expanding vocabulary and enhancing creativity among students. For example, (Tr10) observed:

I use authentic printed materials to complement course books because they are good for expanding vocabulary. They also enhance creativity among students. Authentic printed materials present new vocabulary to the students which they can imitate and use in their compositions. For example, newspaper or magazines are good useful in teaching sentence structure: subject verb and object or complement. I can also use them to teach types of sentences; simple or complex sentences. (Tr10)

Equally, Tr14 reported that, “authentic printed materials provide a wide range of vocabulary that students can learn and use in writing.

Exposure to Contemporary Issues

The findings from interviews demonstrated that the use of authentic printed materials presents the students with topical issues. Most participants interviewed reported that such materials expose students to contemporary issues. In particular, Tr11 observed that newspapers appeal to students’ lifestyles because they easily identify with the content in newspapers. According to him, they bring current affairs into classroom and are quite interesting. He added, “I find course books rather abstract in content as opposed to authentic printed materials.” This view was supported by Tr15 who indicated that authentic printed materials are not, “abstract and helps in stimulus variation.”

Yet another participant, Tr12 had this to say:

I find course books limiting in terms of content since not all topical issues are covered in one single course book thus students are inadequately exposed to contemporary issues. The use of variety of authentic printed materials brings variety of topical issues in

classroom and students are given opportunity to interact with these issues in class. As a result, they find reading very interesting and enjoyable (Tr12).

According to Tr8, authentic printed materials provide the students with first hand information as it is in real life. As a result, “they make students enthusiastic since they link what is read to real life.”

DISCUSSION OF FINDINGS

The main purpose of this study was to assess teachers’ conceptualization of authentic printed materials in the teaching of intensive reading in Kenyan secondary schools. The objective of the study was to investigate teachers’ knowledge of the use of authentic printed materials in the teaching of intensive reading.

Teachers’ Knowledge of the Use of Authentic Printed Materials in the Teaching of Intensive Reading

This objective was aimed at establishing teachers’ understanding of authentic printed materials and inherent benefits of exploiting the opportunities in these materials in the teaching of intensive reading. I discovered that many teachers were aware of the existence and benefits of using authentic printed materials in the teaching of intensive reading. They confirmed that they are interesting and motivating to students in the learning English Language more than artificial materials. These findings are similar to observations made by Al-Azri and Al-Rashidi (2014) who provide:

Using inappropriate teaching materials make learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing. In order to help learners learn better, a lot of researchers suggest using authentic materials in classroom instruction for very many reasons. (p. 249)

The view above is arrived at by Murdoch (1999) and Fai (2011) when they observe that authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language. In their conclusion, authentic texts may increase learner motivation, because learners are not merely reading for the teacher or studying specific features of language. Consequently, these materials may increase their learners' levels of on-task behaviour, concentration, and involvement in the target activity.

Another observation made by teachers was that authentic printed materials bring into class real language that students expect to use outside classroom. All teachers agreed that authentic printed materials enrich the teaching and learning of English language. In a study, *The Effect of Using Authentic Materials in Teaching*, Al-Azri and Al-Rashidi (2014) concluded that authentic materials to a large extent prepare learners for real life; they meet learners' needs; they affect learners’ motivation positively; they encourage teachers to adopt effective teaching methods and they present authentic information about culture. A similar conclusion was arrived at by Baghban and Ambigapathy (2011) in their study, *A Review on the Effectiveness of Using Authentic Materials in ESP Courses*. They argued that teachers should consider themes and ideas in the authentic materials which are of importance, which contain real world experiences, and which have applications inside and outside the classroom. In fact, “teaching language structures in isolation is not only boring, but it also tends to produce learners who lack communicative competence” (KIE, 2002, p. 3).

Further analysis of the findings revealed that the use of authentic printed materials in the teaching of intensive reading breaks the monotony of course books. Teachers indicated that supplementing course books with authentic printed materials brings variety to class hence high concentration in the teaching and learning process. According to Triyoga (2010) in a study, *Some Hindrances in Using Ready-made Textbooks*, it was observed that sometimes teachers over-rely on textbooks and do not consider other aids or other materials for the classroom. This overreliance on course books makes teaching and learning boring and lowers learners' participation in class. In their view, Mwaka, Nabwire, and Musamas (2014) observe that effective teaching means creating effective learning environments where learners actively participate and engage with the material that are crucial to their learning. Triyoga (2010) further observes that some teachers reject a textbook approach to learning because the textbook is outdated or insufficiently covers a topic or subject area. In addition, textbooks sometimes present inauthentic language because they are often not representative of real language use. Moreover, since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation. Berardo (2006) in a study, *The Use of Authentic Materials in the Teaching of Reading*, concludes that textbooks do not expose learners to real language and they are 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. Thus, Triyoga (2010) advises teachers that they can use textbooks as a resource for students, but not the only resource; a guide, not a mandate, for instruction. Teachers should also modify, change, eliminate, or add to the material in the textbook and supplement the textbook with lots of outside readings and teacher resource books; attendance at local, regional, or national conferences; articles in professional periodicals; and conversations with experienced teachers. Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation.

The findings revealed that authentic printed materials are invaluable sources of learning vocabulary. The fact that they present vocabulary in an authentic context is enough reason for teachers to exploit them in the teaching of intensive reading. In the learning of any language, according to Rashidi and Piran (2011) knowledge of vocabulary is very significant. They conclude that the most significant handicap for second language learners is not lack of reading strategies but insufficient vocabulary in English. Similarly, Mutegi (2009) in his thesis, *Factors Influencing the Acquisition of Second Language* observes that many problems that children have in reading and writing in upper primary and secondary schools stems from limitations in vocabulary and syntactic knowledge in second language. From the findings, if teachers could effectively exploit opportunities in authentic printed materials in the teaching of intensive reading, students' vocabulary acquisition and use could greatly improve. Sharoh (2012) concludes that intensive reading improves students reading comprehension; provides a base to structure and vocabulary. In a study by Yang, Dai and Gao (2011) *Intensive Reading and Necessity to Integrate Learning Strategies Instruction*, they arrived at a conclusion that a guided intensive course has proved indispensable to systematic "learning of basic grammar, structure, phonetics, basic vocabulary and useful idiomatic expressions. It has proved essential, especially when it is combined with writing, speaking and even listening, thus becoming a comprehensive language course" (p. 112).

From the findings, we construed that authentic printed materials expose students to contemporary issues. This was mainly because most teachers prefer using newspapers and magazines in the teaching of intensive reading. This could perhaps be the more reason Lingzu and Yuanyuan (2010) assert that they build background knowledge by exposing learners to new ideas and content from real-life. According to Rafalovich (2014) authentic materials build background knowledge by exposing learners to new ideas and content from real-life. For instance, newspapers, advertisements,

brochures, electricity bills, speeches, formal letters present the learner with new information. The same view is supported by Loudová (2014) in her study: *The Use of Authentic Texts in English Lessons*. She argued that authentic materials are topical in both subject matter and language. Moreover, they bring currency that can never be reached by course books. However, many teachers indicated that it was not always possible to find contemporary texts for teaching intensive reading. In relation to this, we discovered that teachers use of authentic printed materials was rather narrow because they over rely on newspapers and course books in the teaching of intensive reading. As a result, they deny students the opportunity to interact with a variety of similar materials. To the contrary, Rafalovich (2014) points out that teachers can always find current, readily available authentic materials on topics that interest students.

CONCLUSION

The main purpose of this study was to assess teachers' conceptualization of authentic printed materials in the teaching of intensive reading in secondary schools in Bondo Sub-County, Siaya County. Based on the findings of the study, this paper concludes that many teachers do not frequently use authentic printed materials in the teaching of intensive reading. However, teachers observed that authentic printed materials are interesting and motivating, bring real language into classroom, break monotony of course books, expand vocabulary and expose students to contemporary issues.

Way Forward

Based on the above findings, the study recommends that teachers exploit opportunities in authentic printed materials in the classroom teaching of intensive reading. This is because the use of these materials in classroom instruction motivates students, breaks monotony of course books, expands vocabulary and expose students to contemporary issues.

REFERENCES

- Al-Azri, R. & Al-Rashidi, M. (2014). The Effect of Using Authentic Materials in Teaching. *International Journal of Scientific and Technology Research*, Vol. 3, (10). Retrieved September 30, 2015 from www.ijstr.org
- Baghban, V. & Ambigapathy, P. (2011). A Review on the Effectiveness of Using Authentic Materials in ESP Courses. *English for specific purposes*, vol. 10(31). Retrieved August 12, 2015 from <http://www.esp-world.info>
- Bamford, J. & Welch, R. (2007). *Starting Extensive Reading Programs at Universities, Vocational Schools and Language Schools*. Retrieved June 12, 2018 from www.etsivereading.net/er/bamfordWelch.html
- Berardo, A. (2006). *The Use of Authentic Materials in the Teaching of Reading*, Vol. 6(2). Retrieved August 12, 2015 from <http://www.readingmatrix.com>
- Broughton, G. (1993). *Teaching English as a Foreign Language*. Great Britain: J.J. Press

- Brown, H. (2007). *Teaching by Principles, an Interactive Approach to Language Pedagogy, Third Edition*. Boston: Pearson-Longman.
- Brown, J. & Rodgers, T. (2002). *Doing Second Language Research*. Oxford: Oxford University Press.
- Case, A. (2012). *Advantages and Disadvantages of Using Authentic Texts in Class*. Retrieved September 25, 2015 from <http://www.usingenglish.com>
- Chall, J. (1987). Two Vocabularies for Reading: Recognition and Meaning. *The Nature of Vocabulary Acquisition*. Retrieved June 12, 2018 from <https://scholar.google.com>
- Erfanpour, A. (2013). The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension: A Case of Iranian High School Students. *English for Specific Purposes*, Vol. 41(14). Retrieved October 8, 2015 from <http://www.esp-world.info>
- Fai, T. (2011). *English Language Teachers' Attitudes towards the Use of Authentic Materials in Hong Kong Secondary Schools*. Faculty of Education: The University of Hong Kong.
- Harmer, J. (2007). *The Practice of English Language Teaching, Fourth Edition*. Boston Pearson-Longman.
- Kenya National Examinations Council (2013). *Kenya Certificate of Secondary Education Candidates Performance Report*. Nairobi: KNEC.
- Kenya National Examinations Council (2014). *Kenya Certificate of Secondary Education Candidates Performance Report*. Nairobi: KNEC.
- Kenya National Examinations Council (2016). *The Year 2015 KCSE Examinations Report Volume 1: Languages*. Nairobi: The Kenya National Examinations Council.
- KIE (2002) *Secondary School Syllabus (vol.1)*. Nairobi: Kenya Institute of Education.
- KIE (2006) *Secondary English Teachers' Hand Book*: Nairobi: Kenya Institute of Education Curriculum Development and Research Centre.
- Lingzu, J. & Yuanyuan, Z (2010). *The Use of Authentic Materials in Teaching EFL*. Retrieved October 22, 2015 from <http://www.hltmag.co.uk>
- Loudová, K. (2014). *The Use of Authentic Texts in English Lessons*. Retrieved July 18, 2015 from <http://www.theses.cz>
- Loudová, K. (2014). *The Use of Authentic Texts in English Lessons*. Retrieved July 18, 2015 from <http://www.theses.cz>
- Mousavi, A. (2012). The Effect Authentic Versus Non-Authentic Aural Materials on EFL Learners Listening Comprehension. *English Language and Authentic Studies*, Vol. 2(1). Retrieved August 26, 2015 from www.ccnnet.org/ells
- Murdoch, Y. (1999) *Using Authentic Texts in the Language Classroom*. University of Birmingham: United Kingdom.
- Mutegi, M. (2009). *Factors Influencing the Acquisition of Second Language. A Case Study of Maara District. (M.Phil. Thesis)*. Moi University: Moi University Press, Kenya.
- Mwaka, M., Nabwire, K. & Musamas, J. (Eds.) (2014). *Essentials of Instruction: A Handbook for School Teachers*. Moi University: Moi University Press.

- Napwora, J. (2010). *The Impact of Availability and Use of Newspapers on Students Speaking Competence in English Language in Kenyan Secondary Schools.*(M.Phil. Thesis). Moi University: Moi University Press, Kenya.
- Nation, I. (1993). Vocabulary Size, Growth and Use. *The Bilingual Lexicon*. Pp. 115-134 Retrieved June 12, 2018 from <https://www.victoria.ac.nz/lals/about/staff/paul-nation-pubsdate>
- Nemine , B & Benwari, N. (2014) *Intensive Reading As A Habit And Students Academic Achievement In Economics In Selected Secondary Schools In Bayelsa State, Nigeria. Journal for Curriculum Teaching*, Vol. 3(2)
- Okwara, M & Shiundu, J. (2009) *Towards a Model of Integrated English Language Curriculum for Secondary Schools in Kenya*. Retrieved September 15, 2015, from <http://www.academicjournals.org/ERR>
- Polio, C. (2014). *Using Authentic Materials in the Beginning Language Classroom*. Michigan University. *Centre for Language Education and Research*, Vol. 18(1). Retrieved July 28, 2015 from <http://clear.msu.edu>
- Rafalovich, M. (2014). *Reconsidering authenticity in ESL written materials*. Retrieved October 12, 2015 from <http://www.hpu.edu>
- Rashidi, N. & Piran, M. (2011). *The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth*, vol. 2(2), 471-482
- Soliman, E. (2013). *Teaching Strategies: Teachers Attitudes and Believes Regarding the Use of EFL Authentic Materials Within Reading Lessons At University Levels In Libya*. Vol. 3(5). Retrieved September 30, 2015 from www.macrothink.org/ijld
- Straková, Z. (2010). *Using Storytelling with Intensive Reading in Adult Classes (Diploma Thesis)*. Masaryk University: Masaryk University
- Swarbrick, A. (1994). *Teaching Modern Languages*. USA: Routledge.
- Triyoga, A. (2010). *Some Hindrances in Using Ready-made Textbooks*. Retrieved August 12, 2015 from www.netjournals.org/pdf/AERJ/2014/2/14-033.pdf
- Triyoga, A. (2010). *Some Hindrances in Using Ready-made Textbooks*. Retrieved August 12, 2015 from www.netjournals.org/pdf/AERJ/2014/2/14-033.pdf
- Yang, W., Dai, W. & Gao, L. (2011). *Intensive Reading and Necessity to Integrate Learning Strategies Instruction*, vol. 2 (1). Retrieved June 27 2016 from <http://dx.doi.org>
- Yang, W., Dai, W. & Gao, L. (2011). *Intensive Reading and Necessity to Integrate Learning Strategies Instruction*, vol. 2 (1). Retrieved June 27 2016 from <http://dx.doi.org>
- Zhenyu, Z. (1997). *Intensive Reading: Getting Your Students To See The Forest As Well As The Trees*. *The Bureau of Educational and Cultural Affairs*. Retrieved June 12, 2018 from <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol35/no1/p40.htm>