Selecting Instructional Materials in Teaching English as a Foreign Language Between Theory and Practice

European Academy of Science and Development

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The teaching of English as a Foreign Language (EFL) is a multifaceted endeavor that requires careful consideration of various elements, including curriculum design, pedagogical strategies, and, crucially, the materials used for instruction. Among the core skills essential for language acquisition—listening, speaking, reading, and writing—reading holds a unique position. It serves as a bridge to vocabulary acquisition, cultural understanding, and the development of critical thinking skills. For EFL learners, reading is not merely an academic exercise but a vital tool for accessing global knowledge, pursuing higher education, and participating in an increasingly interconnected world. However, the effectiveness of reading instruction is profoundly influenced by the quality and appropriateness of the materials used. Despite the abundance of available resources, educators often grapple with significant challenges in selecting or constructing materials that cater to the diverse needs, abilities, and interests of their learners. This book, spanning 10,000 words, delves deeply into the complexities of material selection for EFL reading instruction, offering a comprehensive exploration of the principles, practices, and challenges involved.

The significance of this topic lies in its direct impact on the quality of EFL education. In many contexts, particularly in countries where English is not the primary language of communication, the ability to read and comprehend English texts is a critical determinant of academic and professional success. Yet, the process of selecting appropriate reading materials is far from straightforward. Teachers must navigate a myriad of factors, including learners' proficiency levels, cultural backgrounds, motivational drivers, and educational goals. Moreover, the rapid evolution of technology and the increasing availability of digital resources have introduced both opportunities and challenges in material selection. This book seeks to address these issues by providing a thorough examination of the materials used in EFL reading lessons, the principles guiding their selection, and the broader implications for teaching and learning.

This book is grounded in qualitative research involving EFL teachers from Libyan international schools, whose experiences offer valuable insights into the practical realities of material selection. The study reveals that while teachers commonly rely on a range of resources—including reading texts, quizzes, pictures, and music videos—their choices are deeply influenced by factors such as student motivation, proficiency levels, interests, and subject matter. Additionally, the findings highlight the significant role of teaching experience, student feedback, and contextual factors in shaping teachers' views on reading materials. However, the research also underscores a critical gap: the lack of sufficient professional development training, which hinders teachers' ability to effectively select and utilize materials. These insights form the foundation of this book, which aims to provide educators, curriculum designers, and policymakers with a comprehensive understanding of the challenges and opportunities in EFL reading material selection.

The book is structured into several interconnected sections, each addressing a key

aspect of the topic. The first section explores the theoretical foundations of material selection, examining the principles of authenticity, relevance, and learner-centeredness. It also discusses the role of cultural sensitivity and the importance of aligning materials with learners' linguistic and cognitive abilities. The second section delves into the practical aspects of material selection, offering detailed case studies, teacher narratives, and examples of effective practices. This section also addresses the impact of technology on material selection, exploring the use of digital resources, multimedia, and online platforms in EFL reading instruction.

The third section focuses on the challenges faced by EFL teachers in selecting and using reading materials. It examines the barriers posed by limited resources, time constraints, and the lack of professional development opportunities. This section also highlights the importance of collaboration among teachers, administrators, and policymakers in addressing these challenges. The fourth section provides actionable recommendations for educators, offering strategies for selecting, adapting, and creating reading materials that meet the diverse needs of EFL learners. It also emphasizes the importance of ongoing professional development and the role of reflective practice in enhancing teachers' skills and confidence.

The final section of the book addresses the broader implications for policy and practice. It calls for a holistic approach to EFL education that prioritizes the development of high-quality reading materials and supports teachers in their efforts to use these materials effectively. This section also explores the role of educational policies in promoting equitable access to resources and fostering a culture of continuous improvement in EFL instruction.

Throughout the book, the voices of EFL teachers are central, providing a rich and nuanced perspective on the realities of material selection. Their experiences, challenges, and successes serve as a powerful reminder of the importance of this topic and the need for ongoing research and dialogue. By shedding light on the complexities of material selection and the experiences of teachers, this book aims to contribute to the ongoing efforts to enhance the quality of EFL reading instruction and, ultimately, to support learners in their journey toward language proficiency and beyond.

In conclusion, this book is a call to action for all stakeholders in EFL education—teachers, curriculum designers, policymakers, and researchers—to recognize the critical role of reading materials in language learning and to work collaboratively to address the challenges involved in their selection and use. It is our hope that this book will serve as a valuable resource for educators seeking to enhance their practice, for policymakers aiming to support effective language instruction, and for researchers exploring new avenues for improving EFL education. Together, we can ensure that EFL learners have access to the high-quality reading materials they need to succeed in an increasingly globalized world.

It is undeniable that the arenas of English Language Teaching (ELT) has been rapidly changing in align to the modernization and globalization. Language educators have become convinced that the way learners are learning the language at present is totally different from the way that they themselves were learning it in the past (Abdallah, 2011). Teachers are required to be constantly updated with the transition in education in order to ensure that they are able to deliver effective lessons. To be an English as a foreign language (EFL) teacher, one must have both theoretical and practical knowledge of EFL teaching, besides subject knowledge of the English language itself (Lim, 2014). Textbooks and related teaching and learning materials or media have been

adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language (Lin & Lee, 2010). They also emphasized that reading materials have also been adapted to new findings in foreign or second language research and theory construction. Advances in information technology, scholarly views. On the role of the textbook and recommendations on how to use it in everyday classroom practice very often reflect little more than personal opinion and/or common sense. In some circumstances, teaching and learning materials are used to supplement the teaching and learning processes whereas some teachers prefer to utilize the materials as the groundwork of the subject matter of the lessons, as the equilibrium to the language skills taught, and as the tie that keeps students engage in the classroom.

1.2   Background of the BOOK

Among the four macro skills in learning and teaching the language, which are reading, listening, writing, and speaking, reading is by far the most important part in the process where English is learned either as a second or a foreign language. Proficiency in reading skills is not only a crucial mean to gain knowledge but also a mean to advance students' learning (Omuna, Onchera and Kimutai, 2016). There are a number of researches done to produce better results in teachers' teaching methodologies in delivering reading lessons with the purpose of reinforcing learners' language skills. Some academicians who state that the ability for the student to get a good grasp of the English language relies on the methodologies and the materials used by the educator or the teacher (Shinde and Karekatti,2012; Borg et al., 2014).
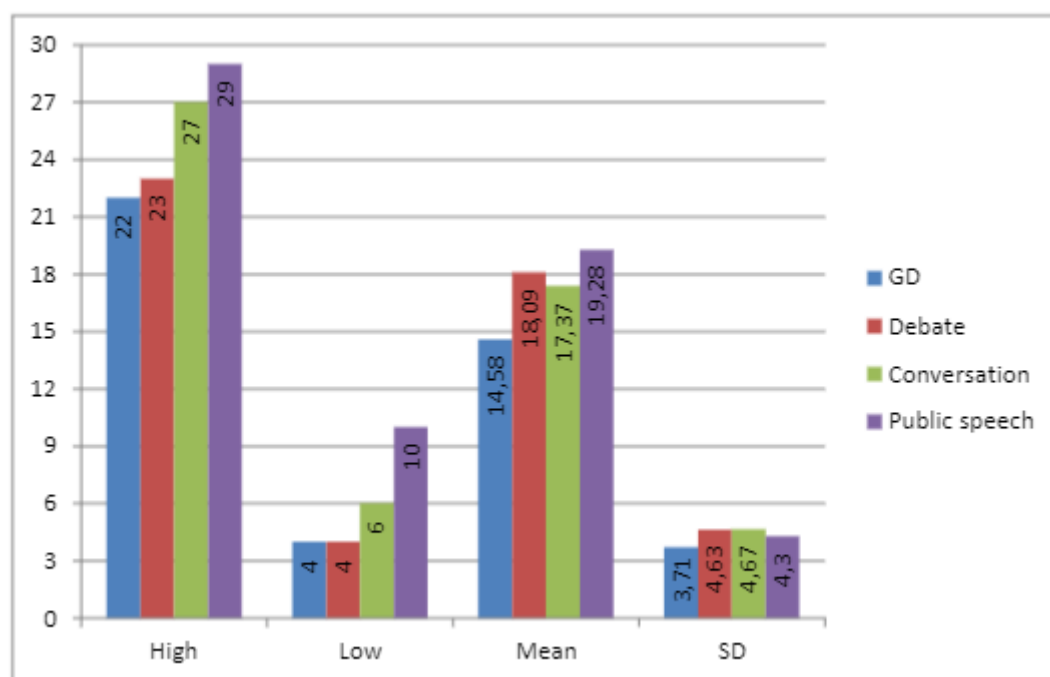

Figure 1.1: High, low, mean value of four communicative situations

According to Shinde and Karekatti (2012) and Borg et al. (2014), in current time, thousands of English teachers are trained around the world every year, however not every teacher is able to successfully deliver their mandate especially in locations where English is a second language or a foreign language. They further concluded that teachers, particularly EFL and ESL teachers have difficulties in strengthening their

teaching methodologies.

Apart from teaching methodologies, materials play a crucial role in students' learning as well as the teachers' teaching in English (Capan, 2014).
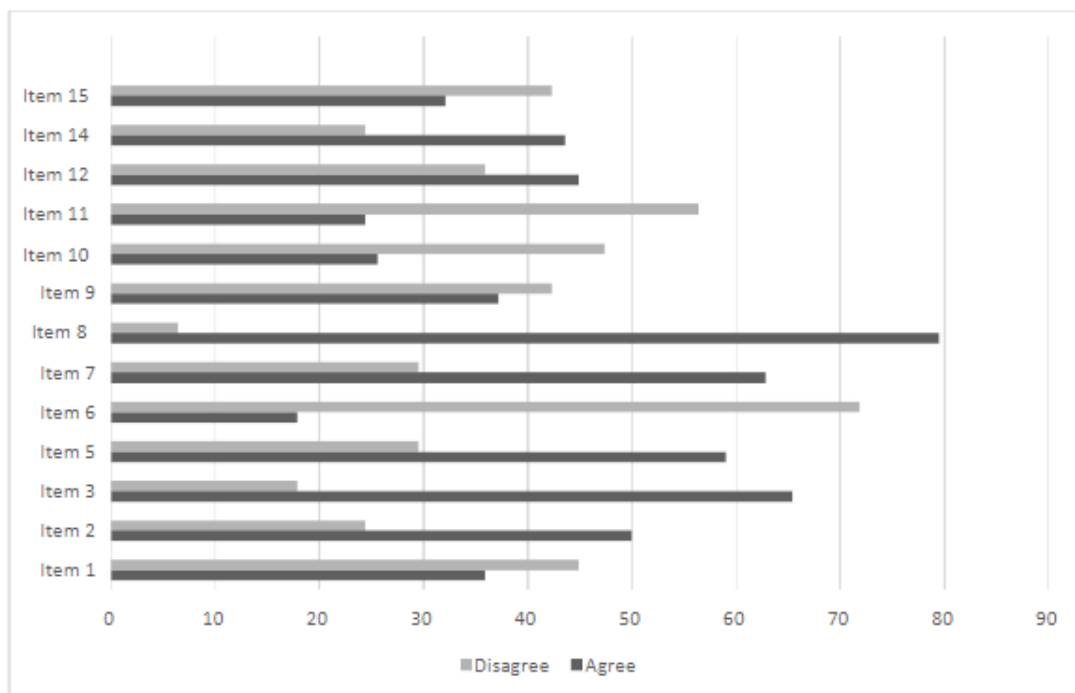

Figure1.2: Percentages of Experienced Teachers' Responses to the Questionnaire's Items .

One of the more complex tasks facing the English as a foreign language (EFL) reading teacher is the selection of appropriate reading passages (Arias, 2007). She added that deciding suitable reading materials is a meticulous process in an EFL reading class. This is further supported by Gauther and Lawson (2004) who claimed the aspects of good reading lessons revolves around the potential and application of relevant instructional materials and teachers' teaching skills. This is because instructional resources facilitate the understanding of difficult concepts as well as the teaching and learning of the reading skills (Omuna, Onchera and Kimutai, 2016). According to Cakir (2015), teaching materials particularly instructional materials in EFL teaching can be outlined into various aspects. They can be defined as any tool that teachers use to assist their students in adequately learning the target language. They are also used as means to increase students' access to the language. Teaching instruments also include every instrument that contributes greatly to students' progress; anything which is used by teachers and learners to facilitate the learning; and are proved to be the keys that influence what goes on in the classroom, just to list a few (Littlejohn, 2012; McDonough, Shaw & Mashura, 2013).

Teachers who do not have access to sound and good quality materials may find the teaching and learning process challenging (Capan, 2014; Borg et al., 2014). On the other hand, students who are not exposed to good materials may not be able to gain a good grasp of the English language through the teaching process (Capan, 2014; Borg et al., 2014). In making the teaching and learning process successful, it is important for

the teacher and the students to feel comfortable with the materials used and to find them beneficial in the learning and teaching process (Barahona, 2014; Capan, 2014; Incecay, 2011).

1.3   Key Concepts for the Book Content

1.3.1   Instructional Materials
They are tools designed to enhance the learning experience and make the lesson clearer for the student (Oladejo et al., 2011). They can be described as physical objects that provide sound, visual or both to the sense organs during the teaching process (Oladejo et al., 2011). In the context of this study, instructional materials refer to any teaching materials used in teachng reading comprehension.

Figure1.3: materials refer to any teaching materials.

1.3.2   English as a Foreign Language (EFL)
This is a traditional term which is used to describe the study of English by non-native speaking students from countries where English is not a local communication medium (Richard, 2015). In this study, EFL refers to the study of English language in the Libyan international school.

1.3.3 Reading comprehension
Reading comprehension is the capability to interact with words and ideas on the page in order to understand what the writer has to write (Burner, 2012).It includes meaningful interpretation of written language, and it involves an interaction of the reader, the text and the situation in which the text is read (Riahi, 2017). In the context of this study, reading comprehension refers to learners' ability to comprehend the materials given by the teacher and answer the questions related to the reading materials.

1.3.4 English Language Teaching (ELT)

English Language Teaching is the method and principle of learning and teaching English to those whose English is not the first language. The analysis of ELT examines four broad families of issues: how teachers learn content and teaching practices, how teachers' mental processes are conceived, the role of prior knowledge in learning to teach, and the role of social and institutional context (Freeman, 2002).

CHAPTER 2
Review Of Literature

2.1   Introduction
An extensive study of various literatures was conducted in relation to EFL teachers' perceptions in reading materials selection which are discussed in this study. The findings of the literature review are documented in this section to be used the basis of the study.

2.2   Theories of language acquisition and development
The theories that guide this study are Cognitive Theory by Jean Piaget (1983), Schema Theory by Barlett (1932) and Second Language Acquisition – Input Hypothesis Theory by Krashen (1989). The theories mentioned are chosen because the process of teaching and learning reading cannot be separated from the thinking activities and external factors from the learner's environment. These theories aim to provide a framework to explain how materials are an indispensable part of the teaching and learning process in reading lessons

2.2.1   Cognitive Theory
Modern cognitivists have developed new trends and theories that provide theoretical models for explaining and conceptualizing reading comprehension by utilizing a set of related concepts, such as critical thinking, prior knowledge, inference-making, and metacognitive skills (Limbach and Waugh, 2010; Zabit, 2010). Piaget's theory of cognitive development has far reaching implications for planning, implementation, evaluation of instructional materials in schools (Simatwa, 2010). Therefore, teachers should take learners' cognitive development into account in preparing and selecting teaching materials. Learners' structured cognitive development is important in elevating their understanding on the materials used in classroom.

Piaget's Cognitive Theory is one of the theories that focus on development and learning. Piaget's Theory of Implication accepts that all children go through the same order of development, but they do so at different rates. Piaget (1983) explained that an important implication of this theory is adaptation of instruction to the learner's developmental level. The content of instruction needs to be consistent with the developmental level of the learner. Teachers must make a special effort to provide classroom activities for individuals and small groups, rather than for the total class group (Helgesen, 2016). In this case, the teacher's role is to facilitate learning by providing a variety of instructional materials that enhance learning development. Piaget emphasizes the opportunities that allow learners of different cognitive levels to work together and encourage less mature students to advance to create understanding. Further implication for instruction is the use of concrete hands on experiences to help learners learn additional suggestions.

Teachers should allow opportunities to classify and group information to facilitate assimilating new information with previous knowledge. Piaget's theories also focus on the stages of development. He believed that all children progress through four stages and they do so in the same order. With skills such as classification, compensation, and satiation developing during this stage, teachers should provide

ample opportunities to organize groups of objects on "increasingly complex levels" (Woolfolk, A., 2004). Thus, it is important for teachers to be able to recognise the learners' needs and developmental level in order to effectively use suitable materials in the classroom.

2.2.2 Schema Theory and Reading Comprehension

Among the trends created by cognitivists is schema theory, which is considered to be a theory about knowledge: how knowledge is represented and organized, and how that representation and organization facilitates the use of a reader's prior knowledge to improve reading comprehension (Aloqailli, 2012). This theory was first introduced by Barlett in 1932. It was presented as "an active organization of past reactions or experiences" (Barlett, 1932). According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text and efficient comprehension requires the ability to relate the textual material to one's own knowledge (Shuying, 2013).

Reading materials used in the class must be able to tap learners' schemata to ensure understanding and meaningful input of the materials. Teachers must include this characteristic in constructing significant instructional materials to achieve objectives in reading lessons. Yui Hui et al (2010) in their study proposed that there are three potential reasons why learners have trouble understanding reading materials used in the classroom.

One of the reasons is learners might have appropriate schemata but lack connection with reading texts. To accommodate this issue, it is true that it will be better if the learners have the ability to understand the text and adequate vocabulary to rule out misunderstanding, but materials provided are also supposed to be able to intrigue learners' schemata.

Despite major developments in the field of second language (L2) reading over the last two decades, many attempts at explaining the role of knowledge in L2 comprehension have been made almost exclusively in the context of schema theory, a perspective that provides an expectation-driven conception of the role of knowledge and considers that pre-existing knowledge provides the main guiding context through which information is processed and interpreted (Nassaji, 2007). Most research in this area seem to agree that when students are familiar with the topic of the text they are reading (i.e., possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e., possess formal schema), and skilful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e., possess language schema), they are in a better position to comprehend their assigned reading (Al-Issa, 2006).

2.2.3 Second Language Acquisition (Input Hypothesis) and reading.

Comprehension According to Krashen (1989), Input Hypothesis presumes that we acquire language through comprehending the ideas delivered during learning process. The device used in language acquisition leads to consequential input in classroom environment. Krashen (1985) also claimed that language is acquired subconsciously as learners focus on the input rather than the form in the reading materials. Apart from that, selecting or constructing reading materials should revolve around learners'

interest. Fluency is a result of building reading proficiency through lots of interesting reading (Beglar, Hunt, & Kite, 2011). In Krashen's interview with Wang (2013), he outlined a guideline, which orbits around Input Hypothesis, for teachers to use reading materials effectively in the classroom thus promote comprehension:

a)   Make sure there are extensive number of comprehensible and compelling (not just interesting) reading available (Krashen, 2011): comic books, graphic novels, magazines, and/or novels that learners are attracted to.

b)   Allow some time for Sustained Silent Reading (SSR), but need not to require students to bring their own books. Make sure there are good things to read that are easily retrieved.

The Comprehension Hypothesis (Input Hypothesis) also applies to literacy: Our reading ability, our ability to write in an acceptable writing style, our spelling ability, vocabulary knowledge, and our ability to handle complex syntax is the result of reading (Krashen, 2004).Language teachers are strongly impacted by this theory; namely, that their language instruction (reading materials) should be opulent with consequential input that is generally pitched according to learners' appropriate level in the class. Therefore, being able to construct reading materials that encourage learners' subconscious language acquisition is evidently vital.

This theory is used as the foundation for 'Subsumability' theory by Ausubel in 1963. Effective instructional materials include active learning and assessments. Ausubel believes that meaningful learning involves the activation of schemata where learners correlate what they know with what they are learning. His theory in 1963 encompassed how learners learn meaningful instructional materials through spoken and written presentation in classroom setting. According to him, the development of knowledge starts with our observation and recognition of events and objects through the concept we already have.

Ausubel also emphasizes on the importance of instructional materials in enhancing reception and meaningful learning. Meaningful learning, as according to Ausubel's theory, stresses on relationship between relevant concepts which the learners already know with instructional materials in classroom and how the materials influence learners' interpretation of the lessons. Ausubel advocates the use of advance organizers as a mechanism to help learners to link new learning materials with existing related ideas. Advance organizers are functioned to help learners throughout the process of learning when complex and complicated materials are produced. Ausubel's theory of advance organizers fall into two categories: comparative and expository.

The main goal of comparative organizers is to activate existing schemas and is used as reminders to bring into the working memory of its relevance you may not realize. A comparative Organizer is also used both to integrate as well as discriminate. It integrates new ideas with basically similar concepts in cognitive structure, as well as increase discriminability between new and existing ideas which are essentially different but confusedly similar (Ausubel, 1963).

In contrast, expository organizers provide new knowledge that students will need to understand the upcoming information (Ausubel, 1963). Expository organizers

are often used when the new learning material is unfamiliar to the learner. They often relate what the learner already knows with the new and unfamiliar material—this in turn is aimed to make the unfamiliar material more plausible to the learner.

2.2.4 Teachers' Cognition on Materials to Teach Reading.

Perceptions give impacts not only on how people act around particular environment but also what they can comprehend and distinguish in desired environment. Teachers' perceptions are habitually rendered during lessons and it is easily translated to their learners.

Despite the diverse terms presented above; cognition, conceptions of teaching, images, conceptions of practice, maxims and BAK, they generally refer to the fact that teacher cognition refers to the role of teacher knowledge, beliefs and assumptions in informing teachers' instructional decisions in conducting their lessons (Safinas, 2011). When teachers are interested and excited about a topic, it is often carried over in their teaching practice (Harvey & Goudvis, 2007). With the aim of reading effectively in foreign language or second language; learners require extensive support from their teachers. Thus the teacher's job signifies providing learners with the applicable mental tools in their potential reading situations in and out of L2 classrooms, moreover, the teacher needs to be a reading guide in the learners' process of becoming thriving independent readers (Miangi, 2015).

Teachers' perceptions and belief in reading instruction affect how they deliver the reading lesson. Teachers' decisions in teaching are influenced by a set of complex and conflicting cognitions about language, learning in general, L2 learning and learners current behaviour, attitudes towards the language and their motivation to read (Borg, 2006). In a study done by Maingi (2015), she outlined a schematic conceptualization of teaching within which teacher cognition plays an essential role. Teacher cognition can help to shape classroom experience, and it may affect existing cognition. In addition, it influences teachers' perceptions and classroom practice.

Teachers are obviously responsible in constructing or selecting reading materials for their learners. The teachers have a very high degree of freedom to make instructional choices in terms of their own local views of the needs and goals of the students. (Wood, 2010). However, they are not entirely responsible for what the learners acquire. Teachers can present the information, assist students as much as possible and assign tasks meant to help students make sense of the topic, but if students do not want to learn the material, the teacher's hands are tied (Hansel, 2011). This shows that the aspect of teachers' perceptions also includesnegative elements. Hansel (2011) also claimed that there are few challenges that the language teachers face in their reading lessons. The primary challenge is that learners have pervious experiences which led them to become passive readers. Inadequate training received by the teachers should also be considered as a barrier in an effective reading lesson. Likewise, Hall (2005) proved that most of the teachers feel that they are not the cause of the problem and resort to putting the blame on other aspects like their colleagues, learners and the textbooks.

Figure 2.1 (Borg, 1997) summarises the aspects of teachers' cognition in selecting and developing materials. It indicates that teachers have cognitions about all aspects of their work, and lists recurrent labels used to describe the various psychological constructs which is collectively referred to as teacher cognition. The diagram also outlines relationships suggested by mainstream educational research among teacher cognition, teacher learning through professional education, and classroom practice. In brief, there is ample evidence that teachers' experiences as learners can inform cognitions about teaching and learning which continue to exert an influence on teachers throughout their career.

There is also evidence to suggest that although professional preparation does shape teachers' cognitions, programmes which ignore their prior beliefs may be less effective at influencing these, and research has also shown that teacher cognitions and practices are mutually informing, with contextual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognitions.
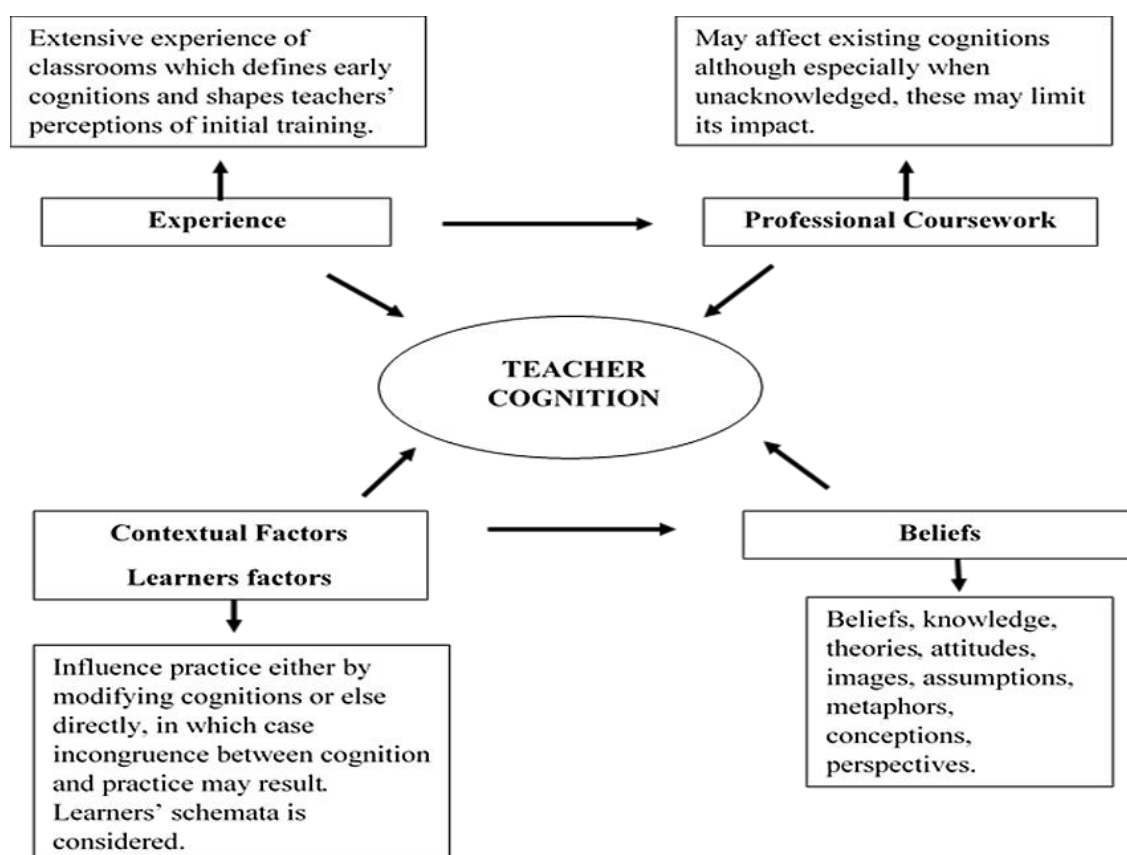

Figure 2.1: represents a schematic conceptualisation of teaching within which teacher cognition plays a pivotal role in teachers' lives.

The notion of language learners' and teachers' belief and analyses of the roles they play in the language learning process has been treated quite peripherally in the second language acquisition literature (Woods, 1996). Woods (1996) also claimed that learners' factors which include their schemata and beliefs in language learning proved to have significant role in this matter. This model allows theinclusion of these important

characteristics about the connection of these aspects in selecting and developing reading materials.

2.3   Theoretical Framework

The theoretical framework presented in figure 2.2 illustrates that the theories and models utilized in this study.

In order to select or develop reading materials in EFL classroom, National Science Education developed a set of process to follow in setting content goals to be used in teaching various subjects including reading. The process is initiated with teachers identifying the learners. The learners are then categorized according their reading abilities, reading readiness, and reading proficiency. Liu (2010) defines reading abilities as learners' cognitive aptitudes used when interrelating with reading texts. Mazjub (2010) then describes reading readiness in simplistic which is the point that a learner is ready to learn reading skills and also the point which they move from being a non-reader into a reader. As for reading proficiency, Musen (2010) outlines it as learning gage used by schools in classifying students.

The process continues to the session of reviewing the syllabus set by the school. School syllabus denotes the subjects and the topics covered in the lessons throughout the session. It is considered as a guide to the teachers, to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, and the expectations from students and teachers. This is also to guide the teachers in selecting and developing reading materials so that the materials are not astray from the intended expectations and objectives. It is the overall learning experience that a learner goes through during the particular reading course.

Apart from that, there are theories used as guidelines in this process. The first theory is cognitive theory. This theory helps in the construction of learners' thought process. It is done through the activities that induce problem making, decision making and prediction. The second theory is schema theory. It assists learners to organize the new knowledge theyreceive and the prior knowledge that they have. It encourages the expansion of information into their schemata when they are exposed to new range of information. The final theory is second language acquisition – input hypothesis. This theory focuses on learners' language acquisition through reading particularly in this study. It emphasizes that learners only acquire reading skills when their competence is challenged.
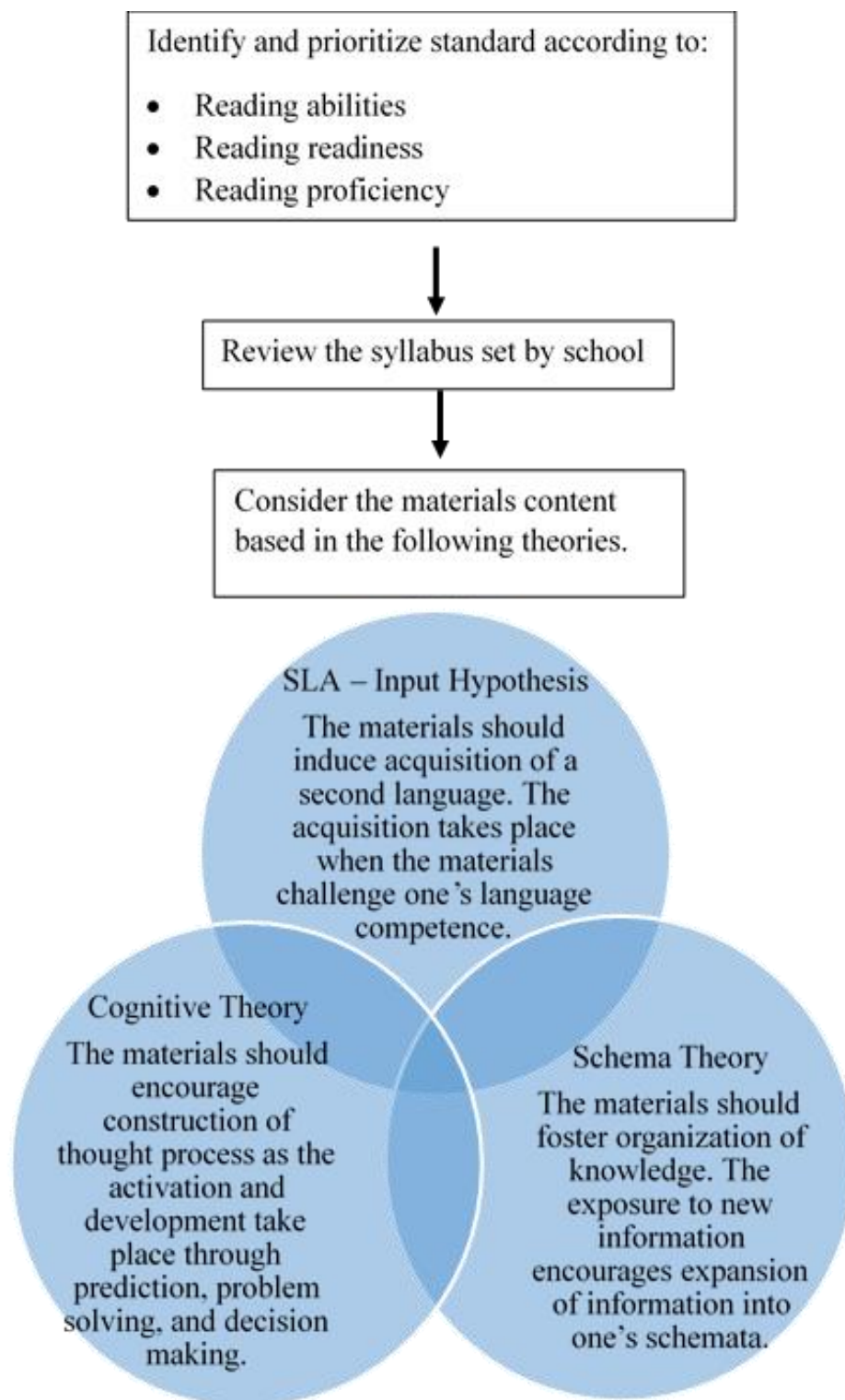
Identify and prioritize standard according to:

- Reading abilities
- Reading readiness
- Reading proficiency

↓

Review the syllabus set by school

↓

Consider the materials content based in the following theories.

SLA – Input Hypothesis
The materials should induce acquisition of a second language. The acquisition takes place when the materials challenge one's language competence.

Cognitive Theory
The materials should encourage construction of thought process as the activation and development take place through prediction, problem solving, and decision making.

Schema Theory
The materials should foster organization of knowledge. The exposure to new information encourages expansion of information into one's schemata.

Figure 2.2: Process of materials selection and development in EFL reading Classroom.

2.4 Instructional Materials in English Language Teaching and Learning

Instructional materials are defined as materials used to aid transference of information from one medium to another. Instructional materials refer to any instruments, devices or materials used to transfer and hand over the knowledge, information, news and skills to learn from teachers/instructors to learners or students (Amuseghan, 2007).Principles

in using the instructional instruments and materials in teaching are that they must be suitable in terms of contents and learning objectives set by the teachers (Kaewmak & Intharaksa, 2011).The benefits of the educational instruments and teaching materials are to facilitate learning and understanding, to save time in teaching and learning, to transfer accurate learning contents to the students, to make the lessons or concepts to be learned more concrete and therefore easy to understand and to develop learning potential of the learners.

2.5   Instructional Materials in Teaching Reading

It is irrefutable that materials are the backbone or the foundation of an effective lesson. It has been known well that the usage of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes (Seven & Engin, 2007). Consequently, effectual materials have become a necessity to be utilized with the aim of enhancing and developing students' progression in learning. It is to facilitate students' interaction using the language learned in their daily life. Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positivelyto the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity (Cunningsworth, 1984).

This is not any difference with reading classroom. In selecting reading materials, teachers need to be wise and spend extensive period of time to identify and scrutinize which materials are deem appropriate for their students. Owing to that, most EFL teachers choose reading materials based a set of criteria that they have set up. According to Arias (2007), this criterion is put together based on two core factors. The core factors revolve around two significant elements in the process of selecting reading materials. The first aspect is associated with students. It considers their proficiency, schemata, interest, and learning needs. The other factors focus on the material itself. In this feature, subject matter of the materials is regarded. Apart from that, it also weighs up whether the material is relevant to the students and its authenticity.

In order to fully understand the selection process of reading materials, teachers should be able to understand the types of reading materials practiced in the classroom, particularly instructional materials. Availability of essential instructional resources is a condition ideal for effective teaching of reading skills (Okwara et al., 2009). They further argued that inadequate number of instructional materials in school could cause severe reading issues. The capability of comprehending a reading text is a main attribute of an active reader. Owing to that, it is significant for teachers to aid their learners' understanding by giving explicit and meaningful instructional materials. It involves making students cognitively aware of the thinking processes good readers have as they engage with text and providing them with specific strategies they can use to support and repair their comprehension as they read a wide variety of texts (Ballou, 2012). Instructional materials are proven to be effective if they are significantly in the reading lessons and they include:

a)   Traditional Resources

Traditional resources include any textbooks and workbooks used in the classroom. For example, language arts classrooms almost always have literature textbooks, writing textbooks, and even vocabulary and spelling workbooks. In addition to these, traditional resources also include any supplemental reading material, like novels or poems outside of the textbook.

b)   Graphic Organizers/Visual Maps

Graphic organizers help students with different abilities to identify main idea statements and summarize text (Taylor et al, 2005). When reading a text without visual representations, it is helpful for students with disabilities to put the information into a visual, so they can organize it in their brains (Gately, 2008). It includes any type of visual representation of information. Diagrams, charts, tables, flow charts, and graphs are all examples of graphic organizers. For instance, in a math classroom, it is essential to use graphs on a coordinate plane when learning about the equation of a line so that students can actually see how a line is graphed. In language arts, Venn diagrams and plot diagrams are clear instructional tools to use when comparing or analyzing events in a piece of literature. All of these graphic organizers allow students to physically see relationships between ideas. This is imperative for learning, especially for students who are more visually oriented. Seeing a clear relationship is always easier than an abstract idea in your mind.

c)   Teacher-Made Resources

The other type of instructional material comprises any teacher-made resources. These include anything the teacher creates, like handouts, worksheets, tests, quizzes, and projects. Many of these are used for assessment in the classroom, which is determining the level of learning on any given topic. For instance, different handouts or worksheets can be used throughout a unit to see which students are getting it and which students are struggling.

d)   Emotional Thermometers

Using learners' own emotion in comprehending written texts can further elevate the process. Teachers can use materials that tickle students' emotion to encourage empathy. By making a concrete representation of emotions for the students to see, they can better understand and relate the story to their lives, supporting their comprehension (Gately, 2008).

2.6   Characteristics of English Language Teaching Materials

There is an abundance of materials available: a substantial number of published textbooks, a plethora of materials available online and a number of additional textbooks on academic reading and writing. Therefore, it is clear that the selection of a textbook, the selection of other materials and the decision which combination of both should be used is not simple and straightforward (Tevdoska, 2015). He also claimed that selection of materials to be used in the classroom plays an important role other than material construction. In his study, it clearly outlines that in parallel to material construction

guidelines, the selected materials should adhere to several principles such as; (1) materials should help learners to feel at ease; (2) materials should help learners to develop confidence; (3) materials should require and facilitate learner self-investment; (4) Learners must be ready to acquire the points being taught; and (5) Materials should expose the learners to language in authentic use.
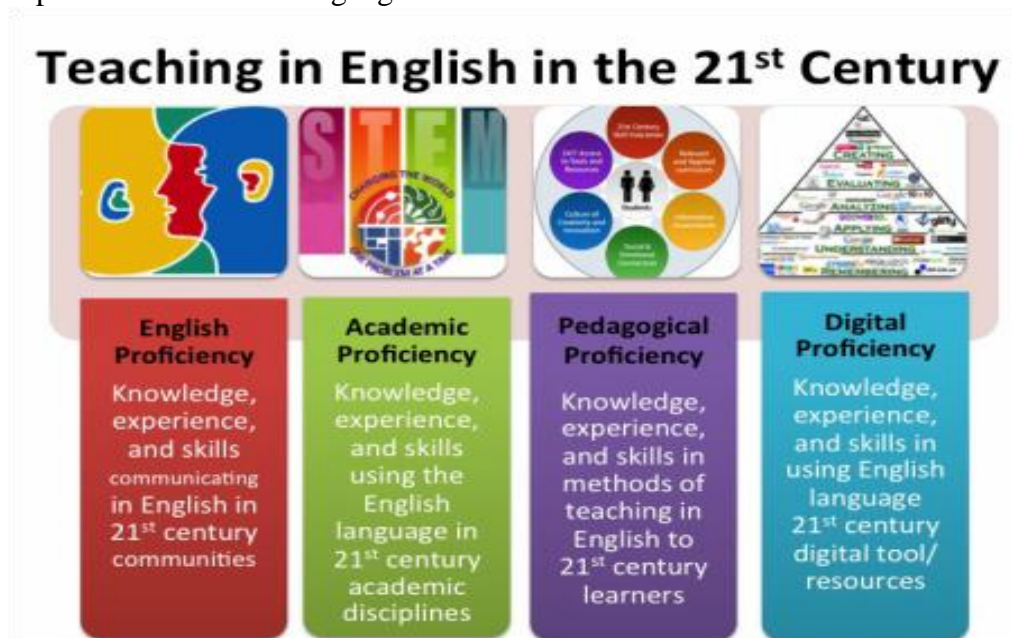

Figure 2.3: Teaching in English in the 21st Century.

To begin with, materials should be flexible in terms of content. They should offer a wide range of possibilities from which students can choose from that are suitable to make them feel at ease. Materials can help learners to feel at ease in many ways, for example, texts and illustrations rather than just texts, texts that the learners can relate with their own culturethan those that are culturally bound, materials that include examples rather than without, and many others. (Harsono, 2007).

Apart from that, materials should help learners to develop confidence. When students are at ease, they can develop their confidence in producing the language during the teaching and learning process (Hardika, 2012). Most materials developers perceive the need to help learners to create self-confidence. This helps to generate interest in the language and also encourages them to use it which will further enhance the language learning process.

Besides that, materials should require and facilitate learner self-investment. Materials that enable the learners to be interested in them, which can draw their attention, and that can attract them to learn the materials will facilitate them to learn the materials by themselves. (Harsono, 2007). Studies done by Jackson (2011) and Moon (2006) have stated on the benefit of learning exercises that require the learners to make disclosures for themselves. No doubt learners benefit most on the off chance that they contribute effort and consideration in the learning action. Materials can help them to accomplish this by giving them decisions of center and action, by giving them point control and by connecting with them in learner-focused disclosure exercises.

It is evident that materials should expose the learners to language in authentic

use. Localising materials has the benefits of familiarity and connects them to the learners' world while also matching local practice and curriculum (Barrios & Debat, 2006 as cited by Garton& Graves, 2014). A lot of teaching/learning materials can provide exposure to authentic input through the instructions, advice they give for the activities and the spoken and the written texts included in the materials (Harsono, 2007). Authentic language usage will help the students to learn the target language better as they use it in real-life situations. Commercialized materials tend to focus just on one skill at the time. Preferably, materials at all levels ought to give frequent exposure to authentic input which is rich and varied. In other words, the information ought to fluctuate in style, mode, medium and reason and ought to be rich in components which are normal for genuine talk in the target language. What's more, if the learners need to have the capacity to utilize the language for general correspondence, it is imperative that they are presented to arranged, semi-arranged and impromptu talk (e.g. a formal address, a casual radio meeting and an unconstrained discussion). Effective materials are designed specifically for learners to relate with real life events that they face in daily life (Gaston &Graves, 2014).

2.7   Guidelines for Designing Effective English Language Teaching Materials
It is a great challenge to design an effective English language teaching material. Teachers are required to be more creative and active, as they should not solely depend on the textbook or course book from the school; they are encouraged to explore different teaching materials that are more interesting, up-to-date, and all rounded for their students.

There are a few guidelines that could guide the teachers to design effective teaching materials that are cost effective and able to cater to different types of students in the classroom. There is a total of 10 guidelines that were suggested by Howard and Major (2010).

Initially, English language teaching materials should be contextualized. Materials should be contextualized in which language items are put into a meaningful and real context, rather than being treated as a standalone. Contextualization, which achieves this purpose, can be seen as a form of "deep learning" that comes about through linking ideas and concepts across courses (Moltz, 2010). The context can help learners remember the language andrecall it at a later date. Learners can use natural learning strategies to help them understand contextualized language, such as guessing meaning from context.

In addition, materials should stimulate interaction and be generative in terms of language. It should stimulate meaningful conversation and encourage communicative purposes where learners need to connect with each other consistently in a way that mirrors the sort of associations they will take part in outside of the classroom (Howard & Major, 2010).

Besides that, English language teaching materials should encourage learners to develop learning skills and strategies. It is fundamental that language materials additionally educate learners on how to learn, and in that way, helps them to exploit language learning opportunities outside the classroom. For example, rephrasing and

utilizing outward appearances and non-verbal communication successfully can be tweaked with very much planned materials (Howard and Major, 2010).

It is important that language teaching materials help students to learn how to learn not only within the classroom but also outside the classroom, fostering their autonomy and self-assessment. Materials also play an important role in the establishment in classroom discourse. Garton and Graves (2014) emphasized that learners and teachers work together in constructing classroom discourse by teachers providing meaningful materials which lead to effective task done by learners. It is no doubt that English language teaching materials should allow for a focus on form as well as function. A synthesis of the findings from a large review of research on the needs of English language learners suggested that they learn best with instruction that combines interactive approaches with explicit instruction (Goldenberg, 2008). Form is just one of the sub-systems of this system called "Language". Consequently, we cannot focus only on one aspect. Form goes hand in hand with function, they are intrinsically interrelated. Hence, one cannot be separated from the other.

Previous studies proved that English language teaching materials should offer opportunities for integrated language use. Commercialized materials tend to focus just on one skill at the time. Therefore, designing our own materials is an excellent opportunity to integrate the four skills: listening, speaking, reading and writing. Berardo (2006) also believes that literature as an authentic material can improve language skills especially reading. From his point of view, reading is considered to be an ongoing interaction, going beyond the physical context of the text, looking for meaning as well as processing information (Aghagolzadeh&Tjabadi, 2012).

It is crucial to ensure that English language teaching materials are embedded with authenticity. It is basic for second language learners to be frequently exposed in the classroom to genuine, unscripted language to entries that have not been delivered particularly for language learning purposes (Howard & Major, 2010). Materials should be authentic not only in terms of the texts presented (written, spoken and visual ones) but also in terms of the tasks they should carry out. This is important to aid towards the growth of learners as authentic materials provide an opportunity for them to be exposed to real world situations and experiences.

Teachers should make sure that English language teaching materials are linked to each other to develop a progression of skills, understandings and language items. All the tasks and activities designed should be interrelated and organized following a specific pattern. To expressed destinations at the beginning of the plan procedure will help guarantee that the resultant materials have soundness, and that they obviously advance particularlearning objectives while likewise giving open doors for redundancy and support of prior learning.

In order to maintain learners' attention span in reading lessons, teacher produced materials should be attractive as regards physical appearance, user friendliness, durability and ability to be reproduced. Some of the factors to consider include the text on the page, the type size and consistency of the layout. In order to make the materials more interesting and attractive enough gaps should be there to fill the gaps with appropriate response (Mohammed & Khan, 2015).

It is evident that English language teaching materials should have appropriate instructions. The instructions should be clear, simple, and short to the point and one at the time. This rule applies as much to the guidelines that are accommodated different instructors who may utilize the materials, as it accomplishes for the proposed learners.

What is more is that these materials should be flexible in terms of content. They should offer a wide range of possibilities from which students can choose from (Cook, 1998 as cited by Howard & Major, 2010). This thought a phase advance, recognizing the advantages of differing qualities in the zones of substance, parts and systems for both educators and understudies, and recommending that adaptability is likewise conceivable in approach, level, technique, and coordination's innovation, showing style, assessment methods and expected results (Maley, 2003).

On the contrary, to determine the effectiveness of English Language materials, Tomlinson and Masuhara (2004) suggested a number of questions to be considered by the teachers. The questions are:

a)   Is each task an evaluation task?
b)   Does each task only ask focus on one outcome?
c)   Is each task doable?
d)   Is each task free of dogma?
e)   Is each task reliable in the sense that other evaluators would interpret it in the same way?

This checklist is supported by Mukundan and Ahour (2010) which highlighted that evaluation checklist should be accompanied by a framework that generates brief and adaptable criteria that is usable by the teachers. Their study suggested a principled criteria set by Tomlinson (2003).

In his study, Tomlinson (2008) emphasized that there are six principles to develop and select materials for English language teaching. His study includes extensive courses which accommodate examples of possible materials and practical considerations. To begin with, it is imperative in language acquisition for the learners to be exposed to ample, beneficial and intelligible resources of the target language. He further claimed that teachers should ensure that the materials used consist of a lot of verbal and written texts in order to offer substantial experience in using the target language. He believed that teachers should guarantee that materials used are authentic and the input needs to be put in a specific context. Additionally, Tomlinson (2008) highlighted that teaching materials should encourage learners to participate effectually and cognitively in their language experience. He clarified that materials should be comprehended by the learners and personal responses should be highly anticipated. The next principle focuses on communicative competence. He stated that in order to achieve communicative proficiency, teachers should ensure that the materials are attractive and significant to the learners. In this principle, he agreed with Input Hypothesis theorized by Krashen which highlights that teachers should set practicable challenges to boost learners' confidence.

Furthermore, Tomlinson (2008) also pointed out that second language learners can improve effectively when cognitive materials, which they commonly used when

acquiring their mother tongue, are employed. In his opinion, teachers should utilize materials that aid learners to ruminate on their cognitive activity while completing a number of similar tasks. Tomlinson also mentioned in his study that by determining how the striking features in the materials are utilized, learners can benefit greatly. He believed that materials can be more powerful if the learners are engaged in self-discovery. The final principle accentuates on the prospects that allow the learners to use the target language for communicative purposes. He suggested that teachers should provide materials that promote communication to achieve anticipated results.

2.8.   Types of Reading Materials
2.8.1   Text
According to Cooper (1993) in his book, there are six assorted forms of texts to be used in reading classroom. The first type is wordless books. They comprise of texts composed only of illustrations or photographs, and no print is given. This type is used as a way to help students develop a concept of themselves as readers, develop oral language, and develop self-expression. Apart from that, predictable texts are also used in reading classroom. This kind of text utilizes a repeated pattern of some type, and can be authentic literature or created texts. They are applied as a way to introduce children to reading through shared reading and to provide practice through repeated readings. The next type is controlled high – frequency vocabulary texts. These texts are written specifically for beginning reading instruction using a core of high frequency words that have been carefully introduced. They provide practices in reading high frequency words. The fourth type is decodable texts. These texts are written using words that utilize decoding skillsstudents have been taught. They help students to practice and apply phonics and structural skills that have been taught. Another type is authentic literature. It consists of stories and informational texts where no attempts have been made to control the words, patterns, or decoding elements used in the text. The text is in the original form written by the author. It also allows students to practice the application of reading once students have developed beginning decoding skills. It is also used for shared reading and read aloud. The final type is created, easy-to-read texts. Unlike the previous type, this nature of text includes stories and informational texts that have been written to control the level of difficulty and some aspects of skill application. They are used for practice and application of reading skills for students who may be experiencing difficulty in certain aspects of learning to read or need practice in applying a targeted skill or strategy.

Reading text is no longer a strange element in reading classroom. It is a staple material in conducting reading lessons. Reading texts can be used in all of the three stages of reading lessons.

2.8.2 Visual Aids
As claimed by Hibbing and Rankin-Erickson (2003), complementing reading texts with graphic aids supply widespread information on two different mediums when reading takes place. When the readers cannot comprehend a particular text, they may shift their attention from the text to the accompanying visual images and in return, the visuals which they comprehend may lead them to notice the text's linguistic input and thus enable them to comprehend the text through matching factors such as syntax, word recognition, intertextual perceptions, and background knowledge (Majidi&Aydinlu, 2016). Then, students' reading comprehension will be expedited through the

collaboration concerning the text and visual aids. Lots of research studies support the effectiveness of presenting pictures to helpL2learners' reading comprehension, especially if the learners are at the lower levels of proficiency (Fukuyama, 2006).

Well-developed comprehension abilities include using interactive strategy to achieve a meaningful understanding of the input (Lin, 2010).In few research done, it is proven that using visual aids in reading classroom can enhance students' reading performance. This is supported by a study done by Purnell and Solman (1991), students who received a reading text accompanied by a graphic aid perform better in reading tasks as compared to those who received merely the reading text. The efficiency of working memory can be improved by the incorporation of some structured inferential learning activities (Gathercole et al., 2006). In particular, a number of researchers have proposed that visual imagery techniques can be effective inferential learning strategies that can improve working memory efficiency by reducing the cognitive load associated with the mental modelling process (Joffe, et al., 2007; Sadoski &Willson, 2006; Woolley & Hay, 2004). Visual aids which include pictures, videos, and music is particularly practical to be used in pre-reading stage.

2.8.3 Internet-based Materials

It can be assumed that internet, as an important instrument in this globalization, can be fully utilized in teaching and learning process. Chun and Plass (2000) claimed that the internet has the competence to potentially improve reading in EFL classroom. These are a) the universal availability of authentic materials, b) the communication capabilities through networking, c) the multimedia capabilities, and d) the nonlinear (hypermedia) structure of the information. There are a number of internet-based materials which can be exercised in reading lessons, and it can be divided into a number of categories. The first category is video and podcasting. They are one of the most widely adopted internet technologies for use in instructional settings is video streaming. Between YouTube, TeacherTube, EduTube, and many other video hosting sites, there are an abundance of lectures, how-to videos, and supporting materials available in the form of web based video. Podcasting has also been used to provide similar offerings of audio materials through popular sites like iTunes. The second one is presentation tools. This category is vast and rich. There are hundreds (perhaps thousands) of tools on the Internet that can be used to create and share presentations, from simple Powerpoint slide players like Slideshare to multimedia timeline tools like Vuvox and OneTrueMedia.

These tools can be used to support classroom teaching or for student reports and presentations. Besides that, collaboration & brainstorming tools are also consider as another category. This is another wide ranging category, including thought-organizing tools like mindmap and bubbl.us, and collaborative tools like web based interactive whiteboards and Google Documents.

Additionally, some of the other tools in this list, such as wikis and virtual worlds, also serve as collaboration tools. Another category is blogs. Bloggers and many other regular Internet users are well aware of blogs and blogging, but there are many other professionals who really are not frequenters of the "blogosphere". In addition to a basic familiarity with this technology, teachers should be aware of sites like Blogger and WordPress, where students can use them as mediums of reading interpretation. The final category is social networking. All of the teachers should have a basic understanding of sites like Facebook and MySpace and how they are used. This does

not mean they need accounts on these sites (and many teachers would recommend against using these sites to communicate with their students), but they should understand what they are and how they are being used.

2.9 Effectiveness of Reading Materials
2.9.1 Text
Without explaining further, reading texts have become staple in reading lessons. A common definition for teachers might be that comprehension is a process in which readersconstruct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004). Narvaez (2002), in her study also emphasizes on the connection between new input presented in reading texts and established information inspires effective comprehension. It is widely acknowledged that we need to take the readers into account when the matter of comprehension is brought up; however, we should not overlook the attributes of the text as they also play significant role in comprehension process. The structure of the text—its genre, vocabulary, language, even the specific word choices—works to make each text unique. Some would even argue that it is at the word or microstructure level that meaning begins (Butcher &Kintsch, 2003). Every single aspect of reading text is important – from the content and readability to the font and the size of words. These features collectively are referred to as "surface features," and studies have shown that the quality of the text at the surface level is important for readers to be able to make meaning effectively (Tracey & Morrow, 2002). Teachers must be able to support the text by teaching the construction of the text, teaching how to select suitable text for their own reading, and allow independent reading frequently. Many textbooks have a varied and mixed set of structures, and teachers can address specific features and demands of informational text so that students are more likely to engage in informational text with a repertoire of strategies and schema to help them construct meaning (Duke, 2003).Illustrations can compensate for weak listening comprehension skills in that they provide visual representations of main ideas and may also provide a visual summary, particularly for younger readers (Kendeou et al., 2009).

2.9.2 Visual Aids
Among the various ways suggested for the promotion of EFL learners' reading comprehension, the method of using pictures and contextual visual aids has recently been canonized (Pan& Pan, 2009). Fukuyama (2006) in his study mentioned that a number ofstudies support the efficacy of utilizing visual aids in helping ESL students' comprehension. This is further supported by Majidi and Aydinlu (2016). From their findings, they managed to prove that contextual visual aids have significant impact on students' reading comprehension. In particular, a number of researchers have proposed that visual imagery techniques can be effective inferential learning strategies that can improve working memory efficiency by reducing the cognitive load associated with the mental modelling process (Joffe, Cain, &Maric, 2007; Sadoski &Willson, 2006; Woolley & Hay, 2004). In his study, Van Meter et al. (2006) claimed that drawing, illustrations or visual aids in general are tactical tools could boost reading comprehension as it is an objective-centred task. Furthermore, a number of other researchers have also found that when readers used mental imagery as a strategy it has resulted in improved reading comprehension outcomes (Pressley, 2002).

2.9.3 Internet-based Materials

Using internet resources as reading materials is a new reading material used by the teachers to deliver reading lessons as a substitute to traditional reading materials. Because the foregoing is valid for increasing the level of students' competence in English language, the researcher will integrate the Internet into a structured reading course that will enable the students to participate in a learning program based on their performance, together with use of the Internet for extensive reading materials (Simpson, 2014). Guo (2012) claimed that authentic internet materials are considered constructive as they can encourage interest between students and teachers better than the traditional materials. This matter was deliberated earlier in a study done by Silva (2006). He proved that students can get full access to loads of interesting and informative reading texts which instantly promote extensive reading among students. It is much easier for students to enjoy reading extensively whatever they want, due to the popularity of Internet use in almost all universities, colleges, and schools (Arnold, 2009).

2.10 Teachers' Selection of Materials in Teaching Reading

In a study done by Mesmer (2006), she highlighted on reading materials used by primary teachers; which are literature texts, workbooks, predictable texts, decidable texts and vocabulary-controlled texts. The findings from her study display that interpretable texts and literary texts are frequently used by the primary teachers in beginning reading. A decodable text is an instructional material containing words with phonically regular relationships that the reader has been taught (Mesmer, 2000).

The fundamental purpose of decodable texts in allowing beginning readers to practice the phonics elements they were taught during classroom lessons but goes on to explain that repeated opportunities to successfully decode words encountered in text leads to fluent word recognition (Adams, 2009). Adam also described that decidable texts do not only work wonders on beginner readers. He claimed that recurring thriving opportunities to interpret can serve to promote fluency in reading. Decodable texts were rated as significantly easier to decode than the high frequency word texts (Frey, 2012). In his study, Frey (2012) emphasized that decodable texts help learners using decoding-based strategies to identify unknown words.

Literary texts; however, help to improve the retention of vocabulary items (Kazerooni, 2013). It expands students' awareness of the structure of the language both at usage level (knowledge of linguistic rules) and use level (how to use those rules to communicate efficiently) (Moss, 2003). Baleiro (2008) in her article stressed that literature texts are often used by the teachers as it promotes enthusiasm in learners due to its attractiveness.

Hişmanoğlu (2005) in his study outlined four reasons which encourage the EFL teachers to use literary texts in the lessons; which are valuable authentic material, cultural enrichment, language enrichment and personal involvement. He also claimed that personal evaluation of the literary texts stimulates the learners to think outside the box and incite their problem-solving skills.

2.11 Chapter Summary

This section summarizes the literature related to materials and the development of materials through a series of guideline. Overall, it can be obviously noted from this review disclosed that when it comes to defining the reliability of a reading material,

teachers need to consider several attributes like students' schemata, students' reading proficiency as well as their reading abilities and readiness. This aligns with the theories mentioned above. Despite of that, this review displayed that there are no studies done to investigate these issues among Libyan EFL teachers. As the Ministry of Education has encouraged the researchers and educators to reveal the root to the issue of reading material selection among Libyan EFL teachers, this research was done to prod on teachers' stands on selecting materials for their students in a reading lesson. This chapter has specifically prepared a framework that can guide EFL teachers in material selection in conjunction with the theories highlighted earlier. It also provided effective reading materials to be used in the classroom based on few researches done previously.

CHAPTER 3
The theoretical aspect

3.1. Foundations - Theoretical Insights on Language Acquisition

3.1.1. Introduction to Language Acquisition Theories

3.1.2 Importance for EFL Teachers

Understanding language acquisition is crucial for EFL teachers because:

Informed Decision-Making: Knowledge of language acquisition theories equips teachers to select methodologies that align with how students learn. This allows for a more tailored approach that meets the diverse needs of learners.

Appropriate Activities: By recognizing the principles behind language acquisition, teachers can design activities that are not only age-appropriate but also engaging and relevant. This ensures that tasks resonate with learners' experiences and interests.

Understanding Errors: Errors are an integral part of the language learning process. Teachers who understand the nature of interlanguage can provide constructive feedback, helping students view mistakes as learning opportunities rather than failures.

Supportive Learning Environment: A solid grasp of language acquisition theories enables teachers to create an inclusive and encouraging classroom atmosphere where learners feel safe to experiment with the language.

Overview of Major Theoretical Perspectives

Behaviorism (Skinner):

Focus: Language learning is viewed as a behavior shaped by the environment through conditioning.

Example: Techniques like flashcards and repetitive drills help reinforce vocabulary and grammatical structures.

Critique: This approach does not account for the ability of learners to produce unique sentences or understand complex structures they haven't explicitly been taught.

Innatism/Universal Grammar (Chomsky):

Focus: Proposes that humans are born with an innate ability to acquire language, facilitated by a "language acquisition device" (LAD).

Example: Children's ability to grasp complex grammatical structures quickly, even with limited or inconsistent input.

Critique: While it emphasizes inherent capabilities, it presents challenges in translating these concepts into practical teaching strategies.

Cognitivism (Piaget, Vygotsky):

Focus: Language development is closely linked to cognitive development stages.

Piaget Example: Activities should align with the cognitive readiness of learners, such as using concrete examples for younger children.

Vygotsky Example: The importance of scaffolding in learning; teachers should provide support tailored to the learner's current level.

Critique: The complexity of cognitive theories can make practical application in the classroom challenging.

Interactionism (Long, Pica):

Focus: Emphasizes the role of social interaction in language learning, where negotiation of meaning is crucial.

Example: Engaging students in role-plays or group discussions that require them to communicate and negotiate meaning.

Key Concepts: Concepts like comprehensible input (language that learners can understand), interaction modification (adjusting language during communication), and focus on form through communicative tasks.

Connectionism (Rumelhart & McClelland):

Focus: Views language as a network of connections formed through exposure and practice rather than as a set of rules.

Example: Learners gradually recognize and use common grammatical patterns or collocations through repeated exposure.

Critique: The theoretical nature of connectionism can complicate its application in lesson planning and material design.

3.2. Key Concepts in Language Acquisition

The Input Hypothesis (Krashen)

Comprehensible Input: Learners should receive language input that is just slightly above their current level (i+1) to promote effective learning.

Affective Filter: Emotional factors such as anxiety or stress can create barriers to language acquisition, affecting a learner's ability to process input.

Noticing and Attention

Learners must consciously focus on new language forms in order to effectively incorporate them into their knowledge. Activities that draw attention to specific language points can facilitate this noticing process.

Output and Language Production

Encouraging learners to produce language through speaking and writing helps them activate their existing knowledge, identify gaps, and develop fluency. Regular opportunities for output are essential, even if learners make errors.

Interlanguage

Interlanguage refers to the evolving language system that learners create as they progress. It is characterized by systematic errors that reflect the learner's current understanding. Teachers should provide constructive feedback that helps learners refine their interlanguage.

Motivation and Attitudes

Intrinsic Motivation: The natural desire to learn for personal satisfaction fosters deeper engagement.

Extrinsic Motivation: External factors, such as rewards or grades, can motivate learners but may not sustain long-term interest. Positive attitudes toward the target language and its culture are crucial for successful language acquisition.

Learning Styles and Strategies

Recognizing that learners have different styles (visual, auditory, kinesthetic) allows teachers to tailor their approaches. Additionally, teaching metacognitive (thinking about learning), cognitive (active processing), and social/affective strategies can enhance language acquisition.

3.3. Applying Acquisition Theory to the EFL Classroom

Creating a Comprehensible Input-Rich Environment:

Use visuals, gestures, and realia to make language input accessible.

Gradually increase the complexity of language used in instruction to match learners' progressing skills.

Designing Communicative Activities:
Activities should have a clear, authentic purpose, allowing learners to engage in meaningful communication. Focus on conveying meaning rather than strict grammatical accuracy, especially in early stages.
Providing Opportunities for Noticing:
Use inductive approaches where learners discover language patterns themselves. Highlight specific language points within engaging and meaningful contexts to promote noticing.
Understanding and Responding to Errors:
Provide feedback that prioritizes meaning over form, encouraging learners to focus on the message they want to convey rather than correcting every mistake. Facilitate self- and peer-correction to build autonomy.
Fostering Motivation:
Create a supportive learning environment that values risk-taking and personal expression. Connect language learning to students' interests, goals, and real-life contexts to enhance motivation.

3.4. The Challenge - Selecting Instructional Materials
The Landscape of EFL Instructional Materials
Textbooks
Advantages:
Provide structured curricula, comprehensive resources, and teacher guides. Often include technology integrations that can enhance learning.
Disadvantages:
May lack flexibility, be culturally irrelevant, or not align with the specific needs of students.
Critical Evaluation:
Assess layout, content, activities, and alignment with learning objectives to ensure effectiveness.
Authentic Materials
Examples: News articles, podcasts, movie clips, menus, social media posts.
Advantages: Engage learners with real-life language use and expose them to natural language contexts.
Disadvantages: Can be too challenging, may require significant adaptation, and could include culturally sensitive content.
Technology-Based Resources
Examples: Language learning apps, online dictionaries, interactive exercises, videos.
Advantages: Provide interactive, personalized learning experiences with flexible access to authentic language.
Disadvantages: Dependence on reliable technology and varying quality of resources can be issues.
Teacher-Created Materials
When and How: Fill gaps in existing materials by creating tailored, culturally relevant activities.
Examples: Custom worksheets, engaging games, modified texts, and visual aids that address specific learning objectives.

3.5. Criteria for Evaluating EFL Instructional Materials Content

Ensure materials align with learners' needs, interests, and goals while maintaining authenticity and cultural appropriateness.

Language

Evaluate the accuracy of language and clarity of explanations, ensuring a balance between form and meaning.

Skills Development

Assess the balance between receptive (listening, reading) and productive (speaking, writing) skills, providing integrated practice opportunities.

Layout and Design

Look for visual appeal, organization, and user-friendliness to facilitate navigation and engagement.

Teacher Support

Evaluate the availability of teacher resources, professional development opportunities, and guidance for material adaptation.

Alignment with Learning Objectives

Materials should clearly align with intended learning outcomes and curriculum standards to ensure effective instruction.

3.6. Addressing the Challenges in Materials Selection

Budget Limitations

Explore free and open-source resources, collaborate with colleagues, and create custom materials to maximize limited budgets.

Limited Access to Materials

Utilize online libraries, digital resources, and cost-effective low-tech solutions to enhance material availability.

Diversity of Learner Needs

Adapt materials for varying proficiency levels and learning styles, employing differentiation strategies to meet individual needs.

Cultural and Regional Considerations

Ensure that materials reflect diverse cultures and avoid stereotypes, while also considering the local context and learner backgrounds.

Keeping Materials Up-to-Date

Stay informed about language evolution and current events by regularly reviewing and updating instructional materials.

3.7. Practical Application - Guidelines for Teachers

Planning and Implementing Lessons with Effective Material Use

Lesson Planning

Setting Objectives: Clearly define learning objectives that outline desired outcomes for the lesson.

Selecting Materials: Choose materials that align with lesson objectives and cater to learners' needs.

Activity Sequence: Plan the order and timing of activities to maintain engagement and facilitate learning.

Anticipating Difficulties: Identify potential learner challenges and prepare supportive strategies in advance.

Designing Activities
Create engaging, meaningful activities that promote interaction. Adapt tasks to cater to diverse learner needs and levels.
Integrating Materials
Use materials to foster communication and interaction among learners, ensuring that they serve as tools for achieving learning goals rather than ends in themselves.
Adapting Materials
Modify the complexity of materials to suit learner levels, adjusting language, layout, or adding supplementary resources to enhance understanding.
Scaffolding Learning
Provide necessary support while gradually reducing assistance as learners gain confidence and proficiency.

3.8. Maximizing the Impact of Authentic Materials
Finding and Selecting Materials
Focus on materials that are culturally relevant and within learners' processing abilities to ensure engagement and comprehension.
Grading and Adapting
Adjust vocabulary, syntax, and content complexity to match learner levels. Provide simplified versions or supplementary explanations where needed.
Designing Tasks
Develop pre-reading, while-reading, and post-reading activities that promote understanding and encourage interaction with the material.
Integrating Skills
Use authentic materials to practice all four language skills (listening, speaking, reading, writing) in a cohesive and integrated manner.

3.9. Technology and EFL Materials
Exploring Resources
Identify and evaluate relevant online tools, apps, and websites that can enhance language learning experiences.
Using Platforms
Create interactive lessons using various platforms that facilitate engagement and allow for real-time feedback and assessments.
Multimedia
Incorporate videos, audio resources, and graphics to enhance student engagement and support diverse learning preferences.
Addressing Challenges
Be aware of potential technological issues, access disparities, and the importance of ongoing teacher training to effectively integrate technology into lessons.

3.10. Reflective Practice and Continuous Improvement
Importance of Reflection
Encourage critical thinking about teaching practices and identify areas for improvement to enhance instructional effectiveness.
Evaluating Effectiveness
Gather feedback from learners regarding their experiences and assess learning outcomes to inform future teaching strategies.

Collaboration

Share ideas and experiences with colleagues to foster a community of practice and enhance teaching practices collectively.

Staying Informed

Attend workshops and conferences, engage with professional literature, and network with peers to stay updated on best practices and innovations in language teaching

3.11. Enhancing EFL Instruction Through Tailored Materials and Student Engagement.

Age- and level-appropriate activities

If you make your own materials, you can always ensure that they're appropriate for your student's age and level. This will increase student motivation and participation. *Get an overview of English language learner levels and what they mean.* Time management. You can easily adjust your learning materials to the amount of class time you have, and you can have some fast-finisher activities or buffer activities up your sleeve for optimal use of your teaching time. Your students will appreciate every minute you dedicate to their learning needs. Student participation. When creating your own materials, you can make them more fun and engaging. You can also have a variety of activities ready and involve your students by asking them which they'd like to do next. Once your students realize how much effort you put into your lesson planning and that they have a say in the lesson, they'll be more motivated to participate and will appreciate your activities.

Read more about how to keep online students motivated when teaching ESL.

Purpose. When you're teaching a lesson, you know best what your students' needs are, you're using objectives in your ESL lesson plans, and you've planned what skills you're going to teach each day. Depending on the purpose of your lesson, you can adjust your materials to create the best and most effective learning experience for your students.

If you're teaching English for specific purposes (ESP), you can even take it one step further and tailor each activity and each material to your students' learning needs!

Different learning styles.Adapting materials for the EFL classroom also means that you have the chance to match them to the different learning styles of your students. Are your students visual, auditory, or kinesthetic learners? By preparing a wide range of materials and procedures that address all learning styles, all of your students can get the most out of your lessons.

A teacher incorporates a song into an ESL class with young learners

What types of materials can I create for the EFL classroom?

For the physical ESL classroom

Paper tests

When it comes to creating materials for the EFL classroom, paper tests are a classic choice, as there's nothing more adaptable to students' learning needs, the lesson or unit goal, time limitations, and the skills you want to teach. Creating your own quizzes and tests also gives you a great opportunity to let your students succeed and feel motivated to keep learning!

Worksheets

Even though some might argue that worksheets are becoming a little outdated, they can still get your students focused and help them retain the knowledge they just learned. Try and adapt your worksheets by adding some popular characters using clip art, or by incorporating authentic materials, such as newspaper articles, as a reading extract!

Warm-up activities

Warm-up activities can set the tone for each lesson, introduce the target language, or pre-teach vocabulary that's needed later for other activities. Warm-ups give your students time to get their minds into English study gear. Even though the list of warm-up activities is endless, here are some examples:

- Cut up comic strips and have your students put them back in order. You can even spice things up by breaking your students into groups and having them compete to see who can complete the comic first.
- Let your students listen to a song that contains the target language (words, idioms, phrases, or a specific grammar point) and ask them how much of the lyrics they're able to understand. You can build a whole lesson around one song! Be sure to choose age-appropriate ESL songs, though, and maybe avoid taboo topics.

Games

Games are especially useful for younger learners when it comes to keeping their attention. From ice-breaker games (like "Pass the ball and ask a question") to conversation games (like "Interview a classmate and take notes," "Who am I?" or role-playing games) and board games, the list of options to choose from is endless. Take your pick, and be sure to adapt the games to the level and age of your students!

Try these games and activities for young learners and teens.

Realia

Whether you're teaching fruit vocabulary to young learners or restaurant and service-related content to hospitality professionals, using authentic materials for teaching English is an excellent way to adapt what you already have to your students' needs. Realia, or real-life items, can be actual fruits that you show to your students or the restaurant menu from a local establishment. When students can make a connection to their own lives, their learning success is often much higher.

Use realia in the ESL classroom.

Questionnaires

A great way to get your students' opinions and feedback is via questionnaires. It gives your students an opportunity to practice their writing skills, share their feelings and opinions, and be heard. It gives you, the teacher, an opportunity to reflect on your lessons and to, if necessary, adjust and improve them.

Teacher Juicy Mae plays a game with her ESL student online

For synchronous, asynchronous, or hybrid online classes

The purpose of each material is, of course, the same as the above mentioned in the physical classroom, so we'll only explain the alterations and adaptations you can make if you're teaching English online.

Virtual tests

Instead of paper tests, you can create virtual tests by either using your LMS (Learning Management System) or by emailing them to your students. If you want to set a time limit, you can have your students take and submit the test during synchronous class time.

Digital worksheets

When you're teaching online, you can make your worksheets even more interesting by designing them as presentations or slides, by adding audio and video, and even by

giving your students a choice in how to answer the questions — in writing or by audio recording! This is especially suitable for asynchronous assignments.

Warm-up activities

Some popular warm-up activities for hybrid online lessons are ones that students prepared asynchronously at their own pace, and that you can then smoothly conduct in real-time. This could be reading an article you sent them at home and then answering some basic questions at the beginning of the lesson.

Games

Whether you're teaching one-on-one or group lessons and synchronous, asynchronous, or underline blended ESL classes, you can introduce some underline low-prep, ESL games when teaching online. For example, you can use learning apps, or you can adjust the games we mentioned above to the online classroom. Most of them work just as well online as they do in the physical classroom. Make sure that audio and visibility are not an issue, and maybe establish some ground rules concerning taking turns and speaking time, so that everybody gets a turn and students don't talk over one another.

Check out these ideas for using games when teaching adults English online.

Realia

Real-life items are very useful for online classes, especially when you're trying to keep a five-year-old in front of the screen and engaged in a 30-minute lesson. Children need to move their bodies in between activities, so asking your students to bring you certain items from around the house that are suitable for your lesson goal (food from the fridge, fruits, clothes, their favorite toys, etc.) and having them describe, show, or even eat the items together with you can be a fun way to learn through TPR (Total Physical Response)!

Questionnaires

Same as worksheets and tests, you can send questionnaires to your students via email, social media, or your LMS. They can complete and submit the questionnaires asynchronously, which gives them more time to think and reflect on their feedback.

Online ESL teacher, Sallie, uses realia and other materials to motivate her students

Are there any additional tips for creating materials for the EFL classroom?

The global teaching community has an abundance of tips and tricks on how to create materials for the ESL classroom, whether you teach in-person or online, based on personal experience and academic research. Here's a list of the top tips that are guaranteed to keep your students interested and learning!

- Always keep in mind that each lesson you plan should have a purpose and an objective and that the materials and activities should be planned accordingly.
- Personalize your materials. Make them relevant to your students by creating meaningful content. This ensures maximum retention of content and also encourages participation. Show your students that you're making an effort to include their interests!
- Keep it simple. Consider what your students like and incorporate it into the materials you develop. Are they interested in pop culture or a specific band? Then you can play a YouTube video of a popular song and work on the lyrics with your students. Are they keen on using modern technology in class? Then try introducing a new learning app for asynchronous online classes. You can get ideas for incorporating technology into your class by taking Bridge's Micro-credential courses, like the 20-Hour Certificate in Teaching English Using Video.
- Be creative, and use your field of expertise to spice up your materials. If you're a good singer, try making a video of yourself singing a song, and let your students watch it during asynchronous class time. You can then ask your students to prepare a song themselves, and you can all enjoy watching and discussing the videos during synchronous class time. Or, if you're good at art, try to incorporate that talent into making original and fun worksheets and quizzes.

3.12. The Role of Literature in the EFL/ESL Classroom

The sky's the limit when it comes to creating your own materials for the ESL classroom. use literature in the EFL/ESL classroom.

Literature has been a subject of study in many countries at a secondary or tertiary level, but until recently has not been given much emphasis in the EFL/ESL classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers. The purpose of this article is to look at some of the issues and ways in which literature can be exploited in the classroom. There are also links to classroom activities and lessons with literature that you can download and use straight away.

What is literature?

First of all, any method or approach towards using literature in the classroom must take as a starting point the question: What is literature? The Macmillan English Dictionary gives the following definition:

literature/noun

1. stories, poems, and plays, especially those that are considered to have value as art and not just entertainment

Many authors, critics and linguists have puzzled over what literature is. One broader explanation of literature says that literary texts are products that reflect different aspects of society. They are cultural documents which offer a deeper understanding of a country or countries (Basnet & Mounfold 1993). Other linguists say that there is no inherent quality to a literary text that makes a literary text, rather it is the interpretation that the

reader gives to the text (Eagleton 1983). This brings us back to the above definition in the sense that literature is only literature if it is considered as art.

Before doing any study of a literary text with your learners, one idea would be to ask them what they think literature is. Attached below is a short discussion lesson you can do with your students on the subject "What is literature?"

Why use literature?

There are many good reasons for using literature in the classroom. Here are a few:

- Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because they skills they acquire in dealing with difficult or unknown language can be used outside the class.
- Literature encourages interaction. Literary texts are often rich is multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.
- Literature expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 quoted by Lazar 1993).
- Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.
- Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in coursebooks.

3.13. Different models of teaching literature in class

There have been different models suggested on the teaching of literature to ESL/EFL students (Carter & Long, Lazar). How the teacher will use a literary text depends on the model they choose.

The cultural model views a literary text as a product. This means that it is treated as a source of information about the target culture. It is the most traditional approach, often used in university courses on literature. The cultural model will examine the social, political and historical background to a text, literary movements and genres. There is no specific language work done on a text. This approach tends to be quite teacher-centred.

The language model aims to be more learner-centred. As learners proceed through a text, they pay attention to the way language is used. They come to grips with the meaning and increase their general awareness of English. Within this model of studying literature, the teacher can choose to focus on general grammar and vocabulary (in the same way that these are presented in coursebooks for example) or use stylistic analysis. Stylistic analysis involves the close study of the linguistic features of the text to enable students to make meaningful interpretations of the text – it aims to help learners read and study literature more competently.

The personal growth model is also a process-based approach and tries to be more learner-centred. This model encourages learners to draw on their own opinions, feelings and personal experiences. It aims for interaction between the text and the reader in English, helping make the language more memorable. Learners are encouraged to

"make the text their own". This model recognises the immense power that literature can have to move people and attempts to use that in the classroom.

Attached below are two lessons which draw on a combination of the language approach and the personal growth approach. Both are based on short texts: either extracts or poems.

Using literature over a longer period of time – the set novel or reader.

The above lesson plans are all based on short extracts or poems and can therefore easily be used over one class period. However, there are very good reasons for encouraging learners to read books. Extensive reading is an excellent way of improving English, and it can be very motivating to finish an entire book in another language. In addition, many international exams have certain optional questions on them that pertain to set novels each year. One option that is now available to language teachers is the wide range of simplified and inexpensive versions of literary texts, called readers (see Onestop Shop for a list of readers for different levels). Setting up a class library of novels and readers, if you have the resources, is an excellent idea. Tim Bowen and Jonathan Marks, in their book *Inside Teaching*, recommend the following ideas for extensive reading of literature:

- Hold brief classroom discussions on what learners have been reading (progress reports).
- Ask learners to describe a book they like in such a way to make others want to read it.
- Select a short novel which has been recently made into a film or TV series with which your learners are familiar.

In addition, there is a list of general questions about novels or readers attached at the bottom of the page that could be given for students to answer in written form (they are based on questions from the Cambridge First Certificate Exam).

3.14. DIY literature lesson plan

In our first Methodology article on Using Literature, there were two sample lesson plans based on an excerpt or a short story. Both followed a similar lesson plan format, outlined below. This sort of lesson plan works well for extracts from stories, poems or extracts from plays.

Stage one: warmer

There are two different possible routes you can take for this stage:

- Devise a warmer that gets students thinking about the topic of the extract or poem. This could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between you and the class or a brainstorming of vocabulary around that topic.
- Devise a warmer that looks at the source of the literature that will be studied. Find out what the students already know about the author or the times he/she was writing in. Give the students some background information to read (be careful not to make this too long or it will detract from the rest of the lesson; avoid text overload!). Explain in what way this piece of literature is well-known (maybe it is often quoted in modern films or by politicians). This sort of warmer fits more into the cultural model of teaching literature (see Literature in the Classroom 1).

Stage two: before reading
This stage could be optional, or it may be a part of the warmer. Preparing to read activities include:

- Pre-teaching very difficult words (note: pre-teaching vocabulary should be approached with caution. Often teachers "kill" a text by spending too much time on the pre-teaching stage. Limit the amount of words you cover in this stage. If you have to teach more than seven or eight there is a good chance the text will be too difficult.)
- Predicting. Give students some words from the extract and ask them to predict what happens next. If it is a play, give them a couple of lines of dialogue and ask them to make predictions about the play.
- Giving students a "taste". Read the first bit of the extract (with their books closed, or papers turned over) at normal speed, even quickly. Ask students to compare what they have understood in pairs. Then ask them to report back to you. Repeat the first bit again. Then ask them to open the book (or turn over the page) and read it for themselves.

Stage three: understanding the text, general comprehension
Often with extracts or poems, I like to read the whole thing to my students so that they can get more of a "feel" for the text. With very evocative pieces of literature or poetry this can be quite powerful. Then I let students read it to themselves. It is important to let students approach a piece of literature the first time without giving them any specific task other than to simply read it. One of the aims of teaching literature is to evoke interest and pleasure from the language. If students have to do a task at every stage of a literature lesson, the pleasure can be lost.

Once students have read it once, you can set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions (e.g.. Why do you think X said this? How do you think the woman feels? What made him do this?).

Stage four: understanding the language
At this stage get to grips with the more difficult words in the text. See how many of the unfamiliar words students can get from context. Give them clues.
You could also look at certain elements of style that the author has used. Remember that there is some use in looking at non-standard forms of language to understand the standard.

3.15. Stage five: follow up activities
Once you have read and worked with your piece of literature it might naturally lead on to one or more follow up activities. Here are some ideas:

Using poems
- have students read each other the poem aloud at the same time, checking for each other's pronunciation and rhythm. Do a whole class choral reading at the end.

- Ask students to rewrite the poem, changing the meaning but not the structure.
- Ask students to write or discuss the possible story behind the poem. Who was it for? What led to the writing of this poem?
- Have a discussion on issues the poem raised and how they relate to the students' lives.

Using extracts from stories or short stories
- Ask students to write what they think will happen next, or what they think happened just before.
- Ask students to write a background character description of one of the characters which explains why they are the way they are.
- Ask students to imagine they are working for a big Hollywood studio who wants to make a movie from the book. They must decide the location and casting of the movie.
- Ask students to personalise the text by talking about if anything similar has happened to them.
- Ask students to improvise a role play between two characters in the book.

3.16. Using extracts from plays

Most of the ideas from stories (above) could be applied here, but obviously, this medium gives plenty of opportunity for students to do some drama in the classroom. Here are some possibilities:

- Ask students to act out a part of the scene in groups.
- Ask students to make a radio play recording of the scene. They must record this onto cassette. Listen to the different recordings in the last five minutes of future classes. Who's was the best?
- Ask students to read out the dialogue but to give the characters special accents (very "foreign" or very "American" or "British"). This works on different aspects of pronunciation (individual sounds and sentence rhythm).
- Ask students to write stage directions, including how to deliver lines (e.g. angrily, breathlessly etc) next to each character's line of dialogue. Then they read it out loud.
- Ask students to re-write the scene. They could either modernise it (this has been often done with Shakespeare), or imagine that it is set in a completely different location (in space for example). Then they read out the new version.

3.17. Potential problems

Problem 1: Where do I find material?

Of course you may have a novel or book of poetry that you have been dying to use with your students for a long time. But where can you get more material? Easy! The internet brings you instant access to many works of literature. Use a search engine. Usually it is enough to key in the name of the author or the book you are looking for. Older books and plays can sometimes be found entirely on-line.

The following sites are excellent for book excerpts and stories:
www.readersread.com - brings you the first chapter of many recently published books. Literature doesn't have to mean "books written by dead white English or American men". Look for literature from other English speaking countries (there is lots and lots) to give your students a richer variety of work written in the English language. Bookbrowse.com (above) for instance has a whole section on Asian and Indian writers. You can also try the following link: www.blackliterature.com

Try the following two sites for poetry:

- www.favoritepoem.org - a site collecting America's favourite poems. You can also read comments about why people like them and hear them being read aloud.
- www.emule.com/poetry - an archive of classical poetry, easy to browse through by poet. Has a top ten list of favourite poems (chosen by visitors to the site) which makes an interesting starting point.

Problem 2: How do I choose material?

Think about the following factors when you choose a piece of literature to use with learners:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class?
- Does it fit with the rest of your syllabus?
- Is it something that could be relevant to the learners?
- Will it be motivating for them?
- How much cultural or literary background do the learners need to be able to deal with the tasks?
- Is the level of language in the text too difficult (see below)

Problem 3: Is the text too difficult?

Obviously a teacher would not want to use a text that is completely beyond their learners. This would ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given careful thought, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of a piece of literature, not just the text).

3.18. The Importance of Choosing the Right Materials for TEFL Lessons

In the dynamic world of TEFL, the choice of materials can make all the difference between a lackluster class and an inspiring educational journey.

Selecting the right materials is a skill that goes beyond filling up lesson plans – it's about crafting an experience that engages, motivates, and empowers students to flourish.

So come with us while we look into the importance of choosing the right materials for your TEFL lessons and explore how they contribute to student engagement, motivation, and overall classroom success.

3.19. Appropriate Materials = Optimal Results

The careful selection of appropriate materials plays a pivotal role in ensuring the overall success of a TEFL class.

When students encounter materials that resonate with their interests, aspirations, and real-life experiences, they are more likely to feel a personal connection to the subject matter.

This connection transforms learning from a mundane chore into an exciting and rewarding journey. As a result, students become active participants in the learning process, eagerly seeking out opportunities to explore and discover. This increased interest makes the classroom feel alive with excitement, curiosity, and a strong desire to learn.

Furthermore, these well-chosen materials empower students to take ownership of their learning. When they interact with content that aligns with their passions, they are naturally inclined to invest more time and effort into their studies. This sense of ownership fosters a positive learning cycle, where increased engagement and motivation feed into each other, creating a continuous loop of progress.

In essence, the right materials make students really curious, excited, and motivated to learn in the classroom. They provide the means through which students can bridge the gap between theoretical language concepts and practical, real-world applications.

By connecting language learning to their personal lives and interests, students perceive the relevance and significance of their studies, which in turn heightens their motivation to excel.

As a result of this dynamic interplay between materials and motivation, students are not mere recipients of information; they become active participants, collaborators, and creators of knowledge.

This collaborative and empowered atmosphere enhances the language acquisition process, as students are not only absorbing language but actively engaging with it, making it an integral part of their cognitive and communicative repertoire.

How do I know if the material is appropriate?

Determining whether the material you've chosen is suitable for your TEFL lesson involves considering both the language level of your students and their learning preferences and interests.

Language Level:

To ensure the material is appropriate for your TEFL lesson, it's crucial to match it with the language proficiency level of your students. If the material is too complex, students might become frustrated and disheartened. On the other hand, if it's too simple, they might get bored and not feel challenged.

Review the vocabulary, sentence structures, and overall complexity to ensure they align with the level you're teaching. A good rule of thumb is to choose material that's slightly challenging yet still within your students' grasp.

Learning Styles and Interests:

Each student has a unique learning style and personal interests. Some might excel in visual learning, while others grasp concepts better through listening or hands-on activities.

Consider the diversity within your group and select materials that cater to different learning preferences. For instance, if you have a group that enjoys visual learning, incorporating videos or images could enhance their understanding and engagement.

Furthermore, tap into the interests of your students. Choosing material that relates to topics they're passionate about can greatly enhance their motivation and connection to the lesson. If your students love music, integrating song lyrics or discussions about their favorite artists could make the lesson more enjoyable and relatable.

Incorporating a variety of materials that accommodate different learning styles and interests can help create a well-rounded and engaging lesson that resonates with every student. It's a bit like putting together a puzzle – you want all the pieces to fit together seamlessly, creating a complete and satisfying picture of learning.

3.20. Diverse Arsenal: Exploring Various Material Types

As a skilled teacher, you must know how to engage your students effectively. This involves using a variety of materials because not everyone learns the same way. A successful TEFL toolkit includes a diverse range of resources to cater to different learning styles and preferences.

1. Authentic Materials:

In a world where language thrives beyond the classroom walls, authentic materials like news articles, podcasts, and social media posts offer a glimpse into real language usage. These materials bridge the gap between textbook language and the language students encounter in their daily lives.

News articles provide insights into current events and how language is employed to convey information persuasively. Podcasts introduce learners to various accents, intonations, and colloquial expressions, enriching their understanding of spoken language. Social media posts reflect informal, everyday communication, helping students grasp the nuances of informal speech and digital interactions.

2. Textbooks and Workbooks:

While modern resources are important, traditional materials like textbooks and workbooks still play a vital role in TEFL. These materials offer structured learning paths, covering essential language skills from basics to more complex concepts.

They provide a reliable framework for both students and teachers, ensuring a well-rounded education in grammar, vocabulary, reading, writing, listening, and speaking.

3. Audiovisual Resources:

Videos, songs, and audio recordings enrich lessons with auditory and visual stimuli. They expose students to different accents, tones, and contexts, enhancing listening and speaking skills.

4. Interactive Games and Activities:
From role-playing scenarios to language-based games, interactive activities inject an element of fun and competition into the learning process, turning lessons into engaging experiences.

5. Online Resources and Apps:
In the digital age, online platforms and language apps offer a plethora of interactive exercises, quizzes, and virtual classrooms, making learning accessible and flexible.

In conclusion, the choice of suitable materials in a TEFL class is far from a mere pedagogical decision; it's a powerful strategy that propels students towards a holistic and successful learning experience. By fostering motivation, engagement, and ownership, these materials lay the foundation for a classroom that radiates with energy, enthusiasm, and a genuine passion for language learning.

CHAPTER 4
Research Methodology.

Case Studies from Libyan Schools

4**.1**   **Introduction**

This chapter includes the methodology which will be used in this study. This study is conducted as a case study. Specifically, the section covers research approach, research design, population and the sampling, data collection, and data analysis. In the first section, the manner of the research is further explained. The next section focuses on design of the study which talks about the chronology of the study. The third section is mainly about the population and the sampling which also represent the research participants. Then, a section is written to discuss the method of collecting data. The final section deliberates on the methods of analysing the data collected from the sample.

4**.2**   **Research Approach**

This research will be conducted in a qualitative manner. This approach of research provides for the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that these observations display (Castellan, 2010; Williams & Morrow, 2009). Qualitative research is the systematic inquiry into social phenomena in natural settings and these phenomena can include, but are not limited to, how people experience aspects of their lives, how individuals and/or groups behave, how organizations function, and how interactions shape relationships (Tehrani, et al., 2015). Qualitative research is focused on collection of information from the individual and is usually connected with using non-numerical data for deeper understanding of the characteristics of the researched area (Gummesson, 2000).

Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry (Denzin & Lincoln, 2000).

This study is a case study. This approach comprises extensive comprehension of data from multiple sources. Case study can be conducted to explain, investigate or depict incidents. Case studies are designed to suit the case and research question and published case studies demonstrate wide diversity in study design (Hyett, Kenny & Dickson-Swift, 2014). It is used as it relies on participants' perceptions and cognition to reason their choices of reading materials. It is due to a number of reasons. The first one is because of the number of the number of sampling. This study has merely three participants; therefore, it suits a case study which the number of participants may vary. Then, it is because this study investigates and explains the rationale behind the participants' selection reading materials.

4.3   **Research Sample**

A research sample is a well-defined collection of individuals known to have similar characteristics. All individuals within a certain population usually have a common, binding characteristics or attributes. In other words, a population of study is a group of individuals taken from the general population who share a common characteristic, such as age, sex, or related condition. This group may be studied for different reasons, such

as their response to certain variables of phenomenon (Saunders et al., 2009). Sekaran (2000) describes a population as "the total set of people, activities or items of desire that the investigator desires to examine". Qualitative researches require less number of samples as compared to quantitative analyses (Carlsen & Glenton, 2011).

The purposive sampling of the research consists of three teachers from three Libyan international schools in Kuala Lumpur. Since the number of Libyan international schools in Malaysia in general is limited, the number of participant is also limited. There are actually approximately on average five EFL teachers in each Libyan international school. When the data collection procedure began to take place; however, only a handful of teachers was willing to help out by being the participants. The others are constrained by other extra-curricular activities and personal matters. The teachers that are selected are qualified EFL teachers. They are not novice or pre-service teachers. They have more than five years of teaching experience in teaching EFL reading skills for all levels – elementary, intermediateand advance, but only one of them have exceeded 10 years of teaching experience. All of them gained their education degree from different universities. The first participant graduated from University of Tripoli. Another participant was a student in Omar Al-Mukhtar University while the other graduated from Sabha University. Despite graduated from different universities, they received the same professional training and preparation program for teachers since they teach Libyan international schools outside of Libya. All of the participants are male.

4.4   Research Design
In this study, the investigation was done in three Libyan international schools respectively in Kuala Lumpur and Selangor. To answer the third research question, the first interview (pre-reading lesson interview) was done at the schools in the first week of the second term. The first interview was done at that time as the reading lesson plans for the whole week were needed for this study. On the last day of the second week, five readinglessons from each of the participant were collected, and this was done to identify what kind of instructional reading materials used by the participants. In the following week, the second interview (post reading lesson interview) were conducted. This interview was done to find out what factors that influenced the participants to use the selected materials in their reading lessons. All of the interviews were conducted in the schools.

4.5   Data Collection
The method used is to gain understanding and answer the research objectives, research questions and the research hypotheses. Qualitative researchers usually work with text when analysing data; data can be transcribed in entirety or focus on selected sections. However, focusing on selected sections of the data may not capture the nuances of observations or participants' descriptions and may fragment the data.

The challenge for qualitative researchers is to present a cohesive representation of the data, which can be 'vast' and 'messy' and needs to make sense of diverse viewpoints or complex issues. The process of data analysis is to assemble or reconstruct the data in a meaningful or comprehensible fashion, in a way that is transparent, rigorous and thorough. The procedure of this research is presented in Figure 3.1, as follows:
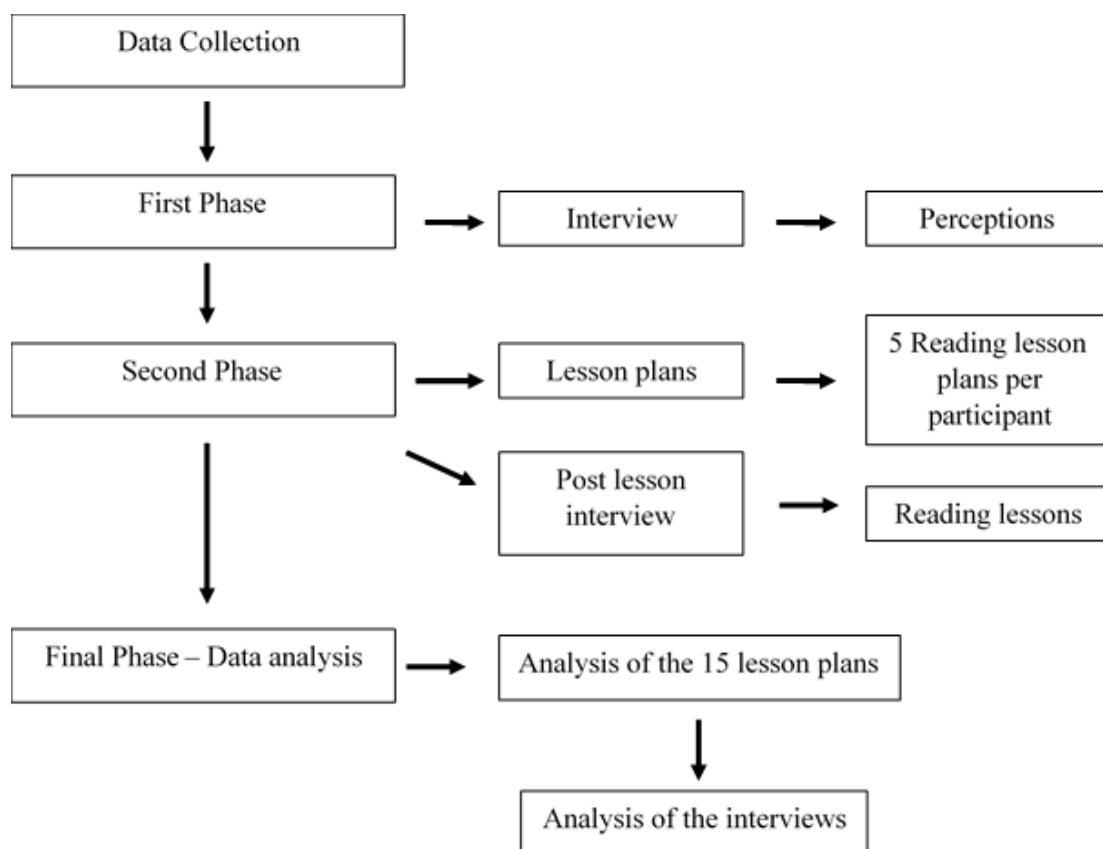
*Figure **4.1**.*   Data Collection Procedure

The procedure of this study is divided into two phases. In the first phase, the participants were interviewed on their perception towards selecting reading materials. During the interview, both of the researcher and participants discussed their outlook on this matter. In order to elicit more responses from the participants, the researcher shared his or her experience in reading lessons as well.

The interview was done in different time and individually. The second phase includes reading lesson plans. The researcher collected five lesson plans from each of the participants. After the lessons were carried out, the participants were interviewed again with regards to their reading lesson plans. The final phase is data analysis which will be explained in the last section of this chapter.

4.6   Research Instruments

The purpose of this study is to identify the EFL teaching materials used in Libyan schools and to explore the justifications of using the respective materials. The data collection for conducting this study will be used to examine teachers' perceptions upon using instructional materials in reading lessons. Their lesson plans were also explored to determine the characteristics of materials used in their classroom. Relevant data will be gathered by making use of these tools which are interview questions and lesson plans:

A- Interviews:

The interviews are semi-structured as guided questions are prepared. The first interview was used to determine teachers' perceptions on reading materials selection and the

sample of the study will involve 3 teachers. Meanwhile, the second interview focuses on the participants' reflection on their reading lesson plans and their perception on the correlation between reading materials and the reading lessons.

Interviews were done as they proven to work well in collecting data for qualitative research. It is highlighted in a study by Edwards and Holland (2013). Other explanations for the increasing popularity of qualitative interviews offered are recognition of a need for methods that can give insight into the meanings that individuals and groups attach to experiences, social processes, practices and events, for example, by policy decision makers (Edwards & Holland, 2013). Jamshed (2014) in his study also claimed that interview is a type of outline in which the practices and standards be not only recorded, but also accomplished, argued as well as emphasized.

B- Reading Lesson plans:
Five lesson plans were collected from the participants. The participants needed to layout the stages done in a reading lesson which are pre-reading, while reading and post reading. In the lesson plans, the participants also needed to highlight the materials used in every stage. At the end of the lessons, the participants needed to summarise them in table according to materials, stage, reading skills focus and reading strategy implemented.
They are collected to determine the materials used and the characteristics of the chosen reading materials. Based on the reading lesson plans, the connection between the participants' perception on reading materials selection and the usage of reading materials in an actual classroom can be made.

Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed, and it is one of the key factors in the educational process (Nesari & Heidari, 2014). By analysing participants' lesson plans, it is easy to understand the flow of the lesson. Spratt, Pulverness and Williams (2005) pointed out that lesson plan is a map which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. This rationalizes the reasons behind using lesson plans as one of the research instruments.

This study used the interviews to cover the largest possible number of the study, and to get views and more accurate answers and inclusiveness to largest possible number of the study community. The lesson plans were used to cover the short coming of not being able to physically observe or record the reading lessons done by the participants.

4.7   Data Analysis
There are several methods that can be used in analysing interview data. However, the best analysis method for this study was thematic analysis. For researchers and research participants alike, narrative is a pervasive structure with which we comprehend and convey the experiences and meanings of events, account for our own and others' behaviour, and reveal ourselves to others in the way in which we would like to be seen (Stephens, 2013). A thematic, topic-centred, biographical or narrative approach where

the researcher has topics, themes or issues they wish to cover, but with a fluid and flexible structure (Edwards & Holland, 2013).

According to Braun and Clarke (2008), there are five phases in thematic analysis. The first phase is familiarisation with the data. This stage includes getting familiar with the data. In this study, the first phase was done when the interviews and the lesson plans were collected. After that, in the second phase, significant features in the data are identified with the purpose to answer the research questions. In this stage, the study focused on the elements of the criteria set by the teachers in selecting reading materials based on the guidelines for materials development by Howard and Major (2004) and Tomlinson (2008). Then, in the fourth phase, the themes are reviewed. In this study, after identifying the prominent features in the data, the themes were then compared to find the correlation between the data collected. The fifth phase includes defining and categorizing the themes. In this stage, the study classified the themes specifically to highlight their focus. Below is the summary of phases in thematic analysis in this study:
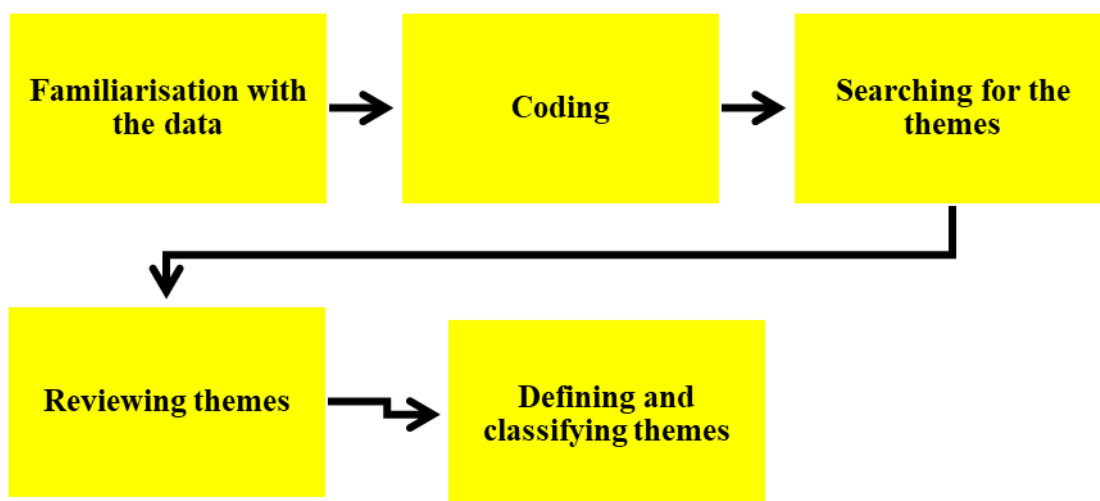

Figure 3.2.   Data Analysis

4.8   Reliability and Validity of the data

The matters of reliability and validity is often deliberated when credibility in qualitative research is pointed out. In qualitative research, validity referring to the integrity and application of the methods undertaken and the precision in which the findings accurately reflect the data, while reliability describes consistency within the employed analytical procedures (Noble & Smith, 2015).

Concerning credibility of the data, the researcher was required to spend adequate time in a specific research framework to recognize and seize the bias that may rise owing to the incidence of the researcher. This is explained as extended involvement and it aids in recognizing features like researcher's favouritism and perceptions. In this study, a total eight months were spent in organizing the data collected and before that, three months were spent on the data collection procedure to get familiarize with the participants. The time was also used to deliberate on issues associated with education such as teaching and learning issues. Therefore, throughout the research, the relationship between the researcher and the participants were strengthen so that they

could be relaxed and prepared to be interviewed. To collect the data, the participants were informed on the procedures including the questions of the interviews and the collection of reading lesson plans. Taking the participants' insights and suggestions into consideration, the questions in the interviews were slightly altered. The time of the interview was also set according to the participants' availability.

The feature of reliability of the data is further strengthen with the triangulation procedure conducted. In this study, several approaches of data collection to inspect EFL teachers' perceptions in materials selection. In this study, two semi structured interviews were conducted. The first interview was done before conducting the lessons. The second interview was done after the lessons. By triangulating the data, cross-checking the data collected was available as a result from the interviews and reading lesson plans.

In regards to the validity of the data, several measures were taken. While the interviews were conducted, the researcher avoided from making excessive comments or expressing opinions that could intimidate the participants. The researcher also conducted the second interview as soon as the last lesson was done so that the participants would be able to recall the considerations while conducting the lessons.

4.9 Ethical Considerations

In all research, ethical issues are important and require considerable attention (Mackey & Gass, 2005). According to Resnik (2015), there are four reasons to consider ethics in a research. The first reason is to boost the objective of research like falsifying and misconstruing research data. Next, ethical paradigm in research encourage accountability, mutual respect and equality in collecting and processing data. Apart from that, ethical standards aid to make sure that researchers can be held accountable to the community. The fourth reason is to build community support for research. Finally, ethical norms help to foster important moral and social values like human rights and responsibility.

a)   Informed consent

Sarantakos (2005) points out that a participant should never be forced to participate in a study: a research participant should participate in a research voluntarily and it is the responsibility of the researcher to gain the participant's consent to participate voluntarily in a study before the research is conducted. This study only involved three teachers, and the process of data collection took about eight months; therefore, the commitment from the participants was extremely significant in completing the research. In the early stage of data collection procedure, the participants were informed of the questions in the interview. Before the first interview was conducted, the participants were give a form of consent (Appendix H). The data collection started only when the participants had signed the form.

b)   Privacy and confidentiality

During the data collection procedure, the participants were constantly assured that their contribution would not be used against them. They were also guaranteed that their data would not be made public. Since the participants are foreign teachers, they were very concerned on this issue. That is why they were repetitively assured that their identity would remain anonymous, so it would not somehow jeopardize their teaching career.

4.10   Chapter Summary

This chapter provides the details and summary on what this study is about. It includes the objectives and purposes of this study. The main purpose of this study is to establish the teachers' perception on the use of instructional materials to teach reading for EFL students in Libyan international schools.

CHAPTER 5

Analysis Of Data

5.1 Introduction

This chapter focuses on the findings gained from the data collection process. This study is done based on a number of purposes. First of all, it is to examine the characteristics of the teaching materials used by the teachers to teach reading. Next, it is to investigate the factors which influence the use of the chosen materials to teach reading. Finally, it is also to explore the perceptions of the teachers on the teaching materials used in the classroom to teach reading. This finding is gained from six interviews, which revolves around their perceptions of reading material selection, their reading lesson plans, and the characteristics of the reading materials used, were conducted on the participants.

5.2 The Teaching Materials Used by the Teachers to Teach Reading

To answer the first research question, the reading materials used by all of the participants in the reading lessons are looked into. The characteristics of the reading materials are looked into individually. Then, a table is used to analyse the findings.

Table 5.1*Types of Materials Used in Reading Lessons*

Materials	P1	P2	P3
Reading text	✓	✓	✓
Quiz	✓	✓	✓
Picture	✓	✓	0
Music video	✓	0	0
Poem	0	0	✓

5.2.1 Reading text

According to the table above, there are some similarities and differences in the reading materials used by the participants. All of the participants used reading texts in their reading lessons. However, participant 1 and 3 used reading texts in all of the reading lessons. Meanwhile, participant 2 used reading texts only in four out of the five reading lessons. Participant 1 used all of the reading texts in while reading stage. The first reading text is about chocolate. It is used to focus on reading skills like skimming, self-questioning, and relating background knowledge to the topic. The first task on the reading text required open ended answers. This encourages the students to think more critically about what they read. It also prompts discussion in the classroom regarding to the reasoning behind their thoughts. The second reading text used is to focus on reading skills like distinguishing facts and opinions and previewing and predicting. This reading text comes with a task that involves a higher order thinking skill, which is distinguishing facts and opinions.

This later helps them to develop advanced level of comprehension of the text and encourage critical reading. Critical reading is evaluating written material and comparing the ideas discovered in the material with known standards to draw conclusions (Burns, 2009). The third reading text isabout birth order in a family. This text focuses on reading skills like skimming, scanning, and speed reading. In this lesson, participant 1 included speed reading and skimming in one task where the students needed to read the text quickly to get the main idea. They then scanned the text to relate

to the video they saw with the text. The forth reading text is about crossing the wadi. This reading text used is closely related to the environment of their country which is dessert. It helps the students to understand the lesson better. However, it is only applicable to the students who are from such atmosphere. The final reading text is about planets. This reading text included another higher order of comprehension activity which is note taking. It is also used for scanning.

Participant 2 also used all of the reading texts in while reading stage. However, unlike participant 1, participant 2 used reading texts in only four out of five reading lessons. The first reading text is about hair. This reading text included reading skills like relating background knowledge, scanning, and vocabulary building. At first, students need to utilize their background knowledge about hair in regards to culture. When relevant schemata is connected to the reading text, their comprehension level increases. It encourages them to be good readers as they need to interpret the text to suit what they already know. The second text is about astrology. It focuses on reading skills like guessing the meaning in context, finding writer's attitude, and scanning. Identifying writer's attitude promote higher order of thinking and comprehension where the students need to be able to recognize author's opinion on the topic. The third reading text is about bamboo. This text focuses on reading skills like finding the important facts, speed reading, and making comparison. Scanning is a vital reading strategy to speed up reading as reading words by words will hamper overall comprehension. It also promotes having purposes in reading. The final reading text is about dilemmas. This reading text is used to improve reading skills like skimming and guessing meaning in context. Skimming emphasizes that what you read is more significant than what you leave out.Understanding the main idea of a text is highly advantageous to promote higher level of comprehension.

Participant 3 used four reading texts and a poem in his reading lessons in while reading stages. The first reading text is about cheating. This text focuses on reading skills like making comparison and skimming. Students are encouraged to discuss their understanding among each other to compare different interpretation and responses to the text. The second reading text is about colors. In this lesson, the text is used to elicit a different kind of response which is a non-linguistic response. According to Cook (2014), graphic responses are proven to give larger impacts on students' comprehension. Non-linguistic representation is defined as generating mental pictures to go along with information, as well as creating graphic representation for that image (Marzano, Pickering, and Pollock, 2001). The third reading text is about flags. The focused reading skill is skimming, scanning, and sequencing. Sequencing is not a new-found skill in reading. The ability to sequence is related to the ability to understand the text better especially narrative texts. It helps them to think of a text in pieces rather than as one large hunk. The final reading text is about the encyclopaedia of Arab culture. Similar to the one used by participant 1 in his fifth lesson, this text is closely related to them, so the students have no problem in relating it to their background knowledge. However, as mentioned before, if the class consisted of diverse nationalities and environment, it would be difficult to be used in the lesson.

5.2.2 Quiz
All of the participants used quizzes in their reading lessons. Each of them used one quiz in only one of the lessons. All of the quizzes are different in terms of structure. The first

participant used a soccer quiz where the students need to match 2 items whereas participant 2used a quiz about bamboo which is a set of multiple-choice questions. The quiz used by participant 3 is about colors, and it is structured in subjective questions. This shows that the participants assessed their students differently. It is clear that each of the participant has their own way in presenting the quizzes and also assessing their students. Participant 1 used matching technique while another one used multiple-choice questions. The other participant used structured and subjective questions. This demonstrates divergent conceptualization of evaluating reading skills. This relates back to participants' belief in reading material selection and the criteria they laid out in the second interview regarding to their reading lesson plans.

Participant 1 used matching questions in his quiz to cater to his students' level of proficiency or reading abilities. According to Benson and Crocker (1979), this type of questioning technique is effective for students with lower to intermediate reading abilities. It is found to be consistent and justifiable to measure reading comprehension for the mentioned level of reading abilities. While most matching questions are done at the end of a reading lesson, participant 1 applied it at the beginning of his lesson to measure student's ability to recall information retrieved from their background knowledge of the topic within the time constrains. This type of technique represents the lowest order of cognitive processing which is remembering according to Bloom's Taxonomy. The fact that this technique is the most commonly employed by the teachers and it likely proves the rationale behind participant 1's choice. Since his principle in reading classes is for the students to be able to grasp the main ideas of the topics thoroughly by connecting it to their background knowledge, he believes that matching questions are an effective technique to measure students' reading skills as students who do extremely well in it are at the higher chance to get the big picture better as illustrated below:

Excerpt from pre-interview with participant 1:

> *From a perspective of an English teacher, a good reading material must be meaningful. It must be purposeful and beneficial for students' reading skills. It is also supposed to be able to you know connect the dots in their understanding.*
>
> *Well, to understand a reading lesson better, students need to be able to connect the topics to their prior knowledge. This will fasten their pace to understand the lesson better.*

(*Transcript 1: Participant 1, Line 6 and 8*)

On the contrary, participant 2 used multiple choice questions in his quiz purposely to activate self-learning among his students which is mentioned in his interview as illustrated below:

Excerpt from post interview with participant 2:

> *Reading is actually a daunting activity. We all know that what the students think. So, when we make it as genuine as possible, they can see the point or the benefits that they can get from reading. It should be instructional since we need to keep the reading activity purposeful. If not, they will further despise reading when they can see that there's nothing to gain.*

Unlike the technique used by participant 1, participant 2 used multiple choice questions are best to evaluate both lower order cognition and also higher thinking order. Based on the transcript above, it shows that participant 2 intended to make the students to think deeply of the subject by aligning them multiple choice questions that promote thinking and understanding. It also possesses targeted focus that helps the teachers to assess the reading skills with higher rate of reliability. Multiple choice questions allow the teachers not to see the depth of students' comprehension but to evaluate the extensiveness of the intellectual capacity of the content.

The third participant used subjective questions. Subjective questions can classified into two types which are essay questions and short answer questions. Normally, subjective questions are used in while reading stage, after the students have read through the text. However, participant 3 used it in his quiz which was done in pre-reading stage. Due to that, he chose the second classification which is short answer questions as he merely wanted the students recall the information from their schemata. He chose it to attract students' attention on the topic as he mentioned in his interview as illustrated below:

Excerpt from post interview with participant 3:

If your pre reading stage is interesting and manages to gauge students' attention, then you can be sure that your objectives can be achieved. It's about how you open the door of the lesson to the students. If you attract them with interesting videos, graphics or even a short discussion, you can guarantee their head is already in the game.

(Transcript 6: Participant 3, Line 6)

The questions involved a set of WH-questions which basically just to recall their background knowledge on color chart, basic understanding on Newton and the color spectrum, and colors around us. This technique expects clear answers on topics which were exposed to the students in their daily life.

5.2.3 Pictures

Apart from that, only participant1 and 2 used pictures in the reading lessons. Participant 1 used a picture of a family in the third lesson. This picture is used to relate to the students' background knowledge and the topic. It is also used to predict what the topic of the lesson is. Meanwhile, participant 2 used a picture only once in his reading lesson which is a picture in the textbook in the fifth lesson. It is a picture of a man trying to hold onto a man who is falling off a cliff. This picture is used to intrigue students on thinking what their possible choices are. This picture is also used to introduce the topic of the lesson.

5.2.4 Music video

Among all of the participants, only participant 1 used a music video in his lesson. A music video, "Waka Waka" by Shakira is used in warmer. It is used to induce students'

background knowledge of the topic which is soccer. It is also used to let students preview and predict what the topic of the lesson is. Music alone is entertaining. Using a music video of a pop song that they listen to every day is effective to catch their attention and get them engaged throughout the lesson. In his interview, participant 1 realizes that powerful warmer and pre reading stage gives huge impacts on the lesson as illustrated below:

Excerpt from post interview with participant 1:

> *I used to think pre reading is just a minor stage in a reading lesson. However, after two years of teaching, I truly realized how crucial pre reading is in order to have an effective lesson.*

(*Transcript 4: Participant 1, Line 4*)

5.2.5   Poem
As for using poem as a reading material, only one participant used it in his reading lesson. Participant 3 used a poem about littering as his main reading material in his third lesson. Poem can be used as a creative way to teach reading skills. Poem is viewed as a fun and non-threatening text to imply reading skills and promote overall comprehension. Participant 3 mentioned in his interview that using interesting reading materials can change students' negative perception on reading.

Excerpt from pre-interview with participant 3:

> *No specific preference. As long as it is interesting and meaningful for my students, then I'm more than happy.*

> *Reading is not an easy task. They don't really fancy reading. The students I mean. By using interesting and meaningful materials, they can see the purpose of reading and see it as an active process instead of a meaningless one.*

(*Transcript 3: Participant 3, Line 11-14*)

5.2.6   Conclusion
Based on the post interviews, three main characteristics of the reading materials were identified. All of the reading materials used are in topics of which the learners are familiar with. The participants exactly ensured that learners' skills are enhanced and cultivated based on the topics within their familiarity as to trigger their prior knowledge. The second characteristics is authentic materials. In the reading lessons, the participants used authentic reading materials to induce authentic reading tasks. Lastly, the reading materials focus on visuals that can engage learners. All of the participants used meaningful and effective visuals like a music video and pictures.

5.3   The Factors Which Influence the Use of the Chosen Reading Materials
An interview was done to focus on reading lessons. In this interview, participants were asked a number of questions and some of the questions pin on the factors that the participants look into when choosing the reading materials. These factors are analysed based on the interview before the reading lessons, the interview after the reading lessons, and also with regards the reading lesson plans.

Based on the interview and post interview data, the following factors are significantly highlighted:

5.3.1   Challenging reading texts
All of the participants mentioned about challenging their learners. According to them, being able to prepare a challenging reading material motivates the learners to enhance or improve their reading skills. Participant 1 also talked about his consideration upon learners' reading readiness in relation to learners' motivation. He believes that if the learners can accommodate the reading materials, it motivates them to excel in the reading tasks as illustrated below:

Excerpt from post interview with participant 1:
> *There are several criteria that I take into account when selecting reading materials. Like students' proficiency, reading abilities, readiness, topic of the day as well as the syllabus. Like I said, some students are weak while the rest of them are either average or good in reading or English in general.*

> *We need to prepare a lesson that students are ready to learn if their learning experience is to be effective. For example, the level of difficulty of the reading text. I always ask myself "Are they ready to move to the next level?" or "Can they cope with this kind of text already?" before I select the materials.*

> (*Transcript 4: Participant 1, Line 16 and 19*)

Participant 2 claimed that he uses more activities from other resources instead of the ones from the textbook owing to the difficulty level of the reading materials. He argued that reading materials that are too easy do not motivate learners to carry out the reading tasks, and extremely difficult reading materials seem to cause de-motivation as illustrated below:

Excerpt from post interview with participant 2:
> *How do I say this? To me, it's not enough to feed students' reading skills. Some of the texts are too boring. Some of them are not challenging enough. We all know that most of the students hate reading. If we keep on*

giving them mundane reading tasks, it's not going to make it even better.

While I was looking for a material to use for intermediate students that day, I found the reading task in the book about crossing the desert. Yes, it's relatable to them, but it's too easy for them. One of the questions asked them to rearrange few very simple pictures whereas these students are 14 years old intermediate students.

(Transcript 5: Participant *2, Line 18 and 20)*

This factor is further agreed upon by participant 3. He also highlighted challenges in reading materials, similar to the second participant. He firmly believes that reading materials that bring the learners outside of their safe cocoon induce motivation and consequently improve their reading skills. This also sparks interest in learners as they are exposed to new information or ideas that probe their prior knowledge.

Excerpt from post interview with participant 3:

I focus more on their abilities. I like to challenge my students once I know that can manage the present reading task. I usually bring in materials that are slightly difficult than what they had previously.

I want my students to improve. All teachers want that. But, I believe in gradual improvement. I walk my students towards improvement by taking things step by step. For instance, if today's topic is about the life cycle of an animal and they manage to achieve the learning objectives, tomorrow's lesson can be moved to a slightly difficult text like extinction.

(Transcript 6: Participant 3, Line 12 and 14)

5.3.2   Proficiency

The second significant factor is learners' proficiency. All of the participants teach a class consists of a number of students ranging from 20 to 30 students. The participants also mentioned that they are not able to bring together their attention on each of the students. Participant 1 and 2 claimed that their class is a collective of weak, average and good students. They have to include the factor of learners' proficiency when selecting reading materials.They have to ensure that the materials are not too difficult for weak students, not too easy for excellent students, but enough for average students

to help themselves and their weak classmates.
Excerpt from post interview with participant 1:

> *Since I'm teaching a class of 30 students, it is almost impossible for me to focus on a student individually. So, I prepare the materials to attain collective learning objectives.*

> *Each student has their own proficiency and interest. There is a mixture of good, average, and weak students in my classroom. So, it's hard for me to you know…help them with their weaknesses and strengths in reading individually.*

> *I usually prepare materials that are in average difficulty so that it can cater to all levels of students.*

> *(Transcript 4: Participant 1, Line 10, 12 and 14)*

Excerpt from post interview with participant 2:

> *I'm teaching in a school. So, you can see clearly that I have more than 20 students in my classroom. I can't choose materials that cater to individual learning objectives. I believe that my students have different reading proficiency. Some of them are excellent in it. The rest are just average or even find reading as daunting. I usually make sure that the materials I use suit average level of difficulty. So, you know all of them can do it. It might still be challenging, but at least they can do it.*

> *(Transcript 5: Participant 2, Line 8)*

In the case of participant 3, it is slightly different. The number of average students in his class is higher than the number of weak and good students combined. He has a class with good dynamic. Due to that, he fully focuses on slightly challenging reading materials in order to improving their reading skills and sharpen their proficiency.
Excerpt from post interview with participant 3:

> *As we all know, an average of number of students in a class in this school is 20-25 students. My materials are chosen to feed the learning objectives collectively. I have too many students to just focus on individual learning objectives. I can't be focus on scanning the whole time if*

only a handful of them have problems with it. I need to
rotate the reading skills, so it can gratify every student.

Their focus on learners' proficiency does not tie to only language proficiency; they also focus on reading proficiency. It is the matter of whether they can understand the materials and if they are able to carry out the task. Initially, they use less complicated reading materials and then gradually move to more complex reading materials.

5.3.3 Interest

Teachers who work to select the reading materials astutely should not disregard learners' interests. No matter how difficult or easy a text might be, it would be boring or difficult to read if it is not interesting to the learners (Lotherignton, 1998). Therefore, this aspect is also considered as the factor that the influence the three participants when choosing reading materials. All of the participants use the first two weeks to not only assessing their learners' proficiency and abilities, but also identifying their interest. Arias (2007) claimed that interest and motivation are strongly associated. Participant 1 mentioned that his learners' interest helps all level of learners grasp the reading materials. He also emphasizes that in order for the learners to develop their reading and language skills well; having them to 'cling' to the materials is significantly impactful.

Excerpt from post interview with participant 1:

I usually prepare materials that are in average difficulty
so that it can cater to all levels of students, and it also
must be interesting. To tackle a huge number of students,
we need to make sure that the topics and the activities
are attractive enough to get them going throughout the
lesson.

Participant 2 made an initiative of rotating the topics of the day according to his learners' interest as he wants them to take pleasure in reading.

Excerpt from post interview with participant 2:

From the first week of the session, I try to get to know
them. Get to know what their interests are. Of course it's
hard for me to satisfy everyone, but I'll make a point of
you know choosing the topics they like in turns. Let say
if I have three groups of students which respectively like
sports, fashion, and animals. So, this day I'll use a

reading text about sports. The next day will be about fashion, and the following day will be about animals. I will continue rotating the topics, so they can get the chance to enjoy what they like.

Participant 3 also fully utilized the topics that attract his learners. He uses the materials or topics of his students' favourite to gradually improve their reading skills and to absorb the air of mundane during reading processes.

Excerpt from post interview with participant 3:

I want my students to improve. All teachers want that. But, I believe in gradual improvement. I walk my students towards improvement by taking things step by step. For instance, if today's topic is about the life cycle of an animal and they manage to achieve the learning objectives, tomorrow's lesson can be moved to a slightly difficult text like extinction. I also make sure that the reading texts involved are the ones that attract their attention at most.

5.3.4 Meaningful Content

Jimenez (2007) asserted that if the learners need to work on a complicated reading material which is interesting, and it taps on their prior knowledge, they will attempt to understand it, and they will utilize various reading strategies to carry out the reading tasks. Participant 1 highlighted that the reading material must be meaningful, beneficial and relatable. The content of the reading material should provide benefits for them to use the knowledge not only in the classroom but also in real life tasks.

Excerpt from post interview with participant 1:

I truly realized how crucial pre reading is in order to have an effective lesson. Therefore, it is important to prepare a reading material that is meaningful, beneficial and relatable to the students so that the learning objectives can be achieved.

In my opinion, it is the kind of reading material that gives benefits to them as well as providing them information, making them fully utilize the reading skills they have learned, and is closely related to their life.

Participant 2 focuses on the content of the reading materials. As mentioned by Jimenez (2007), participant 2 always ensures that the content of reading materials is interesting and slightly above than what they are comfortable with.

Excerpt from post interview with participant 2:

> *In my opinion, it must tackle students' background knowledge of the topic. It must be able to attract students' attention and interest. If they are not interested in the topic, the lesson will not be as effective as I hope it would be.*

Participant 3 underlined interesting starters to complement interesting content. He believes that learners learn better if they are awoken by meaningful content.

Excerpt from post interview with participant 3:

> *If your pre reading stage is interesting and manages to gauge students' attention, then you can be sure that your objectives can be achieved. It's about how you open the door of the lesson to the students. If you attract them with interesting videos, graphics or even a short discussion, you can guarantee their head is already in the game.*

5.3.5   Conclusion
Based on the findings above, these are the factors that affect participants' selection of reading materials. All of the participants prioritized the students in determining the suitability of reading materials used in the classroom.

5.4   The Perceptions of the Teachers on the Teaching Materials Used in the Classroom to Teach Reading

5.4.1   The Materials Used in Participants' Reading Lesson Plans
In order to further discuss the participants' perception on the teaching materials used in reading classroom, the materials used in participants' reading lesson plans according to principles and guidelines by Howard and Major (2004) and Tomlinson (2008) need to be analyzed first.

In discussing principle of material selection, there are two main principles to be

highlighted. The first one is by Howard and Major, which was discussed in the literature review, and the other one is by Tomlinson. Before the findings under this research question are laid out, the guidelines need to be reviewed as below. Howard and Major (2004) and Tomlinson (2008) respectively constructed a set of guidelines and principles to be referred to when selecting and developing teaching materials. Their guidelines are often found correlated, and it is clearly shown in the findings of the study.

Table 5.2 *The Similarities of The Principles and Guidelines Selecting English Language Teaching Materials by Howard And Major (2004) And Tomlinson (2008)*

Similarities	
P1	• Materials should include students' experiences and reality. • Bring meaningful tasks in reading lessons so that outcomes can be easily achieved.
P2	• Effective ELT materials should allow the students to integrate language use holistically.
P3	• ELT materials is important to produce positive effects in the lessons so that language acquisition is achievable.
P4	• Students need to be engaged cognitively and effectually with the ELT materials, language acquisition is practicable. • Coherent and cohesive materials encourage progress in learning aims.
P5	• Students learn to communicate in L2 effectively if they are given meaningful and real communication purposes. • Provide extensive amount of opportunities for the students to produce the language used in real communication tasks.

Table 5.3 *The Elements of Principles and Guidelines in Selecting English Language Teaching Materials by Howard And Major (2004) And Tomlinson (2008) In Participants' Reading Lesson Plans*

Lesson	P1			P2			P3			P4			P5		
	T1	**T2**	**T3**	**T1**	**T2**	**T3**	**T1**	**T2**	**T3**	**T1**	**T2**	**T3**	**T1**	**T2**	**T3**

Lesson 1			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lesson 2	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Lesson 3	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lesson 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lesson 5		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

According to the table above, it can be seen that participant 1 included P1 which is relating materials to students' experience and giving them meaningful tasks in his second, third, and fourth lesson while participant 2 included them in his second, fourth and fifth lesson. Meanwhile, participant 3 had them in his third and fourth lesson. They incorporated meaningful tasks and learners' experiences in their reading lessons. Both participant 1 and 2 included P2 where they encouraged language use in integrated skills in all of their lessons whereas participant 3 did not do it in only one out five lessons which he did solely on the acquisition of dictionary skills. They prepared reading materials that not only involve reading skills but also other skills like speaking, listening and writing. As for P3, all of the participants utilized them in all of their reading lessons in which they made sure that the students were encouraged to complete the tasks. Likewise, P4 was also included in all of the lessons by all of the participants. They ensured that the tasks prepared are linked appropriately and encourage cognitive development. Finally, all of them included P5 in all of their reading lessons which they made use authentic tasks and reality to promote purposeful communication among students.

5.4.2 Interview on Participants' Perception on the Teaching Materials Used in Reading Classroom and the Reading Lesson Plans

These principles and guidelines are used as the framework in analyzing the data under this research question. Data is taken from the interview done on the participants' perception onthe teaching materials used in reading classroom and the reading lesson plans conducted by them. The table below shows the correlation between the participants' perception on the teaching materials used in reading classroom and the guidelines and principles laid out by Howard and Major (2004) and Tomlinson (2008).

Table 5.4 *The Correlation Between the Participants' Perception on The Teaching Materials Used in Reading Classroom and The Guidelines and Principles Laid Out by Howard And Major (2004) And Tomlinson (2008*

Principles	Participant 1	Participant 2	Participant 3
Skills development	✓	✓	
Authenticity	✓	✓	✓
Motivating			✓
Integration of skills		✓	
Attractiveness	✓	✓	✓

Based on the table above, the participants follow the guidelines and the principles which can be classified into the following themes:

5.4.2.1 Skills development

Participant 1 and participant 2 claimed in their interview that it is significant to be able to use reading materials that do not only provide students with new skills but also develop the present skills. They mentioned that a good reading material should be able to enhance and improve their skills.

Excerpt from post interview with participant 1:

> *Oh I mean learners' readiness. We need to prepare a lesson that students are ready to learn if their learning experience is to be effective. For example, the level of difficulty of the reading text. I always ask myself "Are they ready to move to the next level?" or "Can they cope with this kind of text already?" before I select the materials.*

> *(Transcript 4: Participant 1, Line 19)*

Excerpt from pre-interview with participant 2:

> *I also make sure that the materials include all of the language skills so that they can see the relationship among all those skills. It can open their eyes on the relevance of the materials.*

> *(Transcript 2: Participant 2, Line 10)*

5.4.2.2 Authenticity

As for the second theme, all of the participants emphasize on how authentic reading materials encourage the learners to use the reading skills in learners' daily life. They gavefew examples of how their learners are able to utilize the skills they learned in the classroom in real life tasks.

Excerpt from pre-interview with participant 1:

> *I believe that a reading lesson should be realistic so that the students will be able to you know, apply it in their daily life. Through that, they can get the information easily. Reading is not something that students usually consider as a hobby. Most of them even despise reading. I had a student of mine who literally rolls his eyes whenever we start the reading lesson. So, I try my best to include something that is easy and fun to them.*

> *(Transcript 1: Participant 1, Line 12)*

Excerpt from pre-interview with participant 2:

I use a lot of materials that are relatable to them. And they must also be authentic. So, it can gauge their understanding better when they can see it in their daily life. I also make sure that the materials include all of the language skills so that they can see the relationship among all those skills. It can open their eyes on the relevance of the materials.

(Transcript 2: Participant 2, Line 8)

Excerpt from pre-interview with participant 3:

They are can give the impact that I want on the students. They can understand better as the materials used are closely related to their life. They are also easy to carry out. They make the reading lesson be more meaningful and beneficial.

(Transcript 3: Participant 3, Line 10)

5.4.2.3 Motivating

Only participant 3 mentioned the significance of providing reading materials that motivate learners' attitude towards reading in this interview. He claimed that his learners complained how mundane and daunting reading is, so he started to use motivating reading materials to encourage their interest.

Excerpt from pre interview with participant 3:

Reading is not an easy task. They don't really fancy reading. The students I mean. By using interesting and meaningful materials, they can see the purpose of reading and see it as an active process instead of a meaningless one.

(Transcript 3: Participant 3, Line 14)

5.4.2.4 Integration of skills

Similar to the previous theme, only one participant mentioned it in his interview, which is participant 2. Participant 2 put emphasis on preparing reading materials that includes all four language skills, which are listening, reading, writing and speaking. He also claimed that the learners should be able to apprehend the connection of these skills so

that the reading materials are deemed applicable and realistic.

Excerpt from pre-interview with participant 2:

> *Reading is actually a daunting activity. We all know that what the students think. So, when we make it as genuine as possible, they can see the point or the benefits that they can get from reading. It should be instructional since we need to keep the reading activity purposeful. If not, they will further despise reading when they can see that there's nothing to gain. We also need to include all of the four language skills so that the reading tasks seem more practical to the students.*

> *(Transcript 2: Participant 2, Line 10)*

5.4.2.5 Attractiveness

Two of the participants agreed that reading materials used in the classroom should be interesting and attractive. Participant 1 and 2 emphasized on the fun setting of the materials to encourage learners to complete the reading task.

Excerpt from pre-interview with participant 1:

> *I believe that a reading lesson should be realistic so that the students will be able to you know, apply it in their daily life. Through that, they can get the information easily. Reading is not something that students usually consider as a hobby. Most of them even despise reading. I had a student of mine who literally rolls his eyes whenever we start the reading lesson. So, I try my best to include something that is easy and fun to them.*

> *(Transcript 1: Participant 1, Line 12)*

Excerpt from pre-interview with participant 2:

> *I don't have any specific type of material though. I use what I deem suitable for my students. However, I like to use interesting materials that tickle students' interests or emotions. If the materials manage to tickle those aspects, it is more memorable to them. They can remember the reading skills included better since it touches their mind and heart.*

The data above supports the data on justifications made in selecting materials for the reading lessons conducted.

5.5   Chapter Summary

This chapter focuses on the findings collected from the data instruments with a main goal which is to answer the research questions mentioned in chapter 1. The next chapter will focus on the discussion of the data analysis as well as drawing conclusion from the data collected.

CHAPTER 6
Discussion, Conclusion, And Recommendation

6.1 Introduction
This chapter focuses on further analysing and discussing the main findings in the previous chapter. It is done to deliberate the significant of the findings to the participants and the body of knowledge. This chapter will further deliberate the limitation of the study, the implication of the study, and recommendations.

6.2 Discussion of Key Findings

6.2.1 What Are the Materials Selected by The Teachers to Teach Reading?
All of the teachers agreed that selecting reading materials requires an extensive procedure where a lot of characteristics need to be considered. They also agreed that, in order to impose active reading, reading materials chose must be able to encourage critical thinking among students. This is aligned with one of the second language. Acquisition and development theories discussed in chapter 2 which is cognitive theory. In this theory Piaget highlighted on incorporation of critical thinking and metacognitive skills in achieving reading comprehension. The teachers came to an understanding that this notion is clearly veritable. In his selection of reading texts, participant 1 chose the ones that require open ended answers which his students needed to think critically and reason their thoughts. He also used reading text that encourage developmental level of the students as the complexity level of the reading comprehension questions is increased. The questions range from finding stated and implied main ideas to distinguishing facts and opinions and note taking. This also supports Paiget's claim that reading materials must be able to develop students' cognitive level. Participant 2 and 3 also agree with this theory when they include recognizing writer's opinion on the topic and readers' interpretation of the text in their reading text as it made the students display their personal interpretation of the text. Like what was stated by Piaget, reading materials should be able to encourage readers' development in cognitive skills.

Apart from that, based on the reading texts chosen, it is obvious that the teachers agree that comprising students' schemata helps to guarantee comprehension of the text and topic as well as attainment of meaning inputs of the reading materials. As according to Piaget's schema theory, if readers can relate the topic or the text to their prior knowledge, the rate of reading comprehension is higher.

As mentioned in the previous chapter, reading texts are not the only reading materials brought by the participants in the lessons. They also utilize more instructive materials like quizzes, pictures, and music videos. All of the participants agreed that teacher made resources can also be brought if they are made correctly to adapt to students' ability and proficiency. Tailoring reading materials to suit their own students not only helps students' comprehension but also promotes creativity among teachers. The participants agreed that they know their students better; therefore, creating instructional materials can somehow induce students' understanding of the topic or the text. By using pictures and music videos, the participant have decided that visual or graphic can also play an important role in encouraging reading comprehension and engaging the learners. Words and fonts can be mundane for students, and they do not

attract them to continue reading or fulfil the purpose of reading. Humans are easily attracted to graphics and visual. Owing to that, using them can grasp readers' attention during 80 percent of the reading process and elevate their comprehension. The reading tasks were arranged by the participants to ensure that their students are equipped with specific strategies to support and promote understanding.

The complexity of the reading materials used by participant 3 is paralleled to one of Krashen's Second Language Acquisition Hypotheses which is input hypothesis. Students of participant 3 were never not exposed to compelling materials like poems. Nonetheless, they had the ideas of the topic as it was similar to their experience which is in their schemata. This kind of material encourages learners to subconsciously acquire reading and language skills. Participant 3's choice has supported Krashen's notion which is the combination of learners' schemata and unfamiliar reading materials makes the unfamiliarity more comprehensible.

6.2.2 What Are the Factors That Influence the Teachers to Use the Chosen Materials in To Teach Reading?

According to the findings in previous chapter, there are four factors that affect the participants' choice of reading materials. The first factor is motivation. All of the participants have the same opinion which is to challenge their students. This factor supports the characteristics of reading materials laid out by Harsono (2007). Participant 1 agreed with Harsono's proposal that learners must be ready to acquire the points being taught. He emphasized in his interview claiming that when selecting reading materials, teachers need to ensure that the learners are motivated to complete the tasks. Participant 2 claimed that there were some alteration made in his reading materials as he argued that reading materials should possess certain difficulties that develop students' confidence. Similar to what Harsono has proposed, reading materials should also facilitate self-improvement. This shows that participant 2 looks for challenges in motivating his students. Meanwhile, participant 3 takes reading process step by step. At first, he works on making students feel comfortable throughout the reading process. As their easiness grows, he moves to develop their confidence by selecting reading materials that induce their prior knowledge. Following that, he introduce the next reading tasks when he is assured that they are ready to move to slightly difficult tasks.

The second factor is proficiency. As mentioned in previous chapter, the participants do not have the luxury of having small classes. They have to accommodate 20 – 30 students in a reading lesson. In order to acclimate to the issue, the participants have to take into multiple proficiency levels in a classroom into consideration. Despite being an issue, it is actually effective to help students' growth in learning skills in general. This is somehow aligned with the cognitive theory by Piaget. He claimed that teachers should provide opportunities that allow students to work together despite having different cognitive levels.

This encourages matured students and less matured students to cooperate to achieve reading comprehension. Apart from the dynamic of the classroom, the participants also make sure that the reading tasks used are linked together. This supports one of the guidelines set by Howard and Major (2004) which is ELT materials should be linked to develop progression of skills, understanding, and language items.

The third factor is interest. According to Krashen's input hypothesis, selecting and constructing materials should revolve around students' interest. The participants agreed that taking time to know students' interest and providing reading materials that cater to it works as a leverage that helps in reading comprehension. One of the best ways to attract students' interest is by exposing them to language of authentic use as stated by Harsano (2007). It makes them relate to the real world outside of the classroom. Apart from that, Howard and Major (2004) also agree that meaning interaction can also evoke interest among students. The reading tasks should be paralleled to what they face in the real life. They also believe that to maintain students' attention, reading materials should be as attractive as possible. Like participant 3, he used his students' favorite topics to avoid having mundane reading lessons.

The final factor is meaningful content. The participants agreed the reading materials used must provide reading purposes to students. They also agreed that it is significant for teachers to aid their students' understanding by giving explicit and meaningful instructional materials. This is supported by Piaget in his cognitive theory. He claimed that reading is an active process which students take control over their reading comprehension. Howard and Major (2004) further support this by claiming that materials should be contextualized in which language items are put into a meaningful and real context rather than being treated as a standalone. These factors show that the participants rely on the guidelines and theories of previous studies to help them to select effective reading materials.

6.2.3 What Are the Perceptions of EFL Teachers on Teaching Material Used In teaching Reading?

According to the findings, it is true that teachers' cognition on reading materials can be easily reflected in their lessons, and it also affects how they deliver the lessons. The first factor is experiences in classroom. All of the participants agree that years of teaching have made them realized on some significant roles in making a reading lesson successful like how important pre-reading is to them now compared to before. The second factor is professional coursework. All of them mentioned about the inadequacy of professional training that they have received by further emphasizing that it does not provide them with enough techniques in teaching reading. On the other hand, they agree with the third factor which is learners and contextual factors. All of them believe that learners and the context of the reading tasks play significant roles in creating effective reading lessons. They also believe given certain circumstances, teachers need to modify their reading materials to suit the learners and the appropriateness of the context.

Two main principles that can be used as mentioned in previous chapter which are by Howard and Major (2004) and Tomlinson (2008) that underlie the teachers' thinking about reading materials are effective reading materials should be able to promote development of new skills and also enhanced the present skills. This is supported by Howard and Major (2004) as they claimed that reading materials should help learners to learn and exploit learning skills strategies. Apart from that, all of them agree that authenticity, motivation, and attractiveness are significant in selecting reading materials. Integration of skills is also equally important.

6.3   Limitation of the Study

The ultimate limitation of this study is the comparatively short time to conduct the study. This study could have more substantial data gained from the participants. Since the participants are school teachers, they did not have the luxury of the time to be questioned for the interviews. I had to do the interviews on separate days and outside of the school due to their busy schedule. Due to time constraint, I could not observe the effectiveness of the reading lesson when the participants used certain reading materials. I believe that it will provide more convincing data on how the reading materials affect the success of the reading lesson.

The second limitation is measurement used to collect the data. No issues occurred with the interviews and reading lesson plans. In my opinion, the data collected would have looked sturdier if few classroom observations had been done. With the recording of the lessons, this study could have provided in depth explanation on how the reading materials affect the lesson objectives. The researcher proposed this method of data collection to the Libyan international schools; however, due to undetermined circumstances, the classroom observation was not permitted. Besides that, the sample size is relatively small which includes only three EFL teachers for Libyan international schools. This small sample size cannot be used to generalize on the perception of reading materials used in reading lessons by the whole group of EFL Libyan teachers or EFL teachers in general. Despite the small sample size, this study still manages to provide fruitful understandings on how the teachers perceive the idea of using reading materials in reading lessons.

6.4   Implication of Research.

This study has led to a number of implications. First of all, it was mentioned by all of the participants that the school does not provide them with adequate sources of reading materials to be used in the classroom. They had to resort to finding the materials on their own despite not having enough teaching training and experiences. This is a huge risk taken by the teachers as unbeneficial materials could negatively affect the whole lesson. This should highlight the issue which schools should be more supportive of their teachers. Schools should also provide extensive professional development workshops or trainings to train their teachers.

Another implication of this study is that the textbooks used by the schools do not cater to students' environment and not somewhat at age appropriate level. Some of the tasks in the textbooks are dull and not challenging. This is also another reason why the teachers have to find their own reading materials. Based on the findings, it can be seen that the participants tried their best to include the students' needs and themes that cater globally so that they know more of the culture and issues around the world. Schools should ensure that the materials provided are up-to-date and suitable for the learners in terms of proficiency level, interest, and the difficulty level of the materials. My study offers suggestive aspects that are looked into by the teachers when choosing reading materials. Based on the findings, it can be seen that the reading materials are highly influenced by the students. Their needs, proficiency, interest,and motivation are greatly considered by the teachers.

6.5 Recommendations

This study delivers the initial step on exploring teachers' decision-making on reading

materials. It has highlighted on a number of topics which could benefit further research. Further research on teachers' perception towards teaching materials in other language skills can also be useful. Instead of reading skills, it would also be advantageous to study teachers' decision-making on writing, speaking and listening materials. Rather than just focus one sided opinion, exploring students' views on the teaching materials used in the classroom is also enlightening.

Apart from that, a study that compares experienced teachers and novice teachers' view on ELT materials can also be done. It would be informative to contrasts the element of lengthy experiences and updated learning methods in choosing effective ELT materials. It allows you to see how the teaching experience affect teacher's selection of reading materials and how the modern teaching methods affect the materials selections made by the new teachers.

Constructing comprehensible and updated guidelines on selecting ELT materials or teaching materials in general is also beneficial. It would be so helpful for the teachers especially the novice teachers despite the subjects.

6.6   Conclusion

The purpose of this study was to analyse the Libyan teachers' decision-making on ELT reading materials and how they use existing materials to implement classroom sessions and are able to achieve the learning objectives of their students. Based on the findings, it can be interpreted that this study managed to find out how the Libyan teachers decided in selecting reading materials and how they made use of the provided materials in classroom. This study also managed to identify what ELT reading materials are used by the Libyan teachers in the classroom.

The materials are poems, reading texts, quizzes, music videos, and pictures. The findings show that the participants tried to diversify the type of reading materials used to avoid mundane lessons. Apart from that, this study also investigated the factors that affect teachers' selection of reading materials. There are five factors discovered based on the interviews and reading lesson plans which are motivation, interest, meaningful context, and proficiency. Besides that, the study managed to explore teachers' perception on reading materials. This study proved that inadequate training and sources to supplement the lessons could give huge impact in acquiring the learning objectives. It can be concluded that teachers believe that reading materials contribute significantly in the success of a reading lesson.

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APPENDICES

Appendix A

INTERVIEW QUESTIONS (TEACHERS' PERCEPTIONS ON SELECTING AND DEVELOPING READING MATERIALS)

Section I: - Personal details
Please fill the table below with your personal details.

Gender	
Age	
Number of years teaching English	
Language qualifications	
Educational qualifications	

Section II: Teachers interview (some guiding questions)
From your perspective how do you define instructional materials?
1. Do you use instructional materials in every lesson? And can you explain why it is so?
2. What are the teaching materials you used in teaching English?
3. Is there any type of materials that you prefer to use when teaching Reading?
4. Based on your experience, are there any advantages in using instructional materials to teach Reading? What about disadvantages?
5. As an English Language teacher, what does a good material mean?
6. What do your students think about the teaching materials you used in the classroom to teach Reading English?
7. In your opinion, will the teaching and learning happen without the use of instructional materials?
8. Does the training you receive influence your selection of instructional materials?
9. Do you think instructional materials play a big role in teaching and learning of English Language?
10. How do you select teaching materials?
11. Do you use certain materials to teach Reading because it is easy to get?
12. Do you use course book in teaching Reading Why?
13. How often do you use the course book?

Appendix B

INTERVIEW (1) TRANSCRIPT 1

PARTICIPANT 1 - **TEACHERS' PERCEPTIONS ON SELECTING AND DEVELOPING READING MATERIALS**

Interviewer	Line 1	Good morning. Thank you very much for your time. I really appreciate your cooperation.
Participant 1	Line 2	It is a pleasure. I don't mind helping you out.
Interviewer	Line 3	Alright. Shall we begin?
Participant 1	Line 4	Sure. Go ahead.
Interviewer	Line 5	As an English teacher, what does a good reading material mean?
Participant 1	Line 6	From a perspective of an English teacher, a good reading material must be meaningful. It must be purposeful and beneficial for students' reading skills. It is also supposed to be able to you know connect the dots in their understanding.
Interviewer	Line 7	Connecting the dots? Can you explain more about it?
Participant 1	Line 8	Well, to understand a reading lesson better, students need to be able to connect the topics to their prior knowledge. This will fasten their pace to understand the lesson better.
Interviewer	Line 9	Okay. What are the teaching materials you use in teaching reading?
Participant 1	Line 10	Oh. In my class? I use a lot of authentic reading materials that are instructional to supplement the reading textbook. Like newspaper strip, comic strip, brochure and many more. Depending on the topic of the unit in the textbook.
Interviewer	Line 11	Why do you choose to use instructional authentic reading materials?
Participant 1	Line 12	I believe that a reading lesson should be realistic so that the students will be able to you know, apply it in their daily life. Through that, they can get the information easily. Reading is not something that students usually consider as a hobby. Most of them even despise reading. I had a student of mine who literally rolls his eyes whenever we start the reading lesson. So, I try my best to include something that is easy and fun to them.
Interviewer	Line 13	What about types of material? Is there any type of material that you prefer to use when teaching reading?
Participant	Line 14	I don't have any specific preference on that. I usually use

1		both printed and projected reading materials. For example, in a lesson, I usually use videos, songs, and also graphic organizers.
Interviewer	Line 15	Why is that?
Participant 1	Line 16	I believe that all materials are good and instructional if they are carried out systematically and employ the total process of learning and communication between materials and the students.
Interviewer	Line 17	Based on your experience, is there any advantage of using instructional materials to teach reading?
Participant 1	Line 18	From my experience, instructional materials are easy to assess. You can immediately see students' comprehension in the application stage. It is also good to ensure that the lesson doesn't go off track. Since instructional materials are carried out step by step, it is easy for students to grasp the information and lesson objectives can be achieved easily.
Interviewer	Line 19	What about the disadvantages?
Participant 1	Line 20	I will not say it is a disadvantage but rather a challenge. To me, the most challenging part is designing the material to carry the instructional elements since you need to weigh in a lot of aspects such as students' proficiency, ability as well lesson objectives.
Interviewer	Line 21	What do your students think about the teaching materials you use in the classroom to teach reading?
Participant 1	Line 22	They like how they manage to use what they learn in class in their daily life. A student once told me he helped his father finding his plane quickly since we learned scanning skills from airport schedules. So far they can see the benefits they gained from my class.
Interviewer	Line 23	In your opinion, can the teaching of reading happen without the use of instructional materials?
Participant 1	Line 24	A reading lesson without instructional materials is like a tree without water. It is dry and unfruitful. A reading lesson should be active. It should be able to activate students' schemata and at the same time enhance their reading skills.
Interviewer	Line 25	Now, we come to my last question. Does the training you received influence your selection of instructional materials?
Participant 1	Line 26	To be honest, the trainings that I have received are not enough. Teachers like me have to strain our mind and energy to come out with our own materials. In spite of that, I can never be thankful enough to my colleagues that are very helpful.

Interviewer	Line 27	Thank you so much for your time. It is a pleasure to work with you. You've helped me a lot. I hope you continue to work hard for your students.
Participant 1	Line 28	Oh thank you for choosing me. It is such an honor. I hope your research will turn out well.

INTERVIEW (1) TRANSCRIPT 2

PARTICIPANT 2 - **TEACHERS' PERCEPTIONS ON SELECTING AND DEVELOPING READING MATERIALS**

Interviewer	Line 1	Good morning. Thank you very much for your time. I really appreciate your cooperation.
Participant 2	Line 2	Don't mention it. It's good to help a future educator.
Interviewer	Line 3	Thank you. Shall we begin?
Participant 2	Line 4	Yes, please.
Interviewer	Line 5	As an English teacher, what does a good reading material mean?
Participant 2	Line 6	In my opinion as an English teacher, a good reading material must be attractive, challenging, and able to tackle their background knowledge.
Interviewer	Line 7	Okay. What are the teaching materials you use in teaching reading?
Participant 2	Line 8	I use a lot of materials that are relatable to them. And they must also be authentic. So, it can gauge their understanding better when they can see it in their daily life. I also make sure that the materials include all of the language skills so that they can see the relationship among all those skills. It can open their eyes on the relevance of the materials.
Interviewer	Line 9	Why do you choose to use instructional authentic reading materials?
Participant 2	Line 10	Reading is actually a daunting activity. We all know that what the students think. So, when we make it as genuine as possible, they can see the point or the benefits that they can get from reading. It should be instructional since we need to keep the reading activity purposeful. If not, they will further despise reading when they can see that there's nothing to gain. We also need to include all of the four language skills so that the reading tasks seem more practical to the students.
Interviewer	Line 11	What about types of material? Is there any type of material that you prefer to use when teaching reading?

Participant 2	Line 12	I don't have any specific type of material though. I use what I deem suitable for my students. However, I like to use interesting materials that tickle students' interests or emotions.
Interviewer	Line 13	Why is that?
Participant 2	Line 14	If the materials manage to tickle those aspects, it is more memorable to them. They can remember the reading skills included better since it touches their mind and heart.
Interviewer	Line 15	Based on your experience, is there any advantage of using instructional materials to teach reading?
Participant 2	Line 16	It is to be implemented in the classroom. It does not only help the students to grasp the reading skills better, it also helps the teachers to execute it in the lesson.
Interviewer	Line 17	What about the disadvantages?
Participant 2	Line 18	Not much of a disadvantage though. Perhaps a challenge. But, it applies to all kinds of material. We need to outweigh students' interest, proficiency and reading abilities.
Interviewer	Line 19	What do your students think about the teaching materials you use in the classroom to teach reading?
Participant 2	Line 20	I have received good feedbacks. They like the genuineness of the materials. They can apply the reading skills in the daily life since we learn how to use it using real life tasks.
Interviewer	Line 21	In your opinion, can the teaching of reading happen without the use of instructional materials?
Participant 2	Line 22	It will not go smoothly as we hope. It will also not be as purposeful as it's supposed to be.
Interviewer	Line 23	One last question. Does the training you received influence your selection of instructional materials?
Participant 2	Line 24	A good question. Honestly, it's not enough. Experiences and my fellow teachers influence my materials selection in general. The training we received did not prepare us with the real situations we encounter in the classroom. It can be totally different. For example, the training did not prepare me with classroom proficiency with different dynamic.
Interviewer	Line 25	Thank you so much for your time. I really appreciate it.
Participant 2	Line 26	It's a pleasure to help. Best of luck.

INTERVIEW (1) TRANSCRIPT 3
PARTICIPANT 3 - **TEACHERS' PERCEPTIONS ON SELECTING AND DEVELOPING READING MATERIALS**

Interviewer	Line 1	Good morning. Thank you very much for your time. I really appreciate your cooperation.
Participant 3	Line 2	I'm more than happy to help.
Interviewer	Line 3	Thank you again. So, shall we get started?
Participant 3	Line 4	Lead the way.
Interviewer	Line 5	As an English teacher, what does a good reading material mean?
Participant 3	Line 6	A good reading material can be defined as interesting and impactful.
Interviewer	Line 7	Okay. What are the teaching materials you use in teaching reading?
Participant 3	Line 8	I like to use materials that are close to their daily life as teenagers. Like social media, cinema show time and many more. I want to be the materials to be at the same level of interest with them so that they can get impact as I want them to be.
Interviewer	Line 9	Why do you choose to use instructional authentic reading materials?
Participant 3	Line 10	They are can give the impact that I want on the students. They can understand better as the materials used are closely related to their life. They are also easy to carry out. They make the reading lesson be more meaningful and beneficial.
Interviewer	Line 11	What about types of material? Is there any type of material that you prefer to use when teaching reading?
Participant 3	Line 12	No specific preference. As long as it is interesting and meaningful for my students, then I'm more than happy.
Interviewer	Line 13	Why is that?
Participant 3	Line 14	Reading is not an easy task. They don't really fancy reading. The students I mean. By using interesting and meaningful materials, they can see the purpose of reading and see it as an active process instead of a meaningless one.
Interviewer	Line 15	Based on your experience, is there any advantage of using instructional materials to teach reading?
Participant 3	Line 16	It is straightforward as we need to keep simple and concise. So, it makes the learning objectives of a reading lesson

		achievable.
Interviewer	Line 17	What about the disadvantages?
Participant 3	Line 18	I'd rather say it is a challenge since you know we need to consider their proficiency level, interests and reading abilities. But, I think it implies on any materials.
Interviewer	Line 19	What do your students think about the teaching materials you use in the classroom to teach reading?
Participant 3	Line 20	They find it useful. They showed me how they use scanning skill to find out show time of a movie they chose. They have been encouraging me to use to more of simple but impactful materials with the touch of realistic materials.
Interviewer	Line 21	In your opinion, can the teaching of reading happen without the use of instructional materials?
Participant 3	Line 22	It can happen, but it will not purposeful. It will make the reading lesson ever harder to grasp.
Interviewer	Line 23	Now, it's my last question. Does the training you received influence your selection of instructional materials?
Participant 3	Line 24	To be frank, my co-workers and my students influence my selection of instructional materials. No training is enough to get me ready to face challenges in classroom.
Interviewer	Line 25	Thank you so much for your time. It is a pleasure to work with you.
Participant 3	Line 26	It's a pleasure to be interviewed by you. Good luck in your research.

Appendix C
INTERVIEW QUESTIONS (TEACHERS' READING LESSON PLANS)

Section I: - Personal details
Please fill the table below with your personal details.

Gender	
Age	
Number of years teaching English	
Language qualifications	
Educational qualifications	

Section II: Teachers interview (some guiding questions)

1. How important is materials in pre reading in setting up the pace of the lessons?
2. Are the materials selected aimed to reach learning objectives individually or collectively?

3. In brief can you describe the proficiency levels of your learners?
4. What are the criteria considered in choosing reading materials in your lesson plans?
5. In selecting or developing the reading materials, do you follow the syllabus set by the school?
6. To what extend can the provided reading materials help you to construct a meaningful reading lesson?
7. Do you prepare alternative reading materials for your reading lessons?
8. To what extend does the professional environment in school affect your selection and development of reading materials?

Appendix D

INTERVIEW (2) TRANSCRIPTS 4

PARTICIPANT 1–**READING LESSON PLANS**

Interviewer:	Line 1	Now, I'd like to ask you some questions regarding your lesson plan.
Participant 1:	Line 2	Sure. Go ahead.
Interviewer:	Line 3	How important are materials in pre reading in setting up the pace of the lesson?
Participant 1:	Line 4	I used to think pre reading is just a minor stage in a reading lesson. However, after two years of teaching, I truly realized how crucial pre reading is in order to have an effective lesson. Therefore, it is important to prepare a reading material that is meaningful, beneficial and relatable to the students so that the learning objectives can be achieved.
Interviewer:	Line 5	Can you define a meaningful, beneficial and….what did you say just now?
Participant 1:	Line 6	Relatable?
Interviewer:	Line 7	Yes. A meaningful, beneficial, and relatable reading material. How do you define that?
Participant 1:	Line 8	In my opinion, it is the kind of reading material that gives benefits to them as well as providing them information, making them fully utilize the reading skills they have learned, and is closely related to their life.
Interviewer:	Line 9	Let's talk about materials selection. Are they selected with aimed to reach learning objectives individually or collectively?
Participant 1:	Line 10	Since I'm teaching a class of 30 students, it is almost impossible for me to focus on a student individually. So, I prepare the materials to attain collective learning objectives.
Interviewer:	Line 11	What do you mean by impossible?
Participant 1:	Line 12	Each student has their own proficiency and interest. There is a mixture of good, average, and weak students in my classroom. So, it's hard for me to you know…help

		them with their weaknesses and strengths in reading individually.
Interviewer:	Line 13	So, what kind of materials do you usually use to achieve learning objectives collectively?
Participant 1:	Line 14	I usually prepare materials that are in average difficulty so that it can cater to all levels of students, and it also must be interesting. To tackle a huge number of students, we need to make sure that the topics and the activities are attractive enough to get them going throughout the lesson.
Interviewer:	Line 15	What are the criteria considered in choosing reading materials in your lesson plans?
Participant 1:	Line 16	There are several criteria that I take into account when selecting reading materials. Like students' proficiency, reading abilities, readiness, topic of the day as well as the syllabus. Like I said, some students are weak while the rest of them are either average or good in reading or English in general.
Interviewer:	Line 17	In selecting or developing the reading materials, do you follow the syllabus set by the school?
Interviewer:	Line 18	Can you explain more about readiness?
Participant 1:	Line 19	Oh I mean learners' readiness. We need to prepare a lesson that students are ready to learn if their learning experience is to be effective. For example, the level of difficulty of the reading text. I always ask myself "Are they ready to move to the next level?" or "Can they cope with this kind of text already?" before I select the materials.
Participant 1:	Line 20	The provided reading materials are used as my background to my own reading materials.
Interviewer:	Line 21	Do you prepare alternative reading materials for your reading lessons?
Participant 1:	Line 22	Yes, I always do. To me, it's better to be prepared.
Interviewer:	Line 23	To what extend does the professional environment in school affect your selection and development of reading materials?
Participant 1:	Line 24	My colleagues help me a lot in sharing insights and ideas in regards to reading materials. We take turns in selecting or developing materials. We even share the reading materials if we have learners of same proficiency.
Interviewer:	Line 25	I think I've get enough information from you. Thank you so much for your time and cooperation.
Participant 1:	Line 26	It is a pleasure to help you out. Good luck!

INTERVIEW (2) TRANSCRIPT 5

PARTICIPANT 2–**READING LESSON PLANS**

Interviewer:	Line 1	Now, can I ask you some questions regarding your lesson plan?
Participant 2:	Line 2	Alright. Ask away!
Interviewer:	Line 3	Let's get started. Okay. How important are materials in pre reading in setting up the pace of the lesson?
Participant 2:	Line 4	Hmm… From what I've experienced, it's very important. A good pre reading stage can make the whole reading lesson effective.
Interviewer:	Line 5	Can you tell me more about it? What do you mean by a good pre reading stage?
Participant 2:	Line 6	In my opinion, it must tackle students' background knowledge of the topic. It must be able to attract students' attention and interest. If they are not interested in the topic, the lesson will not be as effective as I hope it would be.
Interviewer:	Line 7	Okay. About the reading materials that you use. Are they selected aimed to reach learning objectives individually or collectively?
Participant 2:	Line 8	I'm teaching in a school. So, you can see clearly that I have more than 20 students in my classroom. I can't choose materials that cater to individual learning objectives. I believe that my students have different reading proficiency. Some of them are excellent in it. The rest are just average or even find reading as daunting. I usually make sure that the materials I use suit average level of difficulty. So, you know all of them can do it. It might still be challenging, but at least they can do it.
Interviewer:	Line 9	Challenging? Can you explain more on it?
Participant 2:	Line 10	Challenging materials? Hmm…in simple words, it's not too difficult, but it's good enough to make them apply what they have learned previously and also learn new skills. It's not too much for them to absorb.
Interviewer:	Line 11	Let's move to materials selection. What are the criteria considered in choosing reading materials in your lesson plans?
Participant 2:	Line 12	As I told you, I always focus on their proficiency. I also consider the level of difficulties of the reading text. And also, their interest. I like to choose topics that they make them feel excited to learn.
Interviewer:	Line 13	Can you tell me more about it?
Participant 2:	Line 14	From the first week of the session, I try to get to know them. Get to know what their interests are. Of course, it's hard for me to satisfy everyone, but I'll make a point of you know choosing the topics they like in turns. Let

		say if I have three groups of students which respectively like sports, fashion, and animals. So, this day I'll use a reading text about sports. The next day will be about fashion, and the following day will be about animals. I will continue rotating the topics, so they can get the chance to enjoy what they like.
Interviewer:	Line 15	In selecting or developing the reading materials, do you follow the syllabus set by the school?
Participant 2:	Line 16	A good question. I like that. To be honest, I don't have any problems with the syllabus. The materials provided, that make me reluctant in using them.
Interviewer:	Line 17	What's wrong with the materials provided by the school?
Participant 2:	Line 18	How do I say this? To me, it's not enough to feed students' reading skills. Some of the texts are too boring. Some of them are not challenging enough. We all know that most of the students hate reading. If we keep on giving them mundane reading tasks, it's not going to make it even better.
Interviewer:	Line 19	Can you give me an example?
Participant 2:	Line 20	While I was looking for a material to use for intermediate students that day, I found the reading task in the book about crossing the desert. Yes, it's relatable to them, but it's too easy for them. One of the questions asked them to rearrange few very simple pictures whereas these students are 14 years old intermediate students.
Interviewer:	Line 21	To what extend can the provided reading materials help you to construct a meaningful reading lessons?
Participant 2:	Line 22	Since some of them are not challenging enough for my students, I just use the topic or theme as the base of my lesson of the day. Sometimes, I just use the text, but I change the questions to suit my students.
Interviewer:	Line 23	Do you prepare alternative reading materials for your reading lessons?
Participant 2:	Line 24	Of course I do. It doesn't hurt to be prepared.
Interviewer:	Line 25	To what extend does the professional environment in school affect your selection and development of reading materials?
Participant 2:	Line 26	I can never thank my fellow teachers enough. They've helped me a lot in sharing reading materials, their opinions, and their experiences. Sometimes, when I feel blur, I'll always turn to them. Our head of English Language also helps me a lot. She always gives me good websites or books to refer to when I want to choose the reading materials.
Interviewer:	Line 27	It's good to know that. That's all the questions I have for you. Thank you so much for your time and insights. I

| Participant 2: | Line 28 | really appreciate it. I hope you continue to work hard for our students. |
| | | Oh thank you so much. I will definitely continue working hard. Good luck in your research. I'm glad that I could help you out. |

INTERVIEW (2) TRANSCRIPT 6

PARTICIPANT 3–**READING LESSON PLANS**

Interviewer:	Line 1	Now that we have done with that. Can we move on to some questions regarding your lesson plan?
Participant 3:	Line 2	Sure. I'm ready whenever you are.
Interviewer:	Line 3	How important are materials in pre reading in setting up the pace of the lesson?
Participant 3:	Line 4	Pre reading is very important to have a good reading lesson. It helps in smoothing out the lesson if the students get enthusiastic to move on to the next stage.
Interviewer:	Line 5	How does it help to smooth out the lesson?
Participant 3:	Line 6	If your pre reading stage is interesting and manages to gauge students' attention, then you can be sure that your objectives can be achieved. It's about how you open the door of the lesson to the students. If you attract them with interesting videos, graphics or even a short discussion, you can guarantee their head is already in the game.
Interviewer:	Line 7	Are the materials selected aimed to reach learning objectives individually or collectively?
Participant 3:	Line 8	As we all know, an average of number of students in a class in this school is 20-25 students. My materials are chosen to feed the learning objectives collectively. I have too many students to just focus on individual learning objectives. I can't be focus on scanning the whole time if only a handful of them have problems with it. I need to rotate the reading skills, so it can gratify every student.
Interviewer:	Line 9	Alright. Hmm…can you describe the proficiency levels of your students briefly?
Participant 3:	Line 10	My students are generally at intermediate level. Of course I have a mixture of various reading abilities in my class. But, I feel a bit relieved since I have more average students, so it somehow you know balances the class dynamic. The weak students can be helped by the average students so that they don't feel intimidated by the excellent ones. And the excellent ones don't feel like they are being dragged down by the weak students if they work with the average ones.

Interviewer:	Line 11	What are the criteria considered in choosing reading materials in your lesson plans?
Participant 3:	Line 12	I focus more on their abilities. I like to challenge my students once I know that can manage the present reading task. I usually bring in materials that are slightly difficult than what they had previously.
Interviewer:	Line 13	Can you enlighten me more?
Participant 3:	Line 14	I want my students to improve. All teachers want that. But, I believe in gradual improvement. I walk my students towards improvement by taking things step by step. For instance, if today's topic is about the life cycle of an animal and they manage to achieve the learning objectives, tomorrow's lesson can be moved to a slightly difficult text like extinction.
Interviewer:	Line 15	What about the syllabus set by the school? Do you usually adhere to it in selecting or developing the reading materials?
Participant 3:	Line 16	Like most of the English teachers here, I'm completely fine with the syllabus. What troubles us is the materials provided. It's not enough to help our students' improvement.
Interviewer:	Line 17	Can you explain more about it?
Participant 3:	Line 18	In my opinion, when you learn the language, you will learn the culture. But, the materials provided don't expose the students to the culture all over the world. It sticks to the Arab culture. Don't get me wrong. I have no issue with my own culture. But, the materials don't provide our students with enough information about the citizens of the world. They are lacking of general knowledge. That's I bring in reading texts that expose them more to the culture of westerners, Europeans, Asians and the rest of the world. But, I use the syllabus as my framework. Like I follow the theme and some of the learning objectives.
Interviewer:	Line 19	To what extend can the provided reading materials help you to construct a meaningful reading lessons?
Participant 3:	Line 20	Like I told you earlier, I use it as my framework. For some lessons, I follow the themes. For others, I simply follow some of the learning objectives.
Interviewer:	Line 21	Do you prepare alternative reading materials for your reading lessons?
Participant 3:	Line 22	Absolutely! Better safe than sorry. I like to come to class prepared.
Interviewer:	Line 23	To what extend does the professional environment in school affect your selection and development of reading materials?
Participant 3:	Line 24	I'm basically blessed with my helpful and resourceful co-workers. They've been helping throughout the sessions. Actually, we help each other. Our head of

		English Language also helps us when we voiced out our worries regarding to the materials. She encourages us to explore other sources to find the materials but still to stick with the syllabus.
Interviewer:	Line 25	I think that's enough for me. Thank you so much for your time. I really appreciate it.
Participant 3:	Line 26	I had fun answering your questions. I hope it would be enough for your research. Please don't hesitate to ask me more questions. I'm ready to help.
Interviewer:	Line 27	Thank you for your kindness. Have a great day.
Participant 3:	Line 28	Well, you too.

Appendix E

PARTICIPANT 1 – READING LESSON PLANS

Reading lesson plan 1

Number of students: 30

Proficiency level: Intermediate

Theme: Foodand Drinks – Chocolate

Learning objectives: At the end of the lesson, students should be able to:

a) Understand the gist of the text
b) Recognize the tone of the text
c) Recognize important information in the text
d) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Put students in pairs and ask them to make a list of all the different chocolate brands they know. This can be bars (e.g. Kit kat) or packet (e.g. Maltese) etc, of course brands from their own country too.
Pre reading	• Ask open class: why is chocolate so nice to eat? Which brands are more for children and which are for adults? See what response you get. • Introduce the vocabulary in the text passage by asking them to create sentences based on the meaning given.
While reading 1	• Tell the students they are going to read about Cheryl, a woman who is addicted to chocolate. Give each student a copy and tell them to read it fairly quickly and do two things: a) to fill in the gap at the end with a suitable phrase, and b) to explain what Cheryl was going to do at the end.

	• Students compare their ideas. There can be different answers of course. • Feedback: a) suggestions may include talk to family / your husband / a doctor / a friend… get help… cut down… eat a little less every day… Students may well have some better ideas. B) Cheryl was going to buy a bar of chocolate from a vending machine.
While reading 2	• There are signs of Cheryl's addiction in the text. Students read through again more slowly and underline all the signs - there are about eight. • As always students compare their answers before getting feedback. • Feedback: her trolley full of chocolate, cravings (they should get the meaning of this through context), feeling happier after eating it, hidden box of chocolate, headaches when she didn't have any, erratic behaviour (driving out late at night to buy some), dreaming about chocolate.
Post reading	• Write on the board the following: bananas (or a fruit that's grown where you teach) / crossword puzzles / emailing / Facebook / YouTube / dancing / a sport / clothes shopping / television. • Put students into pairs and tell them that they are addicted to one of these and they can choose which one. • Students then discuss together how the addiction affects their lives. What are the signs that they are addicted? If possible students should have about 5 / 6 ideas. They can be funny of course – it doesn't have to be serious. • They then write a letter /email asking for advice. The letter needs to explain what the addiction is, how it started and the problems they are now having as a result. • Students can work together in their pairs to make a first draft and then continue working individually, perhaps at home, for the final draft.

Reading lesson plan 2

Number of students: 30

Proficiency level: Intermediate

Theme: Sports – Football

Learning objectives: At the end of the lesson, students should be able to:

a) Recognize the point of view of the text
b) Recognize the style of the text
c) Recognize important information in the text

d) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• A music video of a song named "Waka waka" by Shakira is played. • Students were asked which sport is promoted in the music video.
Pre reading	• Fold the quiz lengthways first and ask students in pairs to have a try. • Then students open up the page and match the answers to the questions. • Introduce the vocabulary in the text passage by asking them to fill in the sentences based on the meaning given.
While reading	• Students read quickly to find out if the writer likes football or not. • The text contains both facts and the writer's opinions. Students read again more slowly and identify which are fact (only 1 and 7) and which are fiction. • During feedback make sure all the students realise why most are the writer's opinions.

Post reading	• Ask students in small groups to look at the opinion statements only and decide whether or not they agree with them. Even those not interested in football should be happy to do this.
	• When most of the students have finished ask:
	  a) How knowledgeable is the writer about football?
	  b) Do you think he or she likes the game?
	  c) Is it a man or woman who has written the article?
	  d) How would you describe the style of the writing?
	  e) Who is it written for?
	• Students may need to read again to answer the questions, try and get them to give evidence for their answers.
	• Tell students the article was for a magazine and that there is a 'letters to the editor' section. Readers are encouraged to write in and complain, criticise, agree or disagree with comments made by journalists. The students are going to do this too. Let them first decide their reactions (following on from the speaking) and then individually to write a letter. They should support their argument with examples.
	• Swap the letters and encourage comments.

Reading lesson plan 3

Number of students: 30

Proficiency level: Intermediate

Theme: Family – Birth Order

Learning objectives: At the end of the lesson, students should be able to:

a) Give their own personal opinions on the topic related
b) Take note on important information in the text
c) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	- Teacher shows a picture of family on the screen and asks students to guess the topic of the reading that they are going to read in groups of three. - Get the answers from students.
Pre reading	- Teacher projects the topic of the reading text on the screen. - Teacher distributes a word guessing activity and wants students to put a tick if they think the word is going to be in the reading text and put a cross if they think that it is not.
While reading	- First reading task - Teacher distributes the reading text and asks students to read it quickly. - Before they read the text, teacher asks students what they need to be careful about while reading and answering the questions. - Teacher monitors the students while they are reading so that he can see whether they understand it or not. - Teacher opens a video and asks students to watch it. - Teacher wants students to match the characters in the video with their birth orders according to the text. - Second reading task - Teacher distributes an activity sheet on which there different types of questions including "open-ended, multiple choice and true false questions" and ask students to answer them. - Once they've finished they compare their answers with another student. Ask stronger students to help those who are struggling. - During feedback make sure all the students are on the right track.
Post reading	- After finishing the reading and answering the questions, teacher asks students about their status in the family, and whether they agree with the writer or not. - After they do it, teacher asks students whether they would rather be something else. He tells his position in the family and his opinions about this issue. - Teacher asks students to check whether they were right about their guessing the vocabulary items

Reading lesson plan 4

Number of students: 30

Proficiency level: Intermediate

Theme: Stories – Accident

Learning objectives: At the end of the lesson, students should be able to:

- a) Find the main idea of the text
- b) Predict the content of the text
- c) Organize the sequence of events in the text
- d) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	Books shut and teacher asks the students questions such as: a) Did you watch/listen to the news yesterday? b) What stories did you heard? c) What were they about? d) Which were the most interesting stories? e) Why?
Pre reading	- Books open. Focus on picture A and then on picture B. - Make sure students understand the two scenes. - Ensure that they have the necessary vocabulary to talk about the pictures separately. - Ask: a) Who was driving? b) What were they doing? c) What were they eating? - Elicit a continuous story form picture A to picture B, encouraging the use of the past simple and past continuous. Accept all reasonable suggestions. - Divide the class into pairs or small groups. Assign each group a pair of pictures. - Move around the class helping the students to create stories. Have students tell their stories in turn so as to form a continuous story from picture A to picture E. - Recap the stories but do not confirm or correct students' idea yet. - Erase any words that you have written on the board while helping with vocabulary. Ask the class to try to remember them and elicit more.
While reading	- Explain that now students are going to read a version of the same story. Have them read the first three paragraphs of 'Crossing the Wadi'. - Students compare their answers in pairs. - Ask students which lines correspond to each picture. - Put students into pairs to discuss the questions. Then, elicit the answers to check their understanding of the story.

Post reading	• In groups, students are asked to create their own story that happen with their family and act it out. • Asks the other students to rate the friends' story and acting.

Reading lesson plan 5

Number of students:	30
Proficiency level:	Intermediate
Theme:	Planets – What's it like?
Learning objectives:	At the end of the lesson, students should be able to:

a) Guess the meaning of vocabulary form context
b) Predict content form topic sentences
c) Recognize important information in the text
d) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Tell the students to study the picture. Discuss the questions as a class.
Pre reading	• Introduce and explain the terms like orbit, spacecraft, universe, etc. • Refer students to the tittle of the text, 'Life on other planets?'. • Have them look at the pictures. Accept any reasonable guesses for the moment, and ask students to comment on each other's ideas.
While reading	• Make sure students understand they must only read the first sentence of each paragraph. Give them a time limit. • Write on the board 'Mars, Jupiter, Europa' • Explain that students should not read all of the text but should look quickly for the names. Elicit the facts that they need to only look for the capital letters. • Let students read more slowly. Encourage them to make brief notes. Elicit the information from the class.
Post reading	• Ask students 'What is a paragraph?' • Explain that paragraphs are necessary to divide the ideas in English text. • Ask students to read the information in the box carefully. Give them time to read the text and find the answers. • Discuss the answers in pairs before discuss with the whole class.

Lesson	Materials	Stage	Reading skills focus	Strategy
			MMARY OF READING LESSON PLAN (PARTICIPANT 1)	
Lesson	**Materials**	**Stage**	**Reading skills focus**	**Strategy**
Lesson 1	A reading text – Chocolate	While reading	• Skimming • Self-questioning • Relating background knowledge	• Individual work • Classroom discussion
Lesson 2	A music video - "Waka Waka" by Shakira	Warmer	• Relating background knowledge • Previewing and predicting	• Classroom discussion
	A soccer quiz	Pre-reading	• Distinguishing facts and opinions • Previewing and predicting	• Individual work
	A reading text – soccer	While reading	• Skimming • Distinguishing between facts and opinions	• Individual work • Classroom discussion
Lesson 3	A picture of a family	Warmer	• Relating background knowledge • Previewing and predicting	• Group work • Classroom discussion
	A worksheet on word guessing	Pre-reading	• Vocabulary building • Previewing and predicting	• Individual work • Classroom discussion
	A reading text	While reading	• Speed reading • Skimming • Scanning	• Individual work • Classroom discussion
	A worksheet	While reading	• Scanning • Skimming	• Individual work • Classroom discussion
Lesson 4	Pictures on the textbook A set of questions	Pre-reading	• Vocabulary building • Previewing and predicting • Drawing conclusion	• Group work • Classroom discussion
	A reading text – Crossing the Wadi A worksheet	While reading	• Scanning • Sequencing	• Pair work • Classroom discussion
Lesson 5	Pictures on the textbook	Pre-reading	• Vocabulary building • Previewing and predicting	• Individual work

	A set of questions			• Classroom discussion
	A reading text

A worksheet | While reading | • Scanning
• Note taking
• Summarizing | • Individual work
• Classroom discussion |
| | A worksheet | Post-reading | • Finding the main idea
• Finding the supporting details | • Individual work
• Pair discussion
• Classroom discussion |

Appendix F

PARTICIPANT 2 – READING LESSON PLANS

<u>Reading lesson plan 1</u>

Number of students: 30

Proficiency level: Intermediate

Theme: Hair

Learning objectives: At the end of the lesson, students should be able to:

e) Predict content
f) Identify the ideas
g) Use the information for other skills like using the internet and speaking.

Stages	Activities
Warmer	• Ask students to each draw a picture of a young girl. Tell them it can be very simple - they have one minute to do this. When they have finished they turn the drawing over, so no one can see it.
• Meanwhile write the following list on the board and ask students, when they have done their drawings, if they know what they are:
a) a bob
b) a mullet
c) an Afro
d) 'short, back and sides'
e) a crew cut
• Feedback: they are all hairstyles. Briefly explain what they look like. If students are interested, they can look the images up on the web.

	• Now ask students to turn over their drawings and to compare them. How many students drew the girl with long hair? Is long hair associated strongly with girls? Why or why not? Get students to consider these questions in pairs or small groups. • Ask for a short feedback on comments.
Pre reading	• Give each student a copy of the task sheet and make sure they are working in small groups. They need to look at the list of people and decide if they are associated with long or short hair and to add L or S. If there are problems with vocabulary, encourage them to ask each other first. • Get students to compare their answers with another group before doing a very quick feedback (but make time if there are any disagreements!). • The reading is full of information and ideas. Ask students to look at the second question - they need to spend a little time deciding what the writer will say about long or short hair in terms of religion, politics and culture. Refer to the list of people they put L or S beside, and their drawing of the young girl, too. Put students into small groups to share and discuss ideas. • Ask students to read a few sentences out and see if the others in the class agree.
While reading 1	• Give each student a copy of the reading. They need to read as quickly as possible and see if their ideas are featured in the text. • Feedback: perhaps a pair who had all three of their ideas mentioned in the text could read those ideas out.

While reading 2	• Students read the text again more slowly and answer question 3. They can either work individually and then compare their answers, or work in pairs.
	• Feedback:
	  a) obviously / I assumed / seemed to suggest
	  b) not an orange robe / not a monk / not incense sticks / not meditating
	  c) rejection (of worldly goods, looking sexually attractive/sex, vanity)
	  d) rebellion
	  e) shame / humiliation (loss of power)
	  f) because it's strange that the reason for hippies having long hair is the same as for skinheads having a shaved head (a rejection of traditional values)
	  g) because it's strange that the reason for Sikhs having long hair is the same as for monks having a shaved head h students' own answers.

Post reading	Speaking • Students, in small groups, answer the final questions on the task sheet.

	• Using the internet
	• Those students who are interested in what the hairstyles mentioned at the start of the lesson look like can look them up on the web and bring them to show the others next class.
	• Perhaps students could find out about beards - the groups of people who have them and what is says about their religion, politics and culture.

Reading lesson plan 2

Number of students: 30

Proficiency level: Intermediate

Theme: Astrology

Learning objectives: At the end of the lesson, students should be able to:

h) Identify writer's attitude
i) Respond to opinions
j) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Ask students what zodiac means • Share with other students their zodiac and animal that it represents.
Pre reading	• Give each pair of students a copy of the worksheet. Ask them to answer the three questions about animals. • Before feedback students should compare their answers with another pair. • Elicit answers: a rooster is the American word for a male hen (the British say cock), sheep tails hang down, they graze (eat grass) and have wool coats whereas goats tails go up, they browse (eat shrubs) and have hair coats; a wild boar is a wild pig. • Can students guess the theme for the reading? Do they know what animal is for 2007? Can they name the other animals in the Chinese zodiac? • Students then read through the 12 personality descriptions on the worksheet and decide which one describes them the best (they are not in the correct order). • Get them to help each other with unknown vocabulary. When they're stuck they can look the words up in a dictionary. • Once every student has chosen a description make sure that they have made a note of the number.

	• Meanwhile have a few copies of the Chinese Lunar Zodiac Calendar (at the end of these notes) put up on the walls of the classroom. • Students take it in turns to rush up and scan the table to find out which animal they are – they don't need to tell anyone their year of birth if they don't want to! Remind students that they should be extra careful if they are born in January or February as the Chinese New Year can start in either month. • Now dictate the following: 1 is Ox, 2 Rat, 3 Horse, 4 Sheep or Goat, 5 Dog, 6 Pig or Wild Boar, 7 Snake, 8 Rooster, 9 Dragon, 10 Monkey, 11 Tiger and 12 Rabbit. • Get them to tell each other if they identified their animal correctly, and if not, do they agree with the correct answer?
While reading 1	• Students each receive a copy of the reading. They have to read the text fairly quickly and a) translate the phrase at the end, and / or b) decide if the writer believes in astrology and horoscopes a lot, a little or not at all. • Feedback: this is Happy New Year! in Cantonese. In Mandarin it's Xin NienKuai Le! (Gung Hay Fat Choy! means Wishing You Prosperity!) The writer is interested but doesn't really believe in it at all.
While reading 2	• Ask students to read the text again and to look out for all the words and phrases which show that the writer doesn't take the information about astrology seriously. • Students compare their answers, there are at least 10 more references. • Ask students to read the text again and underline parts that they • agree with • disagree with • don't understand
Post reading	• The Chinese have decided to add another animal!! Students chose an animal and write an imaginary personality profile for someone born in the year of the cow, dinosaur, penguin…. Encourage students to use the new vocabulary they've learnt during this lesson. • For follow-up students can read each other's descriptions and choose one they like the best.

Reading lesson plan 3

Number of students:	30
Proficiency level:	Intermediate
Theme:	Bamboo
Learning objectives:	At the end of the lesson, students should be able to:

k) Recognize the main point in paragraphs
l) Recognize the gist of the text
m) Identify the details
n) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Dictate the following sentence to your students: *There are few plants on this earth that will house you, seat you, serenade you at dinner and even be your dinner.* • Ask a student to write it on the board and then for the class together to discuss which plant this could be. Elicit / give: bamboo.
Pre reading	• Explain to students that they are going to read about a man who thinks that bamboo is the most important plant in the world. Before reading they need to think of all the things bamboo can be used for, and things that are made of bamboo. Put them in small groups to do this. Refer to quote for inspiration. • The team with the most reads out their list and then others add anything not mentioned – how many things in total can the class come up with? • Next hand out the quiz and ask students in pairs to answer the questions. • When most have finished tell them to put the quiz away for the moment.
While reading 1	• The first reading should be done as quickly as possible, and without the students looking at their quiz answers. Tell them to read and underline all the examples mentioned that bamboo is used for. There are about 20. Had the students suggested any of the things in their lists? • Then students read more slowly and check the answers to their quiz – who got the most right? • What was the most surprising thing they read in the text?
Post reading	• Ask students to put the reading away for the moment. Tell them that Bob had asked 4 questions to the interviewer. In pairs they should try to remember the questions and write them down. The first pair to say they have done this are asked to write them on the board. Don't monitor or correct – let the other students do this again. • Can they remember how the questions were answered?! Open class. • Then write the following words in columns on the board. Ideally this should be prepared on a PowerPoint slides beforehand to save time.

	• Students in pairs are then asked to decide together whether or not they read these words in the text. If they think they did what was the context? • Go through their ideas open class and put a tick by the word if they think it was in the text, or a cross if not. Students read to check their answers. • Do the students agree that bamboo is the most important plant in the world? Discuss open class. • In pairs students are asked to choose another plant which they think is also useful. First they have to make a list of all the things the plant is used for, or things that are made from it. • When students are ready they can spend five minutes each presenting their case: We think the coconut palm is the most important plant in the world because… Finally, get them all to vote.

Reading lesson plan 4

Number of students: 30

Proficiency level: Intermediate

Theme: Dictionary Quiz

Learning objectives: At the end of the lesson, students should be able to:

      a) Use a dictionary to find unknown words.
      b) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Ask the students 'What do you usually do when you see an unknown word while reading?' • Elicit feedback from them.

Pre reading	• Write a few discussion points on the board about dictionaries.
	   a) How often do you use a dictionary when you are learning English?
	   b) What kind of dictionary do you use?
	   c) What kind of information can you find in a monolingual English dictionary?

	• Put students into small groups to share their ideas or have a class discussion.
While reading	• Put students into groups and give each group a dictionary. Allow students to use dictionary apps, online dictionaries, monolingual or bilingual dictionaries.
	• Give each group a copy of the dictionary quiz. Give students a limited time (about 20 minutes) to work together to answer all the questions. They should use a dictionary to find out or check their answers.
	• Check students' answers by (a) going through each question and eliciting feedback orally or (b) getting students to compare their answers with other groups.
Post reading	• Give each group of students a copy of the dictionary quiz template. Explain that they are going to create a new dictionary quiz for their colleagues in a group. Students use dictionaries to create a quiz. Write these tips on the board:
	a) Write the questions in rough before transferring them to the quiz sheet.
	b) Keep a record of answers.
	• Groups then exchange their dictionary quiz sheets and race to find the answers.

Reading lesson plan 5

Number of students: 30

Proficiency level: Intermediate

Theme: Dilemmas

Learning objectives: At the end of the lesson, students should be able to:

a) Skim the text
b) Scan for important details
c) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Focus on the picture. Ask each student to describe what is happening. Make sure they understand the overall situation.
Pre reading	• Explain to them that there are many different types of dilemma, and that Dave's was a personal type, about his own life.
	• Tell them to skim text A to C and find another example of personal dilemma.
	• Elicit briefly what the dilemma is.
	• Write 'personal, political, and philosophical' on the board.
	• Tell them to skim text A and B to answer the two questions.

	• They should be able to guess the meaning of political and philosophical. • Elicit ideas and then explain the answers.
While reading	• Tell the students to read text A to find answers to the three question. • Clarify the differences between borrow and lend. • Encourage the students to discuss the issues. Then elicit class feedback. • Tell the students to read text B to answer the four questions. Elicit answers orally. Encourage discussion.
Post reading	• Divide them in pairs. One of them is a person with dilemma and the other one offers some advice. • Ask them to act it out. • Discuss with the whole class whether the advice given is appropriate or not.

SUMMARY OF READING LESSON PLANS (PARTICIPANT 2)

Lesson	Materials	Stage	Reading skills focus	Strategy
Lesson 1	A worksheet	Pre-reading	• Skimming • Self-questioning	• Group work • Classroom discussion
	A reading text - Hair	While reading	• Relating background knowledge • Scanning • Vocabulary building	• Pair work • Classroom discussion
Lesson 2	A task sheet	Pre-reading	• Relating background knowledge • Previewing and predicting • Scanning • Vocabulary building	• Pair work • Classroom discussion
	A reading text - Astrology	While reading	• Guessing the meaning in context • Finding writer's attitude • Scanning	• Individual work • Classroom discussion
Lesson 3	A quiz - Bamboo	Pre-reading	• Relating background knowledge • Previewing and predicting	• Group work • Pair work

	A reading text - bamboo	While reading	• Finding the important facts • Speed reading • Making comparison	• Individual work • Classroom discussion
Lesson 4	A dictionary A dictionary quiz	While reading	• Vocabulary building • Guessing meaning in context • Scanning	• Group work • Classroom discussion
Lesson 5	A picture in the textbook	Warmer	• Previewing and predicting • Drawing conclusion • Relating background knowledge	• Individual work • Classroom discussion
	A reading text - Dilemmas	Pre-reading	• Skimming • Guessing meaning in context	• Individual work • Classroom discussion
	A reading text - Dilemmas	While reading	• Scanning • Finding the important facts	• Individual work • Classroom discussion

Appendix G

PARTICIPANT 3 – READING LESSON PLANS

<u>**Reading lesson plan 1**</u>

Number of students: 30

Proficiency level: Intermediate

Theme: Cheating

Learning objectives: At the end of the lesson, students should be able to:

o) Summarize content
p) Complete a table
q) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	- Write on the board 'Do you cheat?' and ask students to make any confessions, however small, to another student. - Listen to comments and if there are some amusing (and harmless!) anecdotes ask the student to tell everyone what they've admitted to. - If nobody talks about cheating in exams bring that up, and ask what different ways there are to cheat. Do the students think it's better to cheat and pass, or to do their best and perhaps fail?
Pre reading	- Give each student a copy of the worksheet. Ask students to work in pairs and discuss question 1. - Ask for open class feedback to share ideas. It may be possible to introduce some vocabulary now.
While reading 1	- Now give each student a copy of the reading but to read the first paragraph only. They then compare their ideas with those in the text – are they similar? - Before students continue reading explain that there will be tasks to look at the vocabulary later, now they should just concentrate on overall meaning. - Students then continue to read the whole text to answer question 2. This is a reading for gist task and should be done fairly quickly. Get students to compare their answers. - Feedback: the answer is c. Ask students which role models are in the text (football heroes and parents).
While reading 2	- Students now work individually to read the text again and fill in the table. - When students have finished, or seem to be struggling, put them in small groups to compare their answers. Monitor well and if they all seem to have the correct answers there

	may not be a need to go through them open class. Instead concentrate on those that are not obvious from the text.
	• Both athletes and pupils are under pressure. Do the students think it's an acceptable reason for cheating, or not?
Post reading	Vocabulary
	• Get students to read the sentences with the idioms in before doing question 4.
	• Feedback: a play the game b turn a blind eye c short cuts d bend the rules
	• Again, for question 5, get students to read the verbs in context.
	• Feedback: a to pretend b to deceive sb c to escape without getting caught d taken in e (has) got away with it f was (just) putting it on
	• Students can work together on question 6 if they want.
	Speaking
	• Get students to do this is small groups, giving an explanation for their opinions. This will help them with the writing task that follows.
	Writing
	• The letter can be brought into the next lesson for others to read and compare, or uploaded onto the students' website if the school has one. Do they have the same opinions?

Reading lesson plan 2

Number of students: 30

Proficiency level: Intermediate

Theme: Color

Learning objectives: At the end of the lesson, students should be able to:

a) Recognize the main points in paragraphs
b) Identify the gist of the text
c) Identify the details
d) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Write the following on the board: -blind, -fast, -ful, and tell students there is one word that goes in front of all three to make a compound adjective. Can they work out what it is? (colour)
Pre reading	• Ask students in pairs to go through the worksheet quiz slowly. Explain that the first colours are those made from pigment - what we use to paint or dye things. The second

	set are rainbow colours. Don't give any answers at this stage.
	• Go through the ideas open class just to see how much they know (Newton is more famous for his three laws of motion but he also calculated the laws of light and drew the first colour wheel) but still offer no answers.
While reading 1	• Students read the first text and check their answers to questions 1 to 7. (Pigment: – going clockwise - red, orange, yellow, green, blue, violet/purple with black in the middle. Light: red, yellow, green, cyan, blue, magenta with white in the middle).
	• Students read the text again and then draw both experiments: the prisms and the leaf demonstration. Then ask one student to do it on the board with the class helping. Make sure the violet is bending more than the red!
	• Ask students to tell each other what their favourite colour is, and then open class feedback: how many have the same colour? For the same reasons?
While reading 2	• Students individually read quickly to identify the colour: orange.
	• Next refer to the questions on the worksheet, students now work in pairs. As always don't let them worry about unknown vocabulary at this stage, there are plenty of words they do know. Feedback.
Post reading	• In pairs students choose one colour. (Or you could put the names of colours in a hat and get them to pick one out so they're all working on something different – but not orange of course) Give them time to brainstorm as many things as possible that occur in that colour. Refer to the examples in the text: food, animals, precious stones, flowers etc.
	• After a set period of time ask students to tell you (without looking) what the first sentences were for the main paragraphs for orange. Board:
	• I'm a wild colour
	• I'm also a warm colour
	• But above all I'm an exotic, tropical colour Delete the words wild, warm and exotic, tropical. Ask students to look at their list and to group them appropriately. They then change the sentences above to go with their colour.
	• In pairs students now write a What colour am I? text in three paragraphs. It should end with the question.
	• When finished they swap these with another pair, can they identify the colour? And do they agree with the opinion of the writers?

Reading lesson plan 3

Number of students: 30

Proficiency level: Intermediate

Theme: Dogs

Learning objectives: At the end of the lesson, students should be able to:

a) Understand poetry.
b) Apply the vocabulary they gain from the text.
c) Use the information for other skills like writing and speaking.

Stages	Activities

Warmer	• This poem has a great start and should get students motivated to listen. To introduce the topic, play the first 3 lines of the poem up to "my name is litter"
	• Write litter on the board and elicit some examples of what it is. (The photograph from the worksheet might help).
	• Put learners in groups of 3 or 4 and ask them to make notes on the following questions (they should all take notes in their notebook):
	  a) Where is the litter problem very bad near their school or home?
	  b) Where else do you see a lot of litter?
	  c) What words describe litter (sight and smell)?
	  d) Why is litter dangerous?
	• As feedback, collect some of the ideas on the board clarify any vocabulary that some students know that others do not. Encourage them to discuss local habits such as burning litter, throwing litter from cars, wasting plastic bags etc. Allow students to add to their notes.

Pre reading	• Tell the students that they will listen to the poem and tick the words in their notebooks that they hear. • Play the poem from the beginning to the end. • Allow students to check with a partner the words they have ticked and listen again.
While reading 1	• Give out worksheet A and ask learners to read the poem, check the words they ticked and complete the vocabulary task. (Allow learners to read it out aloud if they want. They will probably try to mimic the writer's intonation which helps improve their use of strong and weak syllable stress) • Learners discuss the language in the poem and why the writer says: "I'm getting larger hour after hour"; "I'm really unhealthy" and "I'm produced by the rich/thrown out by the poor". • Feedback: Their responses might include •

	• 'I'm getting larger hour after hour' – the problem is growing as consumerism grows and more items are sold in supermarkets in extra packaging. • • 'I'm really unhealthy' – litter can be poisonous and litter can house rats that carry disease. • • 'I'm produced by the rich / thrown out by the poor' – large rich manufacturing companies produce plastics etc and ordinary people have to dispose of it.

While reading 2	• This stage gives the learners information about litter to raise their awareness of the dangers and help them identify bad habits that cause problems. You may change some of the facts in the true/false exercise to suit your local context better.
	• Students match the words to the appropriate picture to help them with the true false section.
	• Ask the learners to decide if the statements on litter are true or false. They should circle their answer.
	• Feedback: Answers to True / False
	    1. True, 2. True, 3. False – batteries can explode if burnt, and they release harmful toxins into the air, 4. False – litter doesn't directly dirty drinking water, but increases the cost and energy needed to clean water for drinking, 5. True, 6. False – litter causes floods by blocking rivers, 7. True, 8. False – Plastic bottles last more than 20 times longer than a pair of leather shoes (up to 900 – 1,000 years), 9. True.
	• Brainstorm with the learners '*What people can do to stop litter'*.
	• Using worksheet B, in pairs, ask learners to go through each of the problems and come up with one solution to each problem. (You may divide the class into 3 groups and give each group 3 problems to discuss).
	• Depending on your class's level they may use can for ability or should for obligation here. Monitor, help learners with vocabulary and take notes of their utterances.
	• Pause the discussion and put some of their good ideas on the board, using the structures they used most naturally and a range of sentence starters such as:
	
	  We can/should…
	  People can/should…
	  Everyone can/should…
	  More people can/should…
	
	• Restart the activity and encourage learners to use the sentence starters.

Post reading	• As part of an anti-litter campaign, half the class will write poems about the problems of litter and half will write about ways the problem can be solved. Before the learners can write their own verse to the poem we want them to get a feel for the rhythm.
	• Read (or play) the first verse of the poem up to "metal and paper" aloud and encourage the learners to repeat copying the rhythm.
	• Tap or clap out the rhythm and repeat the first over and over again. Divide the class into groups and get them to say it whilst others clap and vice versa. At first learners will have trouble fitting all the words in between the claps but they should soon catch on. You may read on more of the poem but for weaker learners this is usually enough to get the rhythm.
	• Introduce the concept of an anti-litter campaign show them the picture from a campaign in the UK (e.g. http://www.keepbritaintidy.org/home/481 or show a poster from your school or a symbol for no rubbish.
	• Tell the learners they are going to write their own verse for the poem and these will be posted around the school as part of an anti-litter campaign.
	• Divide the class into two groups. One half will focus on the problems and one half on the solutions. This will give the learners more variety when reading or listening to other group's poems later on. The problems and solutions do not need to be related.
	• Remind them of the notes and ideas they made earlier in the lesson and get them to highlight the ideas they want to include. Monitor and make sure they have not confused the problems and solutions.
	• Hand out worksheet C to the group focussing on problems and worksheet D to the group focussing on solutions. Remind them of the rhythm and encourage them to continue the second verse with the rhythm in mind.
	• Give the learners feedback on their poems and get them to write up final drafts nicely to be displayed around the school.

Reading lesson plan 4

Number of students: 30

Proficiency level: Intermediate

Theme: Flags

Learning objectives: At the end of the lesson, students should be able to:

a) Order the sentences in the text

b) Read quickly
c) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Open class: Do they like their flags? Do they feel patriotic about it? Are they happy to use it for special occasions including sporting events? Or on a daily basis (eg do they have one in the house/garden)?
Pre reading	• Give each student a copy of the hand-out and ask them to draw the national flag of their favourite country. • When they've finished ask students in pairs to compare their flags, if they like the same countries, are the flags drawn the same? Can they explain the significance of the colours or symbols used?
While reading 1	• Tell students that the reading doesn't just focus on national flags, but refers to flags for other purposes too. Divide the students into groups of three. One student is A, one is B and the third is C. Give each student their appropriate reading (A, B or C) but face down so they can't see the text yet. • When all the students have a (face down) reading explain that they are now going to do task 2 on the task sheet. Start all the students reading at the same time. • When all 3 students are finished they tell each other the answers and then put their hands up. (Although in groups of 3 all the reading is done individually – they can't ask another team member to help them find the answer!) When most students have their hands up you can ask those who were first to give the answers – do the others agree? Feedback: AF BNG CF
While reading 2	• Make sure that the students don't show each other their texts – they're still working individually (but in teams) for the next task. • You need to have cut up the questions which are at the end of these notes, and put them in a box or hat. There are 18 questions, 6 from each text although students do not know which question is from which text. They have, of course, read their texts already and should have an idea. • Decide the best way to do this according to your class: either you can take out a question, read it and the first one who puts their hand up can answer, or teams can take it in turns to answer. Or different students can read out the questions. Whatever – just make sure the rules are clear! The main aim though is that, unless students can remember, they read their texts really quickly to get the answer – no pausing over unknown words! You may want to take points

	away for a wrong answer to discourage students from guessing – the answers are all in the texts. • Consider a fun reward for the team with the most correct answers – perhaps miniature flags of the country they come from!
Post reading	Vocabulary • (4i) Still working in teams of 3 students find the three verbs (wave, fly and raise, the opposite being lower which is not in the texts). (4ii) Students first guess, and then find, the missing verbs. Feedback: a considered b indicates c features d signals e consist f rotate g influenced h adopted i assumed. Speaking • Students have only read one text each. Get them to choose two or three interesting points and tell their team members. They may want to explain some of the questions and answers from the quiz. If there's any vocabulary they didn't understand they can ask a team member to explain.

Reading lesson plan 5

Number of students:	30
Proficiency level:	Intermediate
Theme:	Our culture
Learning objectives:	At the end of the lesson, students should be able to:

d) Identify the gist of the text
e) Identify the important details
f) Identify the meaning of unknown vocabulary through the context
g) Use the information for other skills like writing and speaking.

Stages	Activities
Warmer	• Elicit two examples of Arab culture and how to explain them to someone who knows nothing about it. • Put them into pairs to discuss some others.
Pre reading	• Elicit one or two ideas about one of the topics and then have students discuss the rest in pairs. • Have students skim the text from *The Encyclopaedia of Arab Culture* to check their ideas. • Have students read the note and answer questions 1-3. • Discuss the answers with the whole class.
While reading 1	• Have students read the text on Course Book page 39 and underline the factual mistakes. Tell them there is one mistake in each paragraph.

Post reading	• Assign students into small groups. Each group needs to find out the culture of a country of their preference. Give them 15 minutes to go to the computer lab. • Groups share with the class their findings.	

SUMMARY OF READING LESSON PLANS (PARTICIPANT 3)				
Lesson	**Materials**	**Stage**	**Reading skills focus**	**Strategy**
Lesson 1	A worksheet	Pre-reading	• Relating background knowledge • Previewing and predicting	• Pair work • Classroom discussion
	A reading text - Cheating	While reading	• Making comparison • Skimming	• Individual work • Classroom discussion
	A worksheet	While reading	• Scanning • Making comparison	• Individual work • Classroom discussion
Lesson 2	A quiz	Pre-reading	• Relating background knowledge • Previewing and predicting	• Pair work • Classroom discussion
	A reading text	While reading	• Making non-linguistic responses • Making comparison	• Individual work • Classroom discussion
	A reading text	While reading	• Scanning • Finding important facts	• Pair work • Classroom discussion
Lesson 3	A poem A worksheet	While reading	• Vocabulary building • Guessing meaning from context • Inferencing • Scanning	• Individual work • Classroom discussion
Lesson 4	A worksheet	Pre-reading	• Relating background knowledge • Previewing and predicting	• Individual work • Classroom discussion

	A reading text - Flags	While reading	• Skimming	• Individual work • Classroom discussion
	A reading text – Flags A set of questions	While reading	• Scanning • Sequencing	• Group work • Classroom discussion
	A worksheet	Post-reading	• Vocabulary building	• Group work • Classroom discussion
Lesson 5	A reading text - The Encyclopaedia of Arab Culture	Pre-reading	• Relating background knowledge • Previewing and predicting • Skimming	• Pair work • Classroom discussion
	A worksheet A reading text - The Encyclopaedia of Arab Culture	While reading	• Speed reading • Distinguishing the correct facts and the wrong facts	• Individual work • Classroom discussion

1.3   Problem Statement

Reading is commonly defined as the ability to read and interpret meaning from varied texts (Connors-Tadros, 2014). It is a conscious and unconscious thinking process where the reader applies many strategies to reconstruct the meaning that the author is assumed to have intended, and it is done by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2008). According to Woodley (2011), the main objective of reading is to achieve a general comprehension through the text rather than to gain meaning of individual words or sentences.

In learning a foreign or second language, reading is one of the most important skills to acquire. Out of the four skills (writing, reading, speaking, and listening), reading plays the most important role in different levels of EFL students, such as elementary, intermediate, and advanced (Yazar, 2013). It is undeniable that reading highly influences the achievement of a foreign or a second language acquisition. Reading is useful for language acquisition which means the more they read, the better they get, and it also has a positive effect on students' vocabulary knowledge, on their spelling and their writing (Harmer, 2007). According to Guo (2012), extensive reading should be made accessible at the early stage of learning. Students should be able to understand the need of reading so that they can start reading on their own. This is to instil reading culture among students.

In order to cultivate reading habits, teachers should be able to provide an effective reading lesson. According to Kumar (2010), teachers should provide lesson

plans with diverse activities to encourage reading culture among students. The success of a lesson depends also on the teachers' focus on the preparation of the learning process. A good reading lesson does not only come by having a good lesson plan that focuses on specific segments, but also by taking a view on the big picture on how each activity in the lesson fits the aim of the lesson. According to Spratt, Pulverness and William (2005), a lesson plan is reflected as a chain of curriculum that offer enough directions for teachers on appropriate materials to be given to the students considering their interest and skills, and also how the materials are to be delivered in classroom. Nesari and Heideri (2014) also deliberated that in order to be able to manage the class properly and effectively achievelesson objectives, lesson plan must be well-constructed. Teachers' instructions and also classroom management are influenced by lesson plans. Characteristics of a well-managed classroom are that (1) students are deeply engaged with their work; which would be possible if their roles are described and they have a goal as provided in a good lesson plan; (2) students know what is expected; which would be possible via routinely implemented good lesson plans; (3)there is little wasted time, confusion; which would be possible via effective implementation of a good lesson plan; and (4) the climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan (Wong, 2009).

As stated by Greenberg, McKee, and Walsh (2013) in National Council on Teacher Quality - Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs, 90 percent of reading teachers do not include reading tasks that could significantly boost the amount of competent readers among students. The report further stated that the teachers are rather occupied in acquiring their distinctive teaching approach. Teachers' proper decision – making & planning is crucial in avoiding students' reluctance during teaching (Nesari&Heideri, 2014). To improve reading ability, teachers are supposed to have the capabilities to select advantageous reading materials and are presented with resources to help them in making the selection. This brings to the utmost issue deliberated in this study which is most of the teachers especially EFL teachers in Libyan international schools are not given enough trainings as well as resources to help them in enhancing their reading lessons. Research has shown that both pre-service and practicing teachers are often not able to accurately gauge their understanding of critical concepts related to reading instruction (Berkeley, 2016). Although teacher preparation programs are vastly different, disconcerting reports suggest a lack of relevant information in course textbooks (Joshi, Binks, Graham et al.,2009) and a lack of conceptual knowledge of language across faculties that prepare future teachers of reading (Joshi, Binks, Hougen et al., 2009).

In the teaching and learning of the English language, it is crucial that teachers have the right materials and techniques or strategies to deliver quality English language education to students (Barahona, 2014; Capan, 2014; Incecay, 2011). Another issue is the inability of teachers to choose materials that are suitable for their respective students and classrooms (Barahona, 2014; Leland, 2013; Incecay, 2011). Due to their lack of experience in the field, teachers may not be able to identify the learning difficulties of their students and thus may not be able to choose the right materials to address their students' learning needs (Rahimi, n. d.; Capan, 2014; Incecay, 2011). In addition to that, teachers may also face problems to match the right materials with the specific needs of students or their different levels of proficiency (Rahimi, n. d.; Capan, 2014; Incecay, 2011). Often teachers do not use the right materials or do not have access to

the right materials to teach the English language which results in the entire teaching and learning process being weak and thus being unable to achieve the desired outcomes (Barahona, 2014; Capan, 2014; Incecay, 2011).

Selecting good reading materials has always been a challenging task for teachers particularly in reading lessons. In EFL reading classroom, failing to provide effective instructional materials may obstruct learners' understanding. Omuna, Onchera, and Kimutai (2016) debated that this issue may give an impact on teaching and learning of English reading skills.

By not using strong and potent teaching materials to engage their students in the learning process, teachers are in fact setting their students up for failure and disrupting the entire learning process (Rahimi, n. d.; Leland, 2013). In the context of Libyan teachers teaching at Libya international school, the teachers were not provided with variety of resources in teaching English. Based on the problems stated, it is crucial to explore the Libyan teachers' conceptions of teaching materials used to teach reading. It is also significant to understand the principles that guide the teachers in selecting their resources in teaching reading.

1.4   Research Objectives

The purpose of this study is to analyze the perception of teachers on ELT reading materials and how they use existing materials to implement classroom sessions and are able to achieve the learning objectives of their students. In addition, it also consequently help other researchers to design better and suitable reading materials for the use of EFL teachers. The objectives of this research are as follows:

1.   To identify the teaching materials used by the teachers to teach reading
2.   To investigate the factors which influence the use of the chosen materials to teach reading
3.   To explore the perceptions of the teachers on the teaching materials used in the classroom to teach reading

1.5   Research Questions

Following from the objectives mentioned above, this research is guided by the following questions:

1.   What are the instructional materials selected by the teachers to teach reading?
2.   What are the factors that influence the teachers to use the chosen materials to teach reading?
3.   What are the perceptions of EFL teachers on the teaching materials used in teaching reading?

1.6   Significance of Study

In order to achieve the objectives, set before the reading lessons commence, teachers should be prepared with reading materials that cater to learners' needs and abilities.

This study will help the teachers to weigh in certain criteria in designing and selecting reading materials in the classroom. Apart from EFL teachers, this study is also beneficial for ESL teachers as the content is similar. The study is also good for teachers in gaining knowledge on strategies in teaching reading and instructional materials to be used in the teaching and learning process of reading skills in English language. This study will provide better understanding towards teachers' attitude and reactions in using instructional materials in reading lessons. In addition, this study is important in transforming the experience of EFL students with the use of effective instructional materials in Libyan reading classroom. Therefore, the education planners can also benefit from this study as they are required to understand the justifications made by the EFL teachers for using intended materials in reading classroom. This study can contribute to further studies that are aiming in designing guidelines for reading materials selection in classroom. On top of that, this study can contribute deeper insights of this issue in Libyan context since very few researches were done in the context.

1.7   Limitations of Study

This study only involves teachers in three schools, which are the Libyan International Schools that the researcher has chosen. The researcher is constrained by geographical limitations in involving more schools in this study. The research settings chosen are three Libyan international schools in Kuala Lumpur which respectively located in Damai, Jalan Ampang and Kajang. As the setting of the study focus on Libyan teachers and in EFL environment, the restricted number of Libyan international school in Kuala Lumpur becomes a major shortcoming to this study. This leads to the limited number of samples involved in this study.

Another limitation of this study is time constrain. This study can be explored more and resulted in a framework that can work as a guideline for EFL teachers, novice or pre-service EFL teachers particularly, if a longer timeline is given.