

LABA, AMAL LOTFI, Ph.D., December 2014

School of Teaching, Learning and
Curriculum Studies

AN EXAMINATION OF TEXT AUTHENTICITY USED AT KENT STATE
UNIVERSITY ESL CENTER: READING MATERIALS, THE INSIGHTS AND
PERCEPTIONS OF ESL/EFL STUDENTS AND INSTRUCTORS (143 pp.)

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English language learners need to be exposed to and have access to the same language native speakers typically use and to communicate in a natural way. Authentic materials can provide this access for learners with alternative to the traditional textbooks and introduce them simultaneously to the target language and its culture in their classroom. This study examines the nature, the extent, and the use of authentic materials that are used in reading classes in the ESL Center at Kent State University. Moreover, the study explores the instructors' and students' insights and perceptions towards using the authentic materials in reading to learn English. Data are collected through text analysis, focus groups and a survey.

The findings of the analysis reveal that reading textbooks that are used at the ESL Center require some extra authentic materials that assist the students to function in the English language environment and learn the daily language that the native speakers use in everyday circumstances. The focus groups analysis indicate that instructors believe that authentic materials are valuable for improving reading skills and vocabulary learning. Last, the survey analysis shows that the students have much interest to use authentic materials in reading classes and students prefer the internet reading texts as a source of

authentic materials. Most students believe that authentic materials assist them to build new vocabulary, idioms, slang and daily life vocabulary.