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# Teachers' Selection of Authentic Printed Materials in Fostering Intensive Reading Skills in Secondary Schools in Kenya

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## Abstract

The use of authentic printed materials in the teaching and learning of language exposes learners to real world language and encourages them to relate to real life experiences. Intensive reading forms the backbone of vocabulary development and general language acquisition for meaningful communication among learners since it involves a detailed study of vocabulary and grammar. Careful selection of the teaching and learning materials should therefore be undertaken to foster intensive reading skills. Therefore, a study based on four objectives was carried out to investigate teachers' use of authentic printed materials in the teaching of intensive reading in secondary schools in Bondo Sub-County, Siaya County. However, for the purpose of this paper, the results presented are based on only one of the objectives of the main study: to determine teachers' principles in the selection of authentic printed materials in fostering intensive reading skills in Secondary Schools in Bondo Sub-County, Kenya. This objective sought to find out guidelines that teachers follow in the choice of authentic printed materials for the teaching of intensive reading skills. The study was based on the qualitative case study design. The sample consisted of 18 teachers of English from 35 secondary schools within the study region. The teachers were selected using purposive sampling technique. Data were collected by use of an interview guide, non-participant classroom observation and document analysis checklist. The study established that teachers do not involve students in the selection of authentic printed materials because of students' limited linguistic abilities. In addition, teachers use authentic printed materials in their original form without considering their readability and appropriateness. Consequently, students do not benefit maximally from them.

## Introduction

The central position occupied by English language in the world today calls for sound strategies that will enable the learners to communicate effectively in English language both in and outside school. This is because English, according to Soliman (2013), is the world's most widely used language since there are approximately more than 350,000,000 native English speakers and more than 400,000 speakers of English as second language or foreign language. This growing importance of English as an international language and as a global lingua franca is observable in virtually all countries of the world from its increasing status in educational curricula to its role as the language of international communication. As a result, teachers should aim at effective strategies for teaching English language to produce learners who can effectively communicate in the language. In their view of effective teaching, Mwaka, Nabwire, and Musamas (2014) point out that if learning is the objective, effective teaching means creating effective learning environments where learners actively participate and engage with materials that are crucial to their learning. The teaching of English should therefore be done in a way that enables the learner to acquire the necessary communicative competence that will facilitate communication in a variety of contexts. One popular way of acquiring these prerequisite communication skills is by exposing the learner to a variety of reading materials. Rashidi and Piran (2011) concurs that reading both intensively and extensively can lead to vocabulary development in a way that each word's synonym, antonym and collocation will be improved significantly.

Intensive reading has many benefits. According to Yang, Dai and Gao (2011) "a guided intensive course has proved indispensable to systematic learning of basic grammar, structure, phonetics, basic vocabulary and useful idiomatic expressions. It has proved essential, especially when it is combined with writing, speaking and even listening, thus becoming a comprehensive language course" (p. 112). Given the multiple advantages of intensive reading, it would be more appropriate if authentic printed materials are incorporated in the classroom teaching of the same to enhance these opportunities. For instance, contribution of authentic printed materials in vocabulary acquisition is one major advantage of employing these

materials in the classroom teaching of intensive reading. Rashidi and Piran (2011) in their study, *The Effect of Extensive and Intensive Reading*, concluded that there are some relations between students' performance in vocabulary learning and reading approaches and that there is a large body of knowledge in literature suggesting vocabulary acquisition because of intensive reading. They observed that learners' ability in terms of the number of active vocabulary which they could recognize was much greater in number, and their ability to choose and comprehend word knowledge in terms of associations, collocation, synonymy and antonym improved after intensive reading drastically. A relatively recent study by Nemine and Benwari (2014) also recommended among other things that more emphasis should be laid on intensive reading as a study habit by students to improve on their academic achievement. Study habits are strategies which a learner applies for acquiring knowledge, skills and ideas. Good study habits enhance academic performance and educational success. They further pointed out that study habits, therefore, involve a series of activities and dispositions, which a learner must acquire to enable him/her engage in academic studies. Students, sometimes perform far below the expected average not because of low ability level but often times because of poor study habits.

The above discussion attests to the fact that there is a strong relationship between authentic reading materials, intensive reading and academic achievement. Erfanpour (2013) agrees that intensive reading cannot be removed from teaching reading. For the same reason, Sharoh (2012) concludes that intensive reading is useful in improving students reading comprehension, providing a base to structure and vocabulary and improving language. In a nutshell, the advantages of intensive reading are not only restricted to English language learning, but also to other subjects across the curriculum. Another strong relationship established from literature reviewed is that intensive reading, bottom-up and top-down belief systems are closely interrelated. According to Brown (2007) intensive reading classes are places where bottom-up and top-down processing are used interactively to achieve reading comprehension. In other words, attention should be given to phoneme, root and word recognition to progress toward meaning (bottom up), as well as to the (top-down) process of starting with background knowledge and general meaning and working from there to more specific comprehension. Therefore, there was reason to conduct this study, and in particular, to determine factors that teachers consider in the selection of authentic printed materials for the teaching of intensive reading in secondary schools.

**Study Objective**

The objective of the study was to determine teachers' criteria in the selection of authentic printed materials in the teaching of intensive reading in secondary schools in Bondo Sub-County, Kenya.

**Theoretical Framework**

This study was based on Communicative Language Teaching approach (CLT) by Michael Halliday and Dell Hymes. CLT advocates for interaction as both the technique and objective for learning a language. Among other features, CLT recommends the linking of language learning inside classroom with language learning activities outside. The use of authentic printed materials in the teaching of language provides a platform for learners to interact with the language they expect to meet outside classroom to facilitate meaningful communication in the real world. Since teachers are facilitators in the learning process, they should carefully select authentic printed materials for the teaching of English language. For this reason, it was in the interest of this study to investigate teachers' criteria in the selection of authentic printed materials in the teaching of intensive reading in secondary schools in Bondo Sub-county, Kenya.

**Related Literature**

This section presents literature related to the factors to be considered in the selection of authentic printed materials for the teaching of intensive reading.

**Factors to Consider in the Selection of Authentic Printed Materials**

For effective use of authentic printed materials, the English language teacher needs to consider, foremost**,** the originality of the printed material. This is what Al-Musallam (2015) refers to as authenticity of the texts. They are authentic texts for language learning which serve as means to help the learner to develop an authentic interpretation. Loudová (2014) asserts that the material should be in its original form and delivered in an original context. This will ensure maintenance of the authentic text's communicative purpose. Also important is to assess the text's compatibility with course objectives and its exploitability: for what purposes such text

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should be exploited, and which skills are going to be developed. The next stages are making sure the language in the text is as suitable as the topic and creating the tasks.

Learner's language proficiency level is another aspect that needs to be considered. The linguistic ability is an important factor in selecting authentic reading materials. It should be relevant to the age and language level of the students. Whether it engages students' prior knowledge and interest and whether they are going to be able to use it for their own purposes. According to Roberts (2014) authentic materials must be selected in terms of their language and content. There are many things a native speaker says that are not needed in classroom. Some language tends to be rather strange, often veering towards unnecessary pompousness, hypercorrectness, or even ungrammaticality. One does have to consider whether the content of authentic material is acceptable educationally or linguistically, as one would do for any other type of material. According to Case (2012) learner's interest is another important factor that should be taken into consideration when selecting authentic printed materials. Therefore, it is necessary for teachers to know students' likes and dislikes.

Baghban and Ambigapathy (2011) suggest readability as another aspect that should be considered. Readability refers to a combination of structural and lexical difficulty which is an important issue in selecting texts for pedagogical purposes since very difficult texts can demotivate learners since the learning process may be hindered. Readability is what Lingzu and Yuanyuan, (2010) refer to as text density-how dense is it? How complex are the relationships between the ideas? How complex is the overall argument structure? Moreover, learners' needs must be considered particularly when the reading materials are provided for learners who learn English in academic settings. Rafalovich (2014) suggests that teachers should always choose appropriate materials that will best suit their students' individual language development needs, regardless of the materials' source of origin. Teachers should also provide opportunities to practise using the language to cope with everyday situations they might encounter outside the classroom.

Teachers should avoid selecting authentic materials that do not relate to learners' experiences. Mousavi (2012) concurs that materials must relate to learners' life experiences and contain appropriate features that enhance comprehension. Loudová (2014) supports this aspect and points out that teachers should analyse an excerpt and consider, if it is related to some real-life

experience and if it encourages further reading (suitability of content). The chosen text needs to arouse students' interest and grab their attention. It should be attractive and relevant to their needs. Teachers should also consider cultural appropriateness of the authentic printed materials. Lingzu and Yuanyuan (2010) agree that if there is any culturally specific content in the material; the teachers should consider whether they can reduce its comprehensibility to the listeners from other cultural backgrounds or whether it can potentially cause cultural offence. Classroom tasks based on the chosen printed texts should be manageable. Case (2012) cautions teachers that for successful use of authentic materials, they should make sure that they provide tasks that are manageable using just the skills that you are trying to instil in them. Moreover, Roberts (2014) suggests that authentic materials should be organized in some way and that there is nothing worse than entirely disconnected bits of authentic language that are not linked to other aspects of the teaching. They can be organised around many themes such as shopping, banking, getting a job, eating, transport or smoking.

Al-Azri and Al-Rashidi (2014) on his part offers a summary of factors to be considered in selecting authentic materials for teaching. They point out that there are eight criteria to be considered when choosing appropriate authentic texts which include: relevance to course book and learners' needs, topic interest, cultural fitness, logistical considerations, cognitive demands, linguistic demands, quality and exploitability. Still on selection of authentic printed materials, Ryan (2013) suggests that teachers' decisions should always be informed by course goals and individual lesson objectives. Course materials of any kind should always be compatible with course goals; teachers should never try to force a square peg into a round hole. No matter how wonderful potential course materials, whether authentic or not, may seem, if they are not in keeping with course goals, they probably have no place in the classroom. On his part, Berardo (2006) suggests the following three criteria: suitability of content, exploitability and readability. Suitability of content includes areas such as compatibility with course objectives and appropriateness to student needs and student abilities. It also includes the issue of whether the material will be of interest to students. Exploitability covers issues such as whether the text can be used for teaching purposes, how it can be utilized and what skills can be developed by using the authentic materials. Can good questions be asked about the text? Can good tasks be designed based on the text? Readability refers to whether the structure and lexis of authentic materials are too easy or more likely, too difficult. It also encompasses ideas such as vocabulary and relevance. Important things to consider regarding readability are: Does the material tell the

student something they didn't know? Does the material introduce new and relevant ideas? Perhaps most importantly, does the authentic material make the student want to read for himself and learn more about the topic or something similar? For this reason, Tamo (2009) advises that authentic materials should be used in accordance with the students' level of knowledge and the students should be helped by their teachers to overcome the difficulties they encounter.

According to Loudová (2014) teachers should carefully select authentic materials that are related to real life experience of the learners and that would provide them with highly practical knowledge. This is because authentic materials themselves may not guarantee effective learning; careful selection of authentic materials to suit students' levels and needs is crucial. Authentic materials should create interest in the learners and motivate them to learn in class. For this reason, Fai (2011) argues that if the text is not interesting and too challenging to students, learners' affective filter will be high, thereby preventing the knowledge reaching the language acquisition device in their brains. Since some authentic materials may harbour complexities in their use, teachers should purpose to simplify them for classroom instruction. Lingzu and Yuanyuan (2010) suggest that teachers may counter-balance the increased linguistic difficulty of the text by simplifying the requirements of the task. Difficulty may also arise from the task that is set. It is possible to use a reading passage which is well beyond the learners' level, if what is demanded of the learner is correspondingly simple. If one notches up the text, one notches down the task. Once authentic materials have been selected, teachers should grade them for teaching. It is recommended that teachers should have a large enough collection of authentic materials then carry out grading in accordance with the proficiency level of their learners. In doing this, teachers should bear in mind: more frequent vocabulary; simple syntax; simpler and less dense ideas and facts; degree of redundancy, with ideas/facts expressed more than once; degree of repetition, with the same form of words repeated; very specific context or genre of communication which to some extent pre-determines how participants behave.

**Study Design and Methodology**

This study was carried out in Bondo Sub-County, Siaya County. According to Bondo Sub-County Education Office staffing records (2016) there were 35 secondary schools out of which 24 are mixed day schools while 11 are boarding schools. Out of the 11 boarding schools, six are boys' whereas five are girls' schools. The same source indicated that the sub- county had

79 teachers of English employed by the Teachers Service Commission (TSC). The sub-county therefore has trained teachers of English language. However, it was noted that the performance of English language in the district has been on the decline with means of 6.05 and 4.913 registered in 2012 and 2013 respectively, which were below the average mean of 6.00. Bondo Sub- County KCSE report (2013). Furthermore, Bondo Sub-County *Education Management Information Systems Data* (2014) indicate that the sub-county registered a paltry mean of 5.924 (which is below the average mean of 6.00) in English language in 2014 KCSE. According to the Kenya National Examinations Council (2016) the overall performance in English in Kenya fell short of the average mean performance of 50% calling for innovation in curriculum implementation.  It is for these reasons that the sub-county was chosen for the study. This study was guided by the relativist ontology and subjectivist epistemology. Ontologically, it is the view of this study that reality is multiple and relative. In other words, there is no objective reality, reality is mind-dependent and varies from one participant to another. Epistemologically, this study holds that knowledge is socially constructed rather than objectively determined. The study utilized the qualitative case study design. The sample consisted of 18 teachers of English from secondary schools in Bondo Sub-county. Three teachers were purposively selected from national school; four from extra county while 11 teachers were from county schools. These teachers were considered rich in information basing on their teaching experience which was 10 years and above. In addition, they were available, accessible and willing to participate in the study. An interview guide, non-participant classroom observation and document analysis checklist were used to collect data. The trustworthiness of the study was established by use of multiple research instruments, a rich and thick description of procedures and methodological triangulation. Data were collected in the participants' setting; analysis was built inductively from specific to general themes and reported in narration according to emerging themes as per the demand of the study objective.

**Study Findings**

**Teachers' Criteria in the Selection of Authentic Printed Materials**
In this study, we sought to investigate factors that teachers consider in the selection of authentic printed materials for teaching intensive reading in secondary schools. For this reason, we undertook to interview participants   and one of the questions was: *who selects the authentic printed materials to be used in the teaching of intensive reading?* To this question, most

participants concurred that they do not involve students in the selection of authentic printed materials. This was because they lack knowledge of the lesson objectives and not linguistically competent enough to choose relevant reading materials on their own. For instance, both Tr1 and Tr10 indicated that students do not know the demands of the lesson as outlined in the lesson objective(s). They emphasized that selected authentic printed materials should be relevant to the lesson objective(s). In particular, Tr1 observed:

> I don't involve my students in the selection of the reading materials. My students may not know what I want to achieve by the end of the lesson so they might not give me a relevant teaching material. Students may pick anything printed for use in class thus they may bring irrelevant materials to class and in most cases they would go for only what interests them. For this reason, I personally select authentic printed materials that will help me achieve my lesson objectives. (Tr1)

Tr8 concurred that since students do not have the lesson plans beforehand, they may bring irrelevant materials in the classroom and he commented: "I select the materials based on the instructional objectives and students are not privy to the lesson objectives."Tr12 argued that students should not be entrusted with the selection of authentic printed materials and that teachers should take full charge in order to control the scope of the reading. He argued that, "students tend to select entertainment literature that may not help in the achievement of lesson objective."

We further noted that some teachers do not involve students in the selection because accessing the library is difficult given the size of the class. According to Tr2, the time allocated for reading in the library is limited and they get easily distracted by cartoons, pictorials, obituary columns, sports and fashion pages in the newspapers. Another participant, Tr11 pointed out that when students are involved "they may waste a lot of time as they may not know exactly what to go for."

Most participants equally agreed that language level of the students may not allow them to be involved in the selection of the authentic printed materials. They may not exercise sound judgment due to limited language proficiency levels. As a result, they may end up picking anything for teaching and learning. For this reason, the materials may contain irrelevant content or very complex language that would impede learning. For instance, Tr4 reported:

> If I carry out selection myself, I will make sure that whatever I pick will be at the students' language level. I mean I can discriminate depending on the class

> I am going to teach. For example, what I may use to teach in form four, I may not use in form one. This is because the language levels of the two classes are different. I believe that teachers' selection would give the students the best material in terms of language.

However, Tr6 suggested that teachers should allow students to select authentic printed materials with minimal guidance. For instance, the teacher may restrict students on a few broad content areas like road accidents, drugs and substance abuse, environmental degradation among others. He indicated that, "when students are involved in the selection of the materials, they become more interested and concentration is enhanced because sometimes teachers' choices may conflict with learners' culture and religion. However, teachers must vet the materials before use in class."

**Factors that Influence the Selection of Authentic Printed Materials**

The careful selection of authentic printed materials is very critical for effective teaching and learning of intensive reading. For this reason, we sought to know factors that teachers consider in the selection of these materials. In order to elicit responses, the participants were asked: *who selects authentic printed materials? Which factors would you consider in the selection of authentic printed materials for teaching intensive reading?* The responses were transcribed, coded and it was realised that the following greatly influence the selection of authentic printed materials.

**The Language Proficiency Level**

Data transcribed from interviews revealed that most teachers considered age or language level of a class as a very significant factor in the selection of authentic printed materials for teaching intensive reading. For instance, Tr1argued:

> I consider age bracket of the learners to determine whether they will understand the content. For instance, what I use in form two would be different from what I present in form four. I feel that some authentic materials are so complex or contain difficult language that may not be suitable for use in lower classes like form one or two. I like using reading materials that my students can easily comprehend. It makes my teaching enjoyable.

The same opinion was held by both Tr1 and Tr3 who indicated that they would strive to select those materials that contain language that students would easily understand. Similarly, Tr11

opined that she considers level of class before selecting the material. She argued, "What I would use in form four, I would not in forms 1, 2, and 3. In fact, I normally confirm whether the material is enjoyable and contain simple sentence structures and vocabulary."Tr12 equally concurred that he would always try to avoid materials that can easily incite students or difficult language that would prove challenging to understand. In this case, the subject matter and language are very critical in selection of these materials. For instance, he said:

> I would not pick articles by certain columnists whose language I feel is above my students. I find some of them just too complex in terms of vocabulary and sentence structure to be used in teaching comprehension and my students will not enjoy them. These types of articles require students to keep on referring to the dictionary and for this reason; the reading process is interrupted, and comprehension is made a bit difficult.

During lesson observation, Tr4 (OB2), we discovered that the teacher purposed to select a newspaper report *(Student Kills Himself for Being Forced to Repeat Class)* from *The Standard* newspaper which was simple to understand. The material was used to teach reading comprehension in a form four class. Similarly, Tr3 (OB2) demonstrated that the teacher considered the level of language of the class (form three) before selecting a simple newspaper report, *Relief Food on Sale in Samburu as Many Starve* from the *Daily Nation* newspaper to teach intensive reading.

Contrastingly, Tr1 (OB1) revealed that the teacher did not consider the complexity of language in the *Daily Nation* newspaper advertisement *(A Notice by Kenya Commercial Bank)* before exploiting it to teach intensive reading in a form three class. It contained difficult vocabulary and phrases that were beyond the students. According to the objectives of the lesson, the teacher had intended to use the material to teach vocabulary and to later give an assignment on writing notices. The advertisement, however, had technical commercial terms and phrases such as, *listing of shares, share option plan, ordinary shares, trustees, disclosures and allotment*. This made the comprehension of the material challenging and the students kept on referring to their dictionaries.

### The Objectives of the Lesson and Content of the Material

Several participants pointed out that the selected authentic printed material should facilitate achievement of the lesson objective. For example, Tr10 observed:

> I feel that lesson objectives, availability of the material, interest of the learner, complexity of language and availability of time would greatly influence selection of these printed materials. I think that whatever authentic reading material picked for teaching intensive reading should match the lesson objectives. Teachers should therefore read through the material and determine whether it will help students to learn what he or she intended to teach.

The same opinion was held by Tr9 who said, "I would consider the objective of the lesson, relevance, content of the material and whether it would benefit the learner." Tr7 concurred that "I base my selection on relevance of the content of the material, level of language of learners and availability of the material."

In the selection of authentic printed materials, Tr12 indicated that contemporariness of the subject matter should be considered so that the students can benefit from the, "the topical issues that may not be addressed adequately in textbooks such as homosexuality and lesbianism." Tr6 (OB1) indicated that the teacher considered the objective of the lesson before selecting a letter to the editor from the *Daily Nation* newspaper: *Kenyans Need to Walk the Way of the Cross, Not of the World*. The objective read: *by the end of the lesson the learner should be able to answer five comprehension questions based on the letter to the editor and write a letter to the editor correctly on a topic of his or her choice.* As a result, the material greatly helped the teacher to achieve his objective. Tr3 (OB2) revealed that the teacher considered learning outcomes that the students were expected to demonstrate by the end of the lesson. He used a newspaper report from the *Daily Nation* newspaper *(Relief Food on Sale in Samburu as Many Starve)* to teach students how to write a newspaper report and learn vocabulary. At the end of the lesson the teacher gave the students an assignment on report writing and sentence construction using vocabulary selected from the newspaper report.

### Motivational Value of the Materials

We discovered from the data collected by interview guide that motivational value of authentic printed materials has a lot of influence on the selection of the criteria. Participants pointed out that they would pick those printed materials that would appeal to the students in terms of

language and subject matter. They revealed that students are motivated to learn if the reading materials are motivating. In particular, Tr1 and Tr2 observed that they always try to pick only those materials that would appeal to the students. Tr1 reported as follows:

> I remember once using a wedding invitation card to teach the format and official language of invitation. In fact, I used my personal wedding invitation cards in class to teach. It was truly interesting, and the students were particularly interested to know whether I actually attended the wedding. I remember one of them asking me whether type of dishes and dressing code should be included in the wedding invitation card.

The above observation was corroborated by Tr16 (OB1). The teacher picked on an authentic material whose language was simple and content was familiar. The *Daily Nation* newspaper article was on *The Problem with Our Sexuality Education is the Needless Alarmism*. The content covered reasons adolescents use contraceptives. We observed that the students were concentrating in the reading of the article and answering of oral questions from the teacher. The material used in Tr1 (OB1) however lacked motivational value as expected of authentic printed materials. The language was complex and inhibited students' comprehension of the material. The material was made up of chains of jargons and unfamiliar phrases that the students could not identify with such as *capital markets, trustees of the company, securities, public offers* among others. Similarly, Tr18 (OB2) revealed that the authentic printed material used was not interesting to the students and low concentration was observed. The teacher selected an article on ICT from the *Daily Nation* newspaper to teach intensive reading in a form one class, *Health, Fitness and Medical Applications Have the Potential to Improve Healthcare.* The complexity of language in the article obscured students' comprehension of the material and the teacher had to interrupt the reading process to explain certain phrases and vocabulary such as, *mobile apps, software companies, downloads, digital health apps, digital platforms, internet penetration rate* among others.

## The Length of the Materials and Availability of Time

The results from the interview guide revealed that the length of the material and time available for use in class are critical in the selection of authentic printed materials. A number of participants reported that the length of the authentic printed material should be manageable within a single lesson. For instance, Tr1and Tr3 concurred that using authentic printed

materials consume a lot of time and they would always consider the length of the printed materials before picking them for use in class.

> I think it is not practical to have a long authentic printed material for reading in class. The students may become bored or the 40 minutes allocated for each lesson may not be sufficient. I would prefer an authentic printed material with manageable length and content. It should be possible to read and discuss the printed material in class within a 40 minutes' lesson. I think if it is too long to be read in a single lesson, the teacher should reduce the length without compromising the subject matter. Alternatively, if the material is long I will use it for a double lesson. This will give me ample time for effective reading and discussions in class (Tr3).

Data obtained from classroom observation equally confirmed that most teachers prefer authentic printed materials that are short enough that would allow use within a forty minutes' lesson. For instance, we observed that during Tr15 (OB1) in a form two class the *Daily Nation* newspaper article *(Why Fight against Drugs Should Be a Source of Unity against Evil)* used in the teaching of intensive reading was brief enough because the teacher purposefully reduced the length to suit the duration of the lesson. Contrastingly, Tr14 (OB1) in form one class revealed that not all teachers consider length of the authentic printed materials. For instance, in this observation, an article of considerably vast length from the *Daily Nation* newspaper *(Region Reeling Under the Grip of Drought as 17m in Grave Danger)* was presented to class without modification. Consequently, effective reading was not adequately undertaken within the forty minutes. The teachers seemed to be in a hurry to complete reading and embark on oral comprehension questions.

**Discussion of Findings**

The main purpose of this study was to investigate teachers' criteria in the selection of authentic printed materials in the teaching of intensive reading in Kenyan schools. The objective of the study was to determine factors that teachers consider in the selection of authentic printed materials for the teaching of intensive reading.

**Teachers' Criteria in the Selection of Authentic Printed Materials**
Specifically, we sought to find out factors that teachers consider in the selection of authentic printed material in the teaching of intensive reading and from the findings, we discovered that for effective use of these materials in the teaching of intensive reading, teachers should

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undertake careful selection of the same so that what is eventually picked for classroom instruction enriches teaching and learning of English language. A well-intended teaching of intensive reading would easily collapse if the teaching materials were not chosen well. For this reason, teachers suggested that the following factors should be considered while selecting authentic printed materials for the teaching of intensive reading:

First, teachers argued that language and content greatly influence the selection of authentic printed materials and literature reviewed indicated the same. For instance, Roberts (2014) agrees that authentic materials have to be selected in terms of their language and content because there are many things a native speaker says that are not needed in classroom. Some language tends to be rather strange, often veering towards unnecessary pompousness, hypercorrectness, or even ungrammaticality. One does have to consider whether the content of authentic material is acceptable educationally or linguistically, as one would do for any other type of material. Tamo (2009) also concludes that authentic materials should be used in accordance with the students' level of knowledge and teachers should purpose to help the students to overcome the difficulties they may encounter in the course of using authentic materials. However, classroom observation revealed a contrary practice. They do not modify the materials; they rather use them in their original form. But still, our study discovered that not all authentic printed materials need modification as they may be in simple language.

Second, teachers were in concurrence that authentic printed materials that are selected for the teaching of intensive reading should be motivating to the learners. Researchers in the field of language learning have also realized that if the text is not interesting and too challenging to students, learners' affective filter will be high, thereby preventing the knowledge reaching the language acquisition device in their brains and since some authentic materials may harbour complexities in their use, teachers should purpose to simplify them for classroom instruction (Fai, 2011). The suggestion that interest of the learners should also be given prominence in the selection of authentic printed materials is strongly supported by Case (2012) who explains that it is necessary for teachers to know students' likes and dislikes. For this reason, they should avoid selecting authentic materials that do not relate to learners' experiences and instead the chosen text should arouse students' interest and grab their attention. It should be attractive and relevant to their needs (Mousavi, 2012&Loudová, 2014). However, it was realised from this study that not all authentic materials teachers use in the teaching of intensive reading are

motivating. In fact, the findings revealed that some teachers use very complex materials in class that inhibit comprehension and language learning.

Third, the findings demonstrated that teachers would equally consider the capability of the authentic printed materials in achieving the instructional objectives. Loudová (2014) in a study, *The Use of Authentic Texts in English Lessons* indicates that the relationship between teaching materials and lesson objectives is one of the keys to the success of teaching and learning and that it is very important is to assess text's compatibility with course objectives and its exploitability: for what purposes such text should be exploited and which skills are going to be developed. For this reason, teachers should aim at creating an enabling teaching and learning environment. Mwaka, Nabwire, and Musamas (2014) in their work, *Essentials of Instruction: A Handbook for School Teachers* observe that effective teaching means creating effective learning environments where learners actively participate and engage with the material that are crucial to their learning. Our study revealed that teachers use relevant materials that in most cases facilitate achievement of the expected learning outcomes.

Fourth, teachers explained that the length of the authentic printed materials should be manageable within a single or double lesson and that it should be easy to read. To some degree, it should contain familiar vocabulary to facilitate comprehension and if not it should be modified accordingly. According to Strakova (2010) modifying the text might mean changing the format, simplifying it, or having learners read only certain parts. Baghban and Ambigapathy (2011) further suggest that readability is a very important aspect that should be considered and it refers to a combination of structural and lexical difficulty, which is an important issue in selecting texts for pedagogical purposes since very difficult texts can demotivate learners since the learning process may be hindered. However, our study discovered that some teachers present authentic materials in their original form despite the complexity of the language. This could be because of lack of ample time for selection and preparation. Rafalovich (2014) further observes that teachers should always choose appropriate materials that will best suit their students' individual language development needs, regardless of the materials' source of origin.

**Conclusion**

Based on the findings of the study, in this paper, we conclude that teachers do not consider the language level of learners in the selection of authentic printed materials though these materials contain complex language, which should be modified for effective teaching and learning. In

addition, authentic printed materials are not readily available as many people may think and they are expensive. The study also found out that the use of authentic printed materials is time consuming. This is explained by the fact that English language syllabus load in secondary schools has put a lot of pressure on the teachers' preparation and instruction.

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