

Teachers' Perceptions Towards Using Authentic Materials in English Classrooms

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

**Submitted By
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**Faculty of Education
Tribhuvan University
Central Department of English Education
Kirtipur Nepal,
2025**

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Declaration

I, hereby, declare that to the best of my knowledge, this thesis is original and that no part of it was earlier submitted for the candidature of research degree to any university.

Date: June 04, 2025

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Recommendation for Acceptance

This is to certify that **Miss Bhumika Thebe** has prepared this thesis entitled **Teachers' Perceptions Towards Using Authentic Materials in English Classrooms** under my supervision.

I recommend the thesis for acceptance.

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Dedication

Dedicated To

*My **parents and Teachers** who have supported my every endeavor, and who have been an ultimate inspiration making me what I am now.*

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Abstract

This thesis entitled "**Teachers' Perceptions Towards Using Authentic Materials in the English Classrooms**" aimed to explore the perceptions of teachers towards the use of authentic materials and the challenges of using authentic materials in classrooms. I used a phenomenology research design under qualitative research approach. Unstructured interviews were used as tools for data collection. To achieve the research objectives, three English language teachers from two community schools of Kirtipur Municipality were selected using a purposive non-random sampling procedure. The data were analyzed and interpreted descriptively by identifying themes. The findings of the study revealed that teachers showed a positive perception towards using authentic materials in English class at Secondary level. It was found that the use of authentic materials contributes significantly to the development of students' vocabularies. These materials help enhance students' understanding of content knowledge and support their vocabulary acquisition. Authentic materials help learners' critical thinking by exposing them to real-world language use and contexts. Teachers used authentic materials in the class in many ways. Despite benefits, teachers found some challenges in using authentic materials, such as a lack of students' capability to understand vocabulary. Teachers faced difficulties in accessing suitable authentic materials due to limited availability of reliable sources, a lot of time-consuming nature of preparing and using such authentic materials effectively in the classroom.

This study contains five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of a review of the theoretical and empirical literature, implications of the study and conceptual framework. Likewise, the third chapter consists of design and method of the study, population, sample and sampling strategies, research tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. The fourth Chapter includes analysis of data and interpretation of the results. Then, the fifth chapter focuses on findings, conclusions and recommendations of the study. Finally, the references and appendices have been included in the last part of the study.

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Abbreviations

AM	:	Authentic Materials
AVM	:	Audio- Visual Materials
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
WWW	:	World Wide Web

Chapter I

Introduction

This section consists of background of study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Teaching materials means materials used by an instructor, such as class notes, examinations, educational software, books, articles, laboratory manuals, books, works of visual or graphic arts or other teaching aids for the purpose of explaining concepts to students or evaluating their performance. Haryati (2023, p. 6) inquires that authentic materials are related to real events that occur to students; it is easier for them to understand and accept. The use of authentic materials in teaching English as a second language is very effective. It shows that authentic materials provide context and relevance, making the learning experience more engaging and effective. It helps to bridge the gap between classroom learning and real-world application.

Maroke (2010, p. 11) states that authentic materials are not invented pieces for instructional purposes but rather texts produced for communication purposes in real-life situations. It clarifies that authentic materials are the most important materials for motivation and for providing real situation information.

Authentic materials can be used in problem solving, project-based learning, case-based learning, role play and simulations, class presentation, assignments and detailed understanding of the content. Similarly, Rogers (1988, as cited in Akbari & Razavi, 2015, p.17) defines authentic materials as 'appropriate' and 'quality' in terms of goals, objectives, learners' needs and 'natural' in terms of life and meaningful communication. It means authentic materials help learners to interact with the real language and content language when a teacher uses authentic materials in the English language classroom.

Authentic materials such as research articles, journals, newspapers, university catalogs, reference books, teacher's manuals, magazines, literature (novels, poems, short stories) are printed authentic materials with written messages.

Teachers' belief that authentic materials are instrumental in identifying students' needs and goals is well-founded. The varied nature of authentic materials allows teachers to observe and analyze students' language proficiency, interests, cultural awareness, language production, and cognitive skills. A part of their teaching process is designing materials to be used to get a successful result; textbooks, audio and video are designed specifically to meet certain objectives. Some teachers believe authentic materials contain difficult vocabulary and complex language structure. Many studies show that while preparing authentic materials, it takes time and makes it difficult for teachers to teach; as a result, they are bound by only textbooks. Teachers play a vital role in the teaching and learning process.

Statement of the Problem

According to Martinez (2002), authentic materials are materials that are not originally constructed for teaching purposes. Instead, they have been produced to fulfill some social purpose in the language community such as entertaining, advertising or giving information. Students feel satisfied with their achievement in the proficiency of the language because the skills they gain make them feel that they can face the situations in their real life too.

The integration of authentic materials in language teaching presents educators with a set of problems that impact both instructional design and student engagement. Hyland (2003, p.94) says that "authentic text contains poor language structure, places and high demands on teacher expertise and time". In our educational context, teachers often struggle with limited access to diverse and culturally relevant authentic materials, especially in regions with constrained resources or technological infrastructure. Limiting the use of digital authentic materials in the classroom, teachers may encounter technological barriers and infrastructure challenges that impede their ability to integrate digital tools and online resources effectively into their teaching practices. Authentic materials often demand additional time for lesson planning, material adaptation, and creating supplementary activities. Time Constraints may impact the depth and breadth of authentic material integration in language classrooms. There is a lack of adequate training and support for teachers to effectively select, adapt, and incorporate authentic materials into their curriculum. Teachers perceive a mismatch between the prescribed curriculum and the use of authentic materials, leading to resistance in adopting innovative teaching methods.

Similarly, authentic materials are very expensive to buy and are not easily available in the market and those available materials have difficult words and have high prices which are hard to afford. Authentic materials are considered to be a rich source of information and receive enough attention in learning, even though most of the teachers and students seem to use alternative materials focusing on the exam.

Thus, this study paper aimed to understand the English teachers' perceptions, challenges, importance and reactions towards the use of authentic materials in secondary level English classrooms.

Objectives of the Study

The objectives of this study were as follows:

- a) To explore English teachers' perceptions towards the use of authentic materials in English classrooms.
- b) To explore the challenges of using authentic materials.
- c) To suggest some pedagogical implications.

Research Questions

This study addressed the following research questions:

- a) How do English teachers perceive the use of authentic materials in English classrooms?
- b) What are the challenges in using authentic materials in English classrooms?

Significance of the Study

Authentic materials play vital roles in classroom teaching for gaining real and more information, broad content knowledge as well as motivating and encouraging learning and developing language skills. Authentic Materials supports teachers to make teaching more creative, which is related to the needs of the learners.

This study will serve as a valuable foundation for further research in the field of language education particularly regarding the integration of authentic materials. The study can inform educational policies, curriculum development initiatives, and

teacher training programs aimed at promoting the effective use of authentic materials in language teaching. This study will be beneficial to the students, researchers and those people who are involved in the same field to carry out the appropriateness of authentic materials. As well as, it also boosts the ELT teachers to know about the roles authentic materials play in the classroom.

Delimitations of the Study

Each study has its own limitations. This study is also not an exception to it. Due to the lack of time, economy, participants, this study has the following limitations:

- This study was limited to the secondary level English teachers.
- Teachers of secondary level from different community schools of Kirtipur were selected using non-random purposive sampling.
- The data were collected through structured interviews.
- Three English teachers were the sample of this study.
- Interpretive phenomenology research design was used for data collection.

Operational Definitions of the Key Terms

In this study, the following key terms are used;

Authentic materials: In this study, authentic materials refer to those that help a teacher to facilitate language teaching, clarify, and give the real concept of the subject matter to the learners in an effective way. Authentic materials also mention those materials which are used to provide exposure to real language as well as support a more creative approach to teaching. Authentic materials enable to interact with the real language and content rather than the form. Authentic materials are not prepared for pedagogical purposes but also help teaching and learning activities.

Language proficiency: This refers to the ability of an individual to use a language effectively and accurately in various contexts and situations. It encompasses skills in listening, speaking, reading, and writing, as well as knowledge of vocabulary, grammar, and cultural conventions. The level of linguistic competence demonstrated

by an individual in understanding and producing language, as assessed through standardized proficiency tests, performance tasks with established proficiency frameworks.

Materials complexity: Material complexity is operationalized as the level of linguistic, syntactic, and cultural intricacy inherent in authentic materials. This encompasses factors such as vocabulary difficulty, sentence structure complexity, and the depth of cultural nuances embedded in the materials.

Technological Barriers: Technological barriers are formulated as challenges related to the use of digital tools and platforms in language instruction. This encompasses issues such as limited access to technology, proficiency in using digital resources, and the compatibility of technological tools with instruction objectives.

Time Limitations: The limitations faced by language instructors in allocating time for lesson planning, materials adaptation, and the creation of supplementary activities when integrating authentic materials into their teaching practices.

Cultural awareness: This involves knowledge, understanding and sensitivity to the cultural norms, values, beliefs, practices and perspectives of the target language community. It includes the ability to recognize and respect cultural differences and to adapt communication and behavior.

Chapter-II

Review of Related Literature and Conceptual Framework

This chapter deals with the review of related literature. Both theoretical and empirical literature have been presented and later their implications for the study are spelled out in this chapter. The chapter also presents the conceptual framework.

Review of Theoretical Literature

The theoretical literature is a theory that can be applied to interpret the information and provide clarification of the idea in this study. It will present the purpose of using authentic texts in learning, types of authentic materials, challenges and the effect of using them. This review encloses various theories that examine the factors influencing authentic materials.

Meaning of Authentic Materials

Authentic materials are those materials by which learners get sufficient real exposures, learning environment and real culture of the target language. The term of authentic materials etymologically comes from two words, authentic and material. According to Kosten (2014) the term of authenticity can be defined in its widest sense as a term that is related to notions of realness or trueness to origin. Meanwhile, material means any objects or aspects that can be used to facilitate teaching and learning language. In the same way, Jacobson & Degener (2003, p. 1) stated that authentic materials are printed materials which are used in the classroom in the same way they would be used in real life. The authentic materials are designed for native speakers of the language which are written not for teaching language purposes. As well as in the definition of authentic materials, Nunan (1999) defines:

Authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specially written for purposes of language teaching. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world

in situations as they occur. In fact, in his teaching, he encourages his students to bring into the classroom their own samples of authentic language data from real-world contexts outside of the classroom. (p. 43)

This shows that authentic materials in language learning are those that have been produced naturally in real-life contexts, rather than being created specifically for language teaching purposes. Using authentic materials allows learners to engage with languages as it is actually used in real-world situations, helping them to develop their language skills more effectively. Similarly, authentic materials are created especially for native speakers of a language, not purposely designed for teaching purposes. Authentic materials include various things such as newspapers, menus, advertisements, podcasts, novels, and articles. These are all created for real-life use for any learners rather than special language instruction. They are significantly used in language classrooms to manifest learners to engage and emphasize natural language in language context.

Use of Authentic Materials for Four Language Skills

Authentic materials are used for all four language skills such as listening, speaking, reading and writing. Listening can be viewed as one of the most important skills that need to be acquired by learners in any language learners acquire, and out of the four, it is one of the skills that are most frequently used by individuals. Martinez (2002) conceptualizes authenticity in linguistics as a form of real language emanating from a real speaker or writer, language that targets a real audience. According to Yingmai (2005), these are those written or spoken texts that are targeted at native speakers of a given language. This is, for example, a conversation in English.

Riding on the definitions of authenticity that have been provided in radio interviews, scripted texts, English conversation, and spoken texts are now possible to conceptualize the meaning of authentic materials in teaching listening. According to Ur (2005), these are elements of real language that are produced for the native speaker of the language and which are designed devoid of the intention of teaching the language to learners.

Speaking is one of the productive skills that requires a new language. As (Yunus, 2021), proposed speakers are required to process multiple abilities at a time

to be involved in the speaking process. Speaking involves a few aspects depending on linguistic competence, discourse competence, pragmatic competence, and fluency. Harmer (2007, p. 1123) points out some reasons for teaching speaking in the classroom. Firstly, speaking activities provide rehearsal opportunities with audio, a magazine, a newspaper, or a brochure and a pamphlet as the media of learning.

According to Harmer (2001, pp 275-276) there are suggestions if teachers are trying to get students to speak fluently. First, prompter, a teacher can leave them to struggle out of such a situation on their own. Second, the participant, teacher should be a good animator when asking the students to produce the language. Third, feedback provider, the vexed of when and how to give feedback in speaking activities in answering by considering carefully the effect of a possible different approach.

Reading is not only reading the words, but it requires a process of interaction between the students' prior knowledge, language proficiency, understanding the real meaning and information encoded in the text. If the students do not practice themselves to read, they would fail to grasp the content and structure of the text (Ismael, 2021). There are different measures of reading comprehension that are influenced by the text structure such as comprehension-written recall protocols, summaries, retellings, and question-answering (Ramsa and Rawain, 2021).

The use of authentic materials benefits the students. That seems to be great to help students improve their reading skills. Authentic materials create the interest of reading among the students and allow them to participate with more enthusiasm in reading. In schools, authentic materials such as textbooks are effective to encourage the students to read according to their needs and requirements (Rao, 2019). Authentic materials help to motivate the students, giving them a sense of achievement if they understand what they have read and enhance the students to do further reading. For instance, reading story books, comics, magazines and newspapers.

Writing skills can be a major criteria towards a better academic position and greater educational success. The importance of writing is to learn important things for communication knowledge, especially in educational settings. Teaching writing by using authentic materials seems really suitable to be applied to the students of English as a foreign language as a material in writing, and is very helpful for the students in generating and organizing their ideas in writing.

Mishan (2005) stated that authentic materials texts provide the best source of rich and varied comprehension input for language learners. It has effects on affective factors essential to learning, such as motivation, empathy and emotional involvement and stimulates 'whole brain processing' which can result in more durable learning.

Effects of the Authentic Materials on ELT

Belaid and Murray (2015) most of the language teachers prefer to utilize authentic materials rather than traditional textbook materials in teaching language learners. According to Sabet and Mahsefat (2012), authentic materials will establish scholars' reading skills through showing new vocabulary and scholars' feelings. Mishan (2005) pointed out the authentic materials motivate and enhance language learners in learning target language because those materials give them a view that they are learning the genuine language.

Belaid and Murray (2015) stated that it enlarges a learner's self-fulfillment and motivation when utilizing it in the classroom. Also, it establishes and enlarges not only a second language capacity but also non-linguistic factors are viewed as important of gaining a target language. With the fast-paced development the world is currently experiencing, there are numerous sources of authentic materials the most regular sources which are often utilized are newspapers, TV programs, magazines, the web, motion pictures, music or songs, pamphlets, comics and literature.

Mishan (2005) states literature can be utilized with all students irrespective of their academic levels, as it can help these students have a feel of other cultures and improve students' knowledge on the objectives of the foreign language.

The broadcast media offers many categories of authentic materials, which are television, newspaper, songs, movies and internet. The television is seen as being able to provide the required expert instructions in the learning institutions. The teacher needs to be aware that by using television for language teaching purposes can create a medium or an environment where the learner becomes familiar with in due time.

Newspapers are a source of authentic materials, their utilization in learning makes the student more engaged and nearer with the language in setting. It gives them

strategies to manage difficult content. Music gives important substance to EFL students to learn numerous parts of the target language with respect to language use in a genuine setting according to Saida (2013).

According to Al-Musallam (2009), online newspapers and chat rooms give opportunities for students to read authentic materials that could provide them with cultural knowledge and they allow them to visit many sites to look for the language in real context thus improving their reading skill.

Authentic materials play an effective and important source in the learning of foreign languages; they help to develop the learners' skills.

Types of Authentic Materials

Authentic materials are used for the purpose of imitating real-world situations. In addition, the use of authentic materials is expected to bring the learners into direct contact with reality so that the students will be interested during the learning process. There are some types of authentic materials which are used by teachers or students while teaching and learning. According to Gebhard (1996, pp 100-101), there are many types of authentic materials which are as follows:

Authentic Listening Materials

These materials involve real-life spoken or recorded audio content that exposes learners to natural language use, accents, intonations, and real communication patterns. These materials include films; TV commercials, quiz shows, cartoons, news, comedy shows, dramas, radio news, advertisement, professionally audio taped short stories, songs, and documentaries.

Authentic Visual Materials

These materials focus on imagery that supports language comprehension, vocabulary development, and contextual understanding. These include slides, photograph paintings, wordless street signs, calendar pictures, popular magazines, postcard pictures, stamps, and drawings, wordless pictures books, X-rays and children's artwork.

Authentic Printed Materials

Printed texts taken directly from real-world sources provide rich language input and help students practice reading and writing in realistic formats. These printed materials include newspaper articles, magazines, department store catalogs, comic books, tourist information brochures, sports reports, short stories, books of photographs, lyrics to popular songs, and advertisements.

Realia used in language classrooms

This includes dolls, puppets, folded paper, glue, scissors, rulers, paper clips, furniture, wall clocks, phones, coins and currency and Halloween masks. Realia are often used to illustrate points very visually or for role-play situations.

Sources of Authentic Materials

"Material" created by native speakers for other native speakers for communicative purposes in the world outside the classroom. Authentic materials help students bridge the gap between the classroom and the outside world. In working with new students, teachers need to identify why students have come to class. When teachers know learners' motivations, they can target instruction to meet those goals. A key way to help learners reach their goals is to use authenticity. The most common exploited sources are: TV, commercials, films, news items, weather forecasts, announcements, radio talks, interviews, debates, songs, video shorts animation, recipes, articles, schedules, notes, letters, cards advertisements, brochures, poems, application forms, instruction manuals catalogues, lyrics magazines, newspaper, internet.

According to Gebhard (1996, p. 58), there are unlimited sources for teaching materials. For many who live in countries where English is a foreign language, it is simply a matter of searching for creativity. Teachers in urban areas of those countries can access authentic materials from cable TV, English language newspapers and magazines, and even from popular music on the radio. In large cities, modern glossaries and department stores carrying imported products and the tourist industry such as hotel can offer useful authentic resources or else, during travel to English-speaking countries, teachers could pick up useful materials that could be adapted for their English lessons.

Challenges of Authentic Materials

Authentic materials are important materials which are used to provide real-life situations. Authentic materials are themselves very essential and effective for every teacher and learner. Being very necessary to every learner, it has some challenges to use for everyone. There are some challenges of authentic materials, mainly five challenges faced by users are as follows:

Appropriateness: To be effective, authentic materials should be appropriate to students' levels, so teachers should be cautious about selecting the appropriate materials.

Time Management: Most of the authentic materials are very vast and it takes time to perceive all the themes for learners. So, as a teacher, it seems challenging to cover all the content of the course.

Financial Concerns: Authentic materials are written by foreign writers and those are real world-based objects, so available materials are quite expensive to concern. To use authentic material daily, it is challenging for teachers to make it continue and afford.

Preparations\ Readiness: Authentic materials have deep content so, teachers should prepare a lot before entering a classroom. It consumes a lot of time. Some of the teachers hesitate to use it because of daily learning preparations; teachers are not ready to teach and learn. So, there are challenges in teaching and learning.

Advantages and Disadvantages of Authentic Materials

Authentic materials enable learners to interact with the real language and content rather than the form. Authentic materials are effective and important for actual content knowledge. Authentic materials are mostly accepted as beneficial in language learning. Ruth E. Larimer and Leigh Schleicher (1999) focus on the advantages of authentic materials as follows:

Learning is enhanced by the use of texts of particular interest to a class. There will be an increase in variety and spontaneity in classes that introduce authentic materials. Exposure to a variety of vocabulary and structures will occur. Students will capitalize on their prior cultural and schematic knowledge to contrast target situations

and genres with those of their own culture. Television commercials are excellent sources because they are short, focusing on music, family relationships and colloquial English (p 21). Newspapers and magazines are ideal sources for students to discuss current issues while broadening their vocabulary limits (p: 52). Maps, mail and brochures can be used as authentic materials in the classroom. These materials let students understand the language of materials written for tourists (p: 102). Work sheets, overhead projector and transparencies help students comprehend a subject better (p: 158, 166)

These are some advantages of authentic materials when used in language learning. Authentic materials are useful and essential for all readers. These have advantages in terms of in-depth knowledge of language teaching, although they also have some disadvantages. Guariento and Morley (2001) reveal some disadvantages of authentic materials, which are as follows:

The use of authentic materials makes especially lower-level students confused and demotivated by the complexity of language and performance conditions. It appears to be hard while simplification of any text is justified. While some texts lend themselves to competence training, all textual inputs need to be successfully done by teachers because it may reduce opportunities for students' comprehensible input and cause frustration between lower-level learners.

Criteria for the Selection of Authentic Materials

The situation we actually have is that practitioners are faced with rich resources of materials that need to be selected, adapted and possibly graded to match the learner's abilities. These are relevance (authentic materials should be suitable with the students' needs), topic interests (selected authentic materials should be interesting to be learned by the students), cultural appropriateness (authentic materials should meet the appropriate culture with the local culture where the material used). In selecting authentic materials, it is important to use some certain criteria for the selection process. According to Chavez (1998), appropriate questions need to be asked to oneself and this could either be from the instructor from the students' perspectives. People who have interests in using authentic materials should always remember that these materials ought to be precisely selected based on where they intend to use it, which refers to both in and out of the learning environment.

On the topicality of the materials, it is likewise imperative to consider that authentic materials are basically brief; it is profoundly pertinent to the minute when it is composed, yet becomes less relevant after a certain time or period. So, either the educator needs to utilize things, which are as state-of-the-art or current as possible or which are able to withstand the test of time (Osorio and Marianella 2017).

According to Rasheed (2014) advised that these three main criteria should be used when selecting authentic materials that are meant to be used for the purpose of teaching in the classroom and they are exploitability, content which are readable, and content which are suitable. Exploitability simply talks about how the content can be utilized or exploited with a specific end goal in position to boost the ability of the students in the educating and studying process, and readability deals on the level of its text difficulty and how easy it is to understand and pronounce words or vocabularies used in it at first glance. While suitability talks about the text and content should be exciting, relevant and enlightening to the students' needs. It should not be off topic but straightforward with a clear message.

Spelleri (2002) looks for two criteria while selecting authentic materials. One of these criteria is important. The materials need to give new information to help the student. A small booklet about poisonous animals in the place where the student lives might be a good example. At the same time, the materials need to reflect an economic reality. The second criterion is how those materials are adaptable so they should not contain complicated words. The materials need to have either some pictures or clear separation of text like bullets or numbers (p: 17).

In selecting authentic materials there are four criteria that are used in selecting an appropriate authentic material, the criteria, interesting, understandable, and up-to-date.

Interesting

True materials should be useful to learn because students' interest in learning English is created. The students easily understand the instructor delivers in learning English by choosing interesting authentic materials. The students are motivated by the use of authentic materials (Anggara, 2020). Thus the 'interesting' criterion that the instructor considered when selecting genuine materials had the same significance.

Understandable

The selected authentic material should be understandable for the students to learn English. The understandable materials provide a clear reason not only for the students' simple operation or mission but also for the provision or mission but also for the provision of students' materials. Whether the students understand their lecture's resources, they can learn English well. The lecturer should therefore carefully pick the true materials (Anggara, 2020).

Up-to-date

In choosing authentic content, the last requirements considered by the instructor were up to date. This means that the speaker is attempting to find the latest English problem. The instructor will finish up-to-date materials for students to raise awareness of the new English problem in order to use the correct materials for the students. It also gives English a voice to the students. Students are also now aware of the actual use of English (Anggara, 2020).

The four criteria used by the lecture in selecting materials, the first criterion was the main criteria amongst others. If the first criteria were not completed, the lecturer would not use the materials although the other criteria were completed.

Use of Authentic Materials in EFL Classes

Rao (2019, p.3) claimed that with the advent of the internet, the teachers of English can choose the authentic materials to teach their classrooms. Authentic materials have to carefully select the materials according to the levels and needs of the learners. The concept of adopting the authentic materials is to motivate and attract the learners to learn the language in an entirely different way. As a present generation of learners gets the opportunity of using numerous sources to learn any subject, the use of authentic materials seems to be a great help for them to improve their learning skills. The learners can participate with more enthusiasm in the given tasks and try to perform the tasks with almost care and concentration.

Salvini (2018, p.24) stated that the authenticity of the materials can increase language skills, motivation, and interest of students in learning a language. Due to the materials being authentic, teachers and learners can easily find and choose any

activities of learning. The materials can be available in daily life like advertisements, brochures, menus, songs, movies, newspapers, magazines, which they could find from the internet or different websites that are exactly designed in the target language. These varieties of source and type of the materials will motivate students in learning and make the learning activities more interesting and creative. In addition, teachers should consider the age and proficiency level of their students to use authentic materials.

Safitri (2017, p. 26) stated that authentic materials can be effective sources of teaching and learning process in EFL classroom since they expose the learners to real-life communication and context. Although the materials have introduced how the language is used by the native speakers, teachers' role in selecting the authentic materials is crucial in order to achieve learning objectives. Text books are not only the materials that can be used in teaching English. Authentic materials are another example of materials that can advantage the teacher and learner in an EFL classroom.

Baghban and Ambigapathy (2001) stated that authentic materials are useful for ESP learners. Material developers may also be teachers and they consider the advantages involved in authentic materials. These materials can establish between ESP students' needs and the real world classroom in their profession. Since ESP learners are required to use language in their vocational setting, authentic material can better facilitate students to stimulate professional settings inside the classroom.

Shu- chin (2009)" Many advantages exist in using materials that are not created for classroom use. Authentic materials are culturally significant, rich in context, and provide clues for comprehension. Authentic materials are consistently much higher than materials that are written inclusively for the learners and can be used for the four language skills". There is no weak or bad authentic source and all of them are equally significant.

The importance of using authentic materials is that real context, purpose, and audience for language use is provided. In addition, Furuta (2002) stated second language teaching " should parallel first language learning and use by focusing primarily on meaning, purpose and context of language use, not on linguistic forms" (P. 11). Such materials consolidate the language acquisition through the natural

process and fill the gap that exists between the real world and the classroom. Learners can benefit with the useful words in a natural way. For example, in a magazine or newspaper, words and phrases are related to a specific topic and in that context, it is more memorable to learn new words.

Lingzhu and Yuanyuan (2010) elaborated that for authentic materials to be used, enough cultural background, wide range of vocabulary, and good knowledge of grammar is required from students. Low-level learners can be simply de-motivated while exposed to such materials.

Authentic materials can be used as supplementary resources in courses where teachers are unable to reduce or modify the prescribed curriculum content. They can benefit students from the privileges involved in authentic materials. Authentic print materials like magazines and newspapers, or auditory materials like academic lectures and radio broadcasts are good sources of authentic materials to be used in EFL context.

Authentic Materials in Nepalese Context

Some researchers in Nepal have studied authentic materials. It shows effectiveness and is essential in reading, listening, speaking and writing skills. Most of the teachers know about the importance of authentic materials but they don't use them while teaching because of readiness of preparation, difficulties of word choice and could be time consuming. English language teaching is bounded by only textbooks which are easily available in the market. Teaching practices are based on teacher talk and student listening as suggested by Cheung (2001). Only theoretical teaching methods are used but to make students active and interested in learning there should be a practical based teaching. This is a main reason students feel demotivated and don't show the interest to learn the English language.

Review of Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subjects and past studies. A number of research works have been carried out in the field of authentic materials; some of the major research works related to this study are reviewed as follows:

In the similar way, Omid, Azam (2015) investigated a research article on 'Using authentic materials in the foreign language classrooms; Teacher's Perspectives in EFL classes'. The main objectives are to investigate Iranian EFL teachers' attitudes and beliefs regarding the use of authentic materials of high school level in Iran according to communication language principles, focusing on both reading and listening skills. For this research fifty-seven female and male English teachers, who teach in high schools and took part in teaching training courses with CLT Framework, completed a survey questionnaire that was analyzed in terms of frequency and percentage by means of the statistical package. They concluded that English teachers have a positive attitude toward presenting authentic materials in the classroom, regardless of their nationality, teaching experience and academic degree. The reason for this attitude was to improve students' skill and expose them to the real English language. This study shows that the teachers disagreed on the suitable level of the text and the course objectives are the guiding criteria for selecting appropriate texts.

Similarly, Ferlianty (2016) studied the research topic 'Teachers' perceptions towards the use of Authentic Materials in EFL classrooms'. The objective of the study is to find out teachers' perceptions towards the use of authentic materials and teachers' difficulty in using authentic materials in EFL classrooms. The participants of this study were two EFL teachers who taught XI grades in one of the senior high schools in Bandung. The method used in this research was descriptive qualitative. A descriptive method was applied by attaching simple statistical data and charts. The results indicated that participants showed a positive perception category and the participants encountered obstacles in preparing and implementing authentic materials in the EFL classroom.

Similarly, Anuragh (2018) presented a study entitled 'Teachers' Perception on the Use of Authentic Materials to Teach Listening'. The objectives of the study are kinds of authentic materials used by the teachers to teach listening. The method of this research was a descriptive qualitative method. Interviews and observations were used to collect research data. Two English teachers of smp PGRI 1 Tamalate Makassar were interviewed and observed to take data. The findings of the research showed that teachers believe that authentic materials provide positive influence for students to get the knowledge especially in listening lessons because it contains the real material

produced by native speakers. The researcher also found that teachers have an important role to determine the kinds of materials that are appropriate with learning objectives. The result shows that there are two kinds of authentic materials that are used by teachers, namely song and audio. Based on the teachers' perception it showed that they had strong belief toward the use of authentic materials in teaching listening.

Anam, Munir and Anam (2019) carried out research on 'Teacher's Perception about Authentic Materials and their implementation in the classroom' to find the perception of using authentic materials in the classroom, the reasons of the teachers about the perception, and also the way of the teachers when implementing the authentic materials in the classroom. Qualitative research is used to get deep data from the research subject. To get the data, this study was an interview and observation. This study uses Dornyei theory to analyze the data. The collected data are transcribing, coding, growing ideas, interpreting the data, and drawing conclusions. The result of the research found that most of the teachers give positive responses about using authentic materials in their teaching. Teachers also enjoy the implementation of the authentic materials. The teachers used kinds of authentic materials that contain text like newspapers, magazines and articles in order to understand the difficulties of the words used in the text.

In the similar way, Amuta (2019) carried out ' Perceptions of Instructors and students using Authentic Reading Materials in Teaching English Language'. The main objective of this study is to examine students' and teachers' perception on using authentic materials in teaching English language and to know the differences and similarities between students and instructors in terms of their perceptions of using Authentic reading materials in teaching English language, in Eastern Mediterranean University. It is a mixed-method study in which qualitative and quantitative data were collected through student questionnaires and instructor interviews. The findings of the study revealed that both students and instructor opinions are positive and useful to concern using authentic materials in teaching English language. They could use in English teaching literally texts taken from different sources like Newspaper, magazine, from the internet etc. while the differences are most of the teachers are considering authentic materials as problems to their students due to their proficiency levels because some students due to their proficiency levels because some students

may still find those texts difficult, and also their students ages but the students are not considering those problems at all, while similarities are both the teachers and students are perceiving the use of authentic materials in learning and teaching as useful materials that will enhance their learning and teaching.

Likewise, Thai, Ngugen (2022) explored research topic 'Using authentic materials in teaching speaking to grade 10 students' teachers' perceptions and practices'. The objective of the study is to find out how school teachers' perceptions and practices of using authentic materials in teaching English speaking at grade 10 students in a Vietnamese context. Data collected in this study include questionnaire and semi-structured interviews. Participants in this study were seventy-seven high school's teachers in five provinces in the Mekong delta. This study reveals that teachers have positive perceptions of using authentic materials in teaching English speaking to Grade 10 students.

Haryati (2023) has done research on the topic 'The analysis of authentic materials usage in teaching English as a second language'. The objective of the study is to determine the effectiveness of using authentic material in teaching English as a second language. Descriptive method with a qualitative method supported by documentation methods were used for data collection. The results showed that the use of authentic material in teaching English as a second language is very effective, considering that English needs to be taught to students from an early age.

Implications of Review for the study

Literature review is a way of available document analysis in the same topic which guides the research objectives and findings of a researcher. My main concern in the literature review was to study and evaluate what has been studied before the topic. The main concept that I collected in literature review helped me to focus and give ideas on my research objective, methodology and its interpretation as well as it helped and guided me to find out the gap between the previous document and my study.

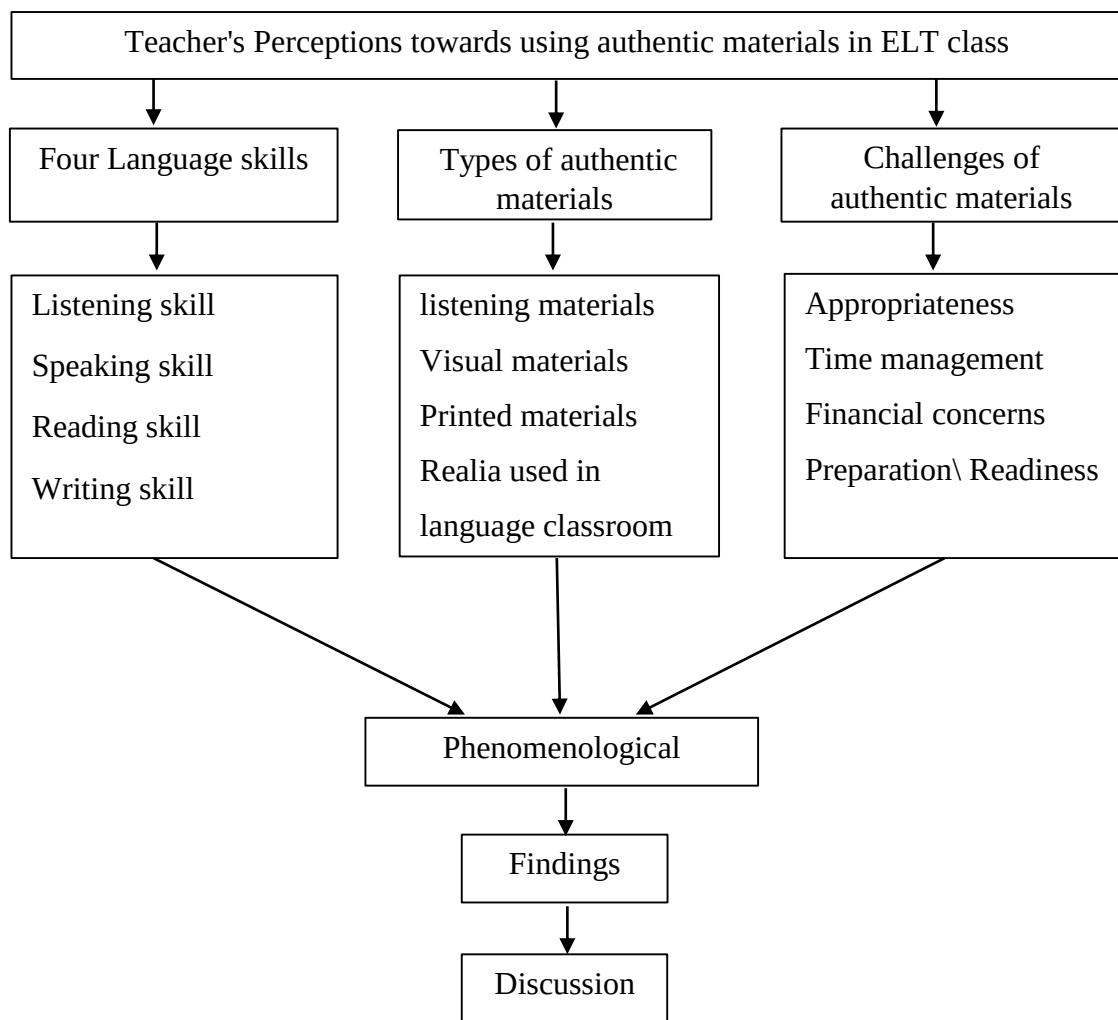
Reviewing different views of scholars related to theoretical authentic materials such as Gebhard (1996), Nunan (1999), Harmer (2001), Martinez (2002), Sabet & Mahsefat (2012), Ismael (2021), Yunan (2021), Umirova (2021). These resources give specific definitions of authentic materials.

After reviewing journals, articles, treatises written by different scholars such as Mandal (2012), Ferlianty (2016), Anuragh (2018), Anam, Munir & Anam (2019) and so on. These studies derived ideas and specific themes. The Theoretical review provides a broad concept about the perception of teachers toward authentic materials.

All the articles, journals, treatises that I reviewed, presented different perceptions about the perception of teachers. The literature review showed that it was exponentially positive towards the use of authentic materials in the language classroom. Both theoretical and empirical review supported and guided me to find out as well as acknowledge research gaps, to select the research design, to make research objectives and questions as well as to determine tools, method of data collection.

Conceptual Framework

The present study employed the following conceptual framework:



Chapter III

Methods and Procedure of the Research

The methodology includes an explanation of our data collection process. It is the specific procedures or techniques used to identify, select, process, and analyze information about the topic. Appropriate methodology and procedures direct the research towards objectives effectively. This chapter has incorporated systematic procedures and methods adopted to address objectives and research questions.

Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. Research design and method ensures that the data we obtain will help us to answer our research question more effectively, qualitative research designs were used to conduct a research study. This study will use qualitative research design to find out the perceptions of teachers towards authentic materials in ELT class at secondary level. Qualitative research involves collecting and analyzing non-numerical data to understand an individual's perception, opinions or experiences of events and circumstances.

For this study I adopted qualitative research design to fulfil objectives of study. Qualitative research design involves exploring and understanding complex phenomena through non- numerical data such as words, images, and observations. It typically involves methods like interviews, observations, and document analysis to gather rich, in-depth insights into participant's perspectives, experiences, and behaviour. Pandey (2025, p.117) stated that "qualitative research is a methodological approach that seeks to understand social phenomena from the perspectives of those experiencing them". Under the qualitative research design this study is based on phenomenological research design under qualitative research design. Phenomenological research design is a qualitative method used for collecting data from in-depth at non-numerical data. Wilson (2014, p.1) stated that "Phenomenological research is a method with strong philosophical origins that can enhance and strengthen the research design. Phenomenological approaches are often characterized and differentiated by the degree to which it is accepted that an investigator can achieve objective descriptions of, or interpret, lived experiences". In phenomenological research design I used interpretive phenomenology. It is a

qualitative research approach focused on understanding the meaning that individuals experience and make a sense of their lives. Joshep (2014, p.146) claimed that Interpretive phenomenology explores the individual's perception. As well as it is an experimental qualitative approach to research, which explores the lived experiences of participants and how they make a sense.

To carry out this study, I employed steps suggested by Greening (2019, p. 89) as presented below;

Step 1: Bracketing

Step 2: Intuiting

Step 3: Analyzing

Step 4: Describing

The above- mentioned steps of phenomenology research design, enabled me to find out necessary data required to finalize the study.

Background of the Respondents

In this interpretive phenomenological study, the participants were interviewed in their natural setting. The study emphasized three English language teachers in two different schools in Kirtipur municipality, Kathmandu. To maintain anonymity and for the ease of data analysis and interpretation, three participants have been pseudonym zed as A, B and C. The backgrounds of the teachers have been briefly presented below.

A: For the past twelve years, she has been teaching in different schools in Nepal. Currently, she is forty years old and engaged in teaching English at secondary level in Mangal Secondary school, Kirtipur. Her academic journey includes the successful completion of a master's degree in English Education from Tribhuwan University.

B: She has been instructing English at Secondary level for 9 years in Mangal Secondary School. She is 45 years old and successfully completed her master's degree in English Education from Tribhuwan University.

C: He is forty-seven years old English teacher training at Secondary level in Kirtipur Secondary School. He successfully attained his master's degree in English Education from Tribhuvan University. He dedicated two years to instructing English in various private and public schools before assuming his current role as an English Language teacher at this school, where he has been teaching for ten years.

Sources of Data

Both primary and secondary sources of the data were incorporated to meet the objectives of the study. The sources of data that I use in my study are as follows;

Primary Sources of Data

A primary source provides direct or firsthand evidence about an event, object, person, or work of art. Data that has been generated by the researcher himself/herself. Therefore, I selected three secondary level teachers of two community schools of Kirtipur; they are my source of primary data. I collected data by face-to-face interview.

Secondary Sources of Data

Secondary sources of data were collected from readily available resources. I read journals, articles, books, websites and dissertations as the secondary source of data collection.

Populations, Sample and Sampling Strategy of the Study

Population is the entire group that I draw conclusions about a sample if the specific group that I collected data from. The size of the sample is always less than the total size of the population.

The population of the study are the secondary level English teachers of community schools of Kirtipur Municipality. Three secondary level teachers of community school were selected as the sample of my study which selected non-random sampling procedure.

Tools for Data Collection

Structured interview is my main data collection tool to address my purpose of the study. It is a data collection method that relies on asking questions in a set order to collect data on the perception of teachers which provides me with reliable data to write to findings.

Data Collection Procedure

Data were collected from the respondents through phenomenology design. The followed steps were conducted to collect the data from primary sources:

First of all, the interview guided questions based on objectives were prepared. After that, to get permission for entering selected schools, a formal letter was taken from Tribhuvan University. Then, selected schools were visited and consulted with principles. The purposes and objectives of my study were informed. Then, a rapport was built with teachers, told the objectives of the study clearly and asking permission to English language teachers to interview them. I promised them that I will follow all the ethical considerations. Like their name won't be published if necessary only pseudo names will be used. After that, I had an interview with teachers about class and about perceptions about authentic materials. The responses were collected by recording their voice through a voice recorder from my phone. Gratitude was expressed to the schools and teachers for their support. At last, I prepared and drew out the findings on the basis of analysis and interpretation.

Data Analysis and Interpretation Procedures

The collected data are analyzed and interpreted qualitatively to understand the perceptions of community school teachers towards authentic materials at ELT class in secondary level. I insert that respondent's response as information in the findings of my study. After editing the recorded audio of the interview I coded, transcribed, thermalized, analyzed and described the collected data.

Ethical Considerations

Ethical consideration is one of the most essential parts of any research. Every researcher should be aware about the ethical considerations; I was conscious and respectful regarding my respondents in terms of their personalities, weakness and

professional ethics. For this at first, approval should be taken from the department of English education., T. U and research guidance committee along with the objective, the methodology and expected outcomes. I marked proper use of all the available materials that are provided to me. I did not misuse them. I have followed all necessary steps and to make proper use of given materials in my research study.

I made sure that the privacy and identities of the respondents were safe guarded. I kept the entire collected information secret and stored the data securely. No names of participants and school were used; instead of it I had given pseudo names for participants and schools identified with specific numbers. Similarly, I avoided plagiarism by giving citations of the cited text. I have maintained privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Results and Discussions

In this chapter, the results of the study are represented. This chapter is mainly concerned with analysis and interpretation of the data which I have collected through interviews with teachers. The chapter is divided into two main sections; result and discussion of the research. The findings represented the result of data analysis collected through an interview. The discussion represented the interpretation of the result of research.

Use of Authentic Materials in English classroom

One of the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible. Even if the classroom is not a real-life situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to real language (Guariento & Morley 2001). Similarly, Teacher 1 pointed out authentic materials that emphasized real fact knowledge of the original native English language. It helps learners to learn the actual form of English language authentically.

Teacher 1, shared:

"Authentic materials help us give real factual knowledge. It is helpful in English Learning".

Another teacher 2 also shared the perceptions of authentic materials that authentic materials provide genuine language use, real- world materials which are not duplicate. Students learn the native English language which makes them more authentic and they get authentic information by native speakers.

Teacher 2 clarified:

"Authentic materials which are not actually duplicates. It is helpful to cover content knowledge. If we use authentic materials students learn the origin of English".

On the other side, teacher 3 claimed his perceptions that authentic materials are commonly used in language learning to interact with natural language which is used by native speakers. It is created for real- life communication. Authentic materials are not produced for instructional use but it is for real- life situations.

Teacher 3 illuminated that:

"Authentic materials are texts, audio, videos or other resources that are for real-world language use. It is useful or helpful to develop critical thinking".

All these statements show that all teachers have almost the same thoughts about authentic materials. Authentic materials are real materials which are produced by native speakers. Learners can learn the original version of the English language. Authentic materials offer learners factual content; learners can learn genuine related versions of language. These materials significantly impact English language acquisition. Authentic materials are actually used by native speakers which are helpful and useful for learners to provide real-life context, vocabularies. These materials can develop an insight of the understanding level of the language and increase confidence in using it in every situation. Authentic materials are useful not only for learners' language proficiency as well as these materials can emphasize the learners' ability to think critically and develop independent opinions. So, these are useful for English classrooms. According to the interviews, all of the teachers shared different perceptions of using authentic materials. All the teachers had strong confidence and trust in using authentic materials in teaching learning. It was approved through the results of an interview which have been acquired by researchers. They shared that authentic materials can give real and factual knowledge of the English language. Authentic materials are real- world materials which are not duplicated. In the same case Mohammad & Ibrahim (2019) Authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life. These materials reflect the actual meaning and descriptions of language learning.

Nur Fitria (2022) states that authentic materials from a variety of sources that incorporate real language use also can be adopted. Authentic materials are used to achieve the aim of learning the English language. It can help subject teachers in

improving and solving their learners' achievement in language learning. Most of the benefits of authentic materials cannot be gained without the role and help of teachers. Using authentic materials directly in the classroom is challenging for teachers so they have to prepare before entering the classroom.

Types of Authentic Materials used by Teachers'

Authentic materials are such materials that are produced to fulfill some social purpose in the language community. Teachers use different authentic materials for different purposes according to the nature of subject matter and the level of the students. There are different types of authentic materials for example, realia (object), printed text (books, newspaper, articles, journals), images (photographs, posters), multimedia (audio tapes, video tapes, CD's, DVD's, computers-based program). To make the learning environment more attractive and curious, the teacher used authentic materials. Students can also get real information about their subject matter. Materials show the original form of reading and learning stock. By following those materials, they can easily make their learning more effective. Regarding the types of authentic materials, Melvin and Stout (1987, p. 12) write that there are two main categories of authentic materials. They are print and auditory. Printed materials such as utility bills, packing slips, ATM screens, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, newspapers and magazines. Auditory materials are Phone messages, radio broadcasts, podcasts, E-books, movies, videos and DVDs.

In this description, the result of the interview shows that each teacher used varieties of materials. Teacher 1 shared that:

"I used audio-visual materials. We have a projector in each classroom that's why we show audio visual materials. However, I also use different newspapers as well. I think newspapers are also one of the authentic materials. So, I use that while I teach news reports or news stories. I have used such types of materials. Similarly, different websites like; kahu. There are different teacher friendly websites where I collect authentic materials. In the newspaper we can see different types of news. In order to teach students how to prepare a news report and other different parts of it they have used it".

Similarly, another teacher from a different school also shared materials that are used in the classroom. Teacher 2 said that:

"Generally, nowadays traditional materials such as flashcards. Nowadays there are smart boards. I searched for materials on the net. I downloaded the poem from YouTube and the poem was recited by a native speaker. It is the authentic materials".

It clearly declared that use of authentic materials make teaching methods easier and more comfortable for the learners and teachers as well.

In the same topic teacher 3 has also declared the materials which he used while teaching. He clarified that:

"Basically, I used a variety of materials which are beneficial such as textbooks, reference materials, visual aids like posters and charts, and some digital resources".

All the materials which are used by all teachers can provide learners genuine varieties of language in everyday contexts. Authentic materials support the bridge of the gap between classroom learning and real-world daily conversation. These materials emphasized learners' listening, reading, speaking, writing skills by using vocabulary and grammar. Authentic materials promote critical thinking, cultural awareness and social realities. These materials support English classrooms as more meaningful, effective and content based language learning.

Significances of Authentic Materials

The significance of using authentic materials in EFL classes greatly outweighs the challenges. These materials provide students with real-life language exposure, enhance motivation, and improve linguistic competence. By integrating authentic materials into the curriculum and designing appropriate tasks, teachers can significantly enhance the effectiveness of their teaching and the learning outcomes of their students. Moreover, using authentic materials significantly improve students' general skill, and also their confidence in a real situation, Irod (2024, p.104). Teachers believe that using authentic materials significantly impacts teaching learning activities. Based on the result of all the interviews, all the teachers have different views.

Teacher 1 has shared thoughts during the interview:

"Using authentic materials helps us give real factual knowledge. So, these are helpful".

In this statement the teacher gives his reaction that authentic materials are helpful for real knowledge. Learners can learn real knowledge of language.

Another teacher 2 also states belief about significant of authentic materials:

"If you use authentic materials the students learn the origin of English. We talk about ELT. Our English is not authentic, we are second language learners".

In this description another teacher 3 has also clarified his thought that:

"Authentic materials have many significances in learning. It improved vocabulary and expressions of real native language. It helps to develop critical thinking".

All these points show the positive significance of authentic materials in learning activities. Authentic materials are highly beneficial in language learning. It contributes to the improvement and development of factual and practical knowledge of language. It enhances understanding of the real version of language and languages' real-world use. It signifies the language in the present context. Watching broadcasts, newspapers, and reading online articles enhances the deepest understanding level of current events, language level, social norms. By enchanting with authentic materials learners can gain deeper knowledge of the origin and development of the English language all the time. Learners can know language changes over time and understand the various language forms. Authentic materials not only give linguistic knowledge but it also enhances learner ability to recognize language origin, language patterns, as well as cultural shifts in development in English languages. Authentic materials make learners familiar with language expressions, phrasal verbs, and slang which are essential for effective communication. Learners develop more linguistic flexibility, fluency and confidence in using language in academic and informal ways. Therefore, authentic materials play an important role in English learning.

Fulfilled Content Knowledge

Authentic materials significantly help to fulfill content knowledge. It discovers various vocabularies and discourses of language. Learners can connect with academic as well as out knowledge concepts to real conditions, which reinforce learning.

Mcgrath (2013) contends that the importance of authentic materials-as-content acts as a stimulus for communicative interaction, and materials-as-language serves the purpose of information about the target language and carefully selected examples of use. According to him authentic materials reduce the time needed for lesson preparations, provide a visible, coherent programme of work, a convenient resource for learners, make standardized instruction possible, visually appealing and contain a wealth of extra materials. For this statement teachers shared their experiences.

Teacher 1 has shared experiences that:

"Authentic materials have helped me so far. When we use authentic materials let's talk about audio visual materials. Students try to understand by looking at those videos they understand the content."

These shows that authentic materials can make teachers as well as students to know the related content knowledge. It can easily fulfill the learner's curiosity towards knowledge. In same way, another teacher 2 also shared experiences that:

"A bit to cover all the content knowledge it is difficult to find authentic knowledge but we can try somehow. It especially helps educational and language learning contexts".

Authentic materials play an important role in fulfilling content knowledge by enhancing learners to real- world language and information. Similarly, teacher 3 also shared experiences:

"This fulfills content knowledge especially in subject specific learning because it is created for accurate and up-to-date information of different fields".

Authentic materials enable students to engage more deeply with subject matter. The use of authentic materials enhanced learners' content knowledge by providing meaningful, content-rich learning experiences. Authentic materials offer learners exposure to language and concepts used in contexts. It supports deeper creative processing of subject matter. When learners interact with actual experiences or current events, they are more likely to connect educational context to practical use. These improve the retention of knowledge towards contexts. The use of authentic

materials serves as an effective strategy for promoting meaningful and evergreen learning in the educational system. Authentic materials emphasized active learning and critical thinking, discussion. Beyond textbook-based instruction, teachers can create more attractive and responsive learning environments. These support in understanding and long-term retention of academic as well as learners' interest in materials.

Challenges of Authentic Materials

Most of the authentic materials are prepared by native speakers. So, while teaching and learning there could be some challenges in learning activities. Gilmore (2011) attributed the difficulty of using authentic materials to three factors: first, teachers have limited access to authentic materials and lack the sufficient experience to develop authentic materials in order to respond to the learners' need, second, teachers need more time to design authentic tasks than the contrived materials in order to decide on the effective approach for improving learners' competence and to determine the sufficient emphasis on various components of the authentic materials. Third, teachers face difficulties in accurately assessing the strategic, pragmatic-linguistic, socio-pragmatic, and discourse competences. For this point teachers share their own experiences and thoughts of challenges of authentic materials. Teacher 1 has shared experiences,

“There are a lot of challenges. Sometimes whatever we want to show to the students the content that we want to give we don't get such types of materials. So. It was quite challenging as well. Most of the students studying in this school have come from village areas. They are from Nepali background. While I use audio visual materials, they don't understand the accent of the language used there so I need to show sub-titles. So that they can understand it.”

Similarly, Teacher 2 also gave experiences about challenges of authentic materials:

“It is difficult because we have to give exposure to the native speakers nowadays. We can do it because of the reach of the internet and technology. If there is no internet and technology there is sometimes no electricity we have to teach from a dictionary. These are the problems. We cannot bring the native speakers into the classroom. Sometimes we see them but all the time they are not available. It is so

challenging for example- if you teach them a poem or some text from authentic English there are cultural differences and culture plays the above role in our learning. Our culture is one and English culture is different. There is a kind of mistake that is created sometime.”

In the same way teacher 3 has also shared experience about challenges of authentic material:

“First fall authentic materials are not easily available in the market. It is challenging. And also, authentic materials are prepared by native speakers so, while teaching some students cannot understand easily. It takes time. So, I think it is challenging to use authentic materials.”

Authentic materials are useful as well as challenging in the learning sector. Authentic materials are not equally available and learners cannot understand easily because most of the authentic materials are written by native speakers. Because of the complex language, idioms of languages, culturally specific references can increase the difficulty level of learners to understand. The lack of language ability and authentic materials can lead to confusion, frustration, and decrease learners' confidence level to learn language. Learners lose the ability to read authentic materials. As well as learners' who are excited to learn the origin of English written by native speakers are not easily available. This makes learners more unsatisfied. Likewise authentic materials can consume time to select and prepare for learners. Authentic materials are challenges to use because of its language terms, vocabularies, and unavailability.

According to the result of the interview and experience of the teacher, authentic materials are quite challenging to use in learning. The biggest challenge of using authentic materials are that unfamiliar language that learners can face difficulties with. As well as there are insufficient resources of authentic materials. In the condition of Nepali schools most of the students are from village areas and also from Nepali background they hardly get the sources of authentic materials and they can't easily understand the meaning and content of authentic materials. In this matter, subject teachers should have a lot of pressure and preparation towards authentic materials.

Authentic materials are not available everywhere; these are difficult to get materials. Nowadays, materials are taken from the internet and technology but in some cases internet accesses are not reached in some time and places. At that time

teachers should choose the suitable materials in the classroom based on students' understanding which is challenging for teachers. In this similar content Ikhtiari (2022) states that teachers as classroom managers are required to choose materials that are suitable to their students as well as challenging and interesting for them to want to learn. Teachers may need to spend more time getting materials. Authentic materials are prepared by native speakers. They used difficult languages which are hard to understand for learners.

Chapter V

Findings, Conclusions and Recommendations

This chapter presents the findings and conclusion of the study on the basis of analysis and interpretation of data from the participants. Finally, this study also provides some recommendations related to policy, practice and future research areas.

Findings

The major focus of the study was to explore secondary level English teachers' perceptions of using authentic materials in English classrooms. Moreover, the study focused on finding out the challenges of using authentic materials. On the basis of analysis and interpretation, findings of the study can be stated as below;

- Authentic materials provide learners a real language in the real context of target language use in real life.
- These materials help students to develop their communication ability to target language.
- Authentic materials increase students' motivation in learning English.
- Teachers use various types of authentic materials to make the classroom environment more attractive and interactive. Such materials help learners with real information related to their subject matter.
- Authentic materials support original forms of reading and learning, to enrich students' understanding level.
- Authentic materials emphasize the origin and development of English and other languages.
- These materials enhance both linguistic and cultural understanding.
- Fulfilled content knowledge by exposing learners to real-world language and subject matter. They support understanding through contextual and audiovisual materials that make learning more meaningful. Teachers noted that authentic materials enhanced learners by providing accurate and up-to-date information.

- These materials encourage deeper engagement, linking academic knowledge to real-life use.
- Authentic materials increase students' motivation in learning English.
- Support creative and deeper processing of subject matter. These help learners to connect classroom knowledge, real- world applications and current events.
- Using audio and video materials help students better understand and visualize the content.
- Difficult language structure and lack of vocabulary mastery, time consuming, lack of sources, access to the internet and lack of an English teacher's IT skills are the main challenges that teachers have to face.

Authentic materials play a significant role in enhancing language learning by providing learners with real-life exposure to the target language. They help students to develop communication skills, increase motivation, and enrich both linguistic and cultural understanding. By supporting creative and deeper processing of subject matter, authentic materials allow learners to connect classroom knowledge with real-world applications and current events. The use of audio and video resources further aids in comprehension and visualization of content. However, teachers often face challenges such as complex language structures, limited vocabulary mastery, insufficient resources, time constraints, lack of internet access, and inadequate IT skills. Despite these challenges, authentic materials remain highly effective in improving students' language proficiency and overall learning experience.

Conclusions

All the participants of the study expressed a strong belief in the effectiveness of using authentic materials in English teaching and learning. They shared a positive reflection on their learning experiences, emphasizing that the use of authentic materials made their learning more engaging and meaningful. Although not all participants consistently used authentic materials in their classrooms, they demonstrated awareness of their benefits and showed a willingness to incorporate them when possible.

This research was carried out to explore secondary level English teachers' perceptions towards authentic materials and challenges of authentic materials. The data has been collected through an interview from the three secondary level English teachers, Kirtipur valley, Kathmandu, Nepal. Through the analysis and interpretation of collected data, authentic materials give a factual knowledge of language. These materials help to fulfill content knowledge. These enhance students' vocabularies. Authentic materials are helpful to develop critical thinking and create accurate and up-to-date information of different fields. Teachers showed their positive attitude towards authentic materials. Authentic materials have a significant impact in learning even though it also has some challenges. Teachers faced several challenges while using authentic materials in the English Classroom. The challenges they faced were: difficulty in finding the materials, difficulty in understanding the language of materials, inaccessibility of materials, cultural differences. Authentic materials are generalized from social life and views; teachers need to have their own lesson plan while going to teach in the classroom with the essential authentic materials.

Recommendations

On the basis of findings and conclusion some recommendations have been made to be applicable in.

Policy related: To practice authentic materials in language class there should be access to the internet as well as other sources of authentic materials. There should be internet connection in each and every school. School administration should take responsibility to provide essential sources of authentic materials in school. If the government arranges a program of teacher's, IT skills training will help teachers more.

Practice related: This research is equally advantageous to those who are at practice level. Their research is very much significant for the students and teachers. Teachers have big roles in determining and choosing teaching and learning materials to be used in a classroom, teachers must be more selective and innovative towards the teaching materials. Using authentic materials can be one of alternative ways for the teacher to make their teaching materials and approach more various and creative. The more often teachers use authentic materials, the better achievements and the improvements that teachers will achieve in their teaching to teach and to motivate their students to be more interested and motivated in learning English.

Further Research

No research study is complete and final work for itself. This study also could not cover all the areas of the research. It might have some limitations as well. This study was only limited to secondary level. This research has been done in Kirtipur Municipality. Further research can be done to explore the authentic materials in ELT class.

So many researchers have to involve investigating the relevance of authentic materials in English language teaching class some further research can be:

- Challenges of Authentic Materials in English Language Teaching.
- Impact of Authentic Materials in English Language Learning.
- Significances of Authentic Materials in English Language Teaching.

At last, three aspects namely policy, practice and further research areas should be considered to improve the practice of authentic materials in English language teaching and learning. If we are sufficiently concerned about the practice of authentic materials in English language learning then definitely, we will have a good practice of authentic materials in Nepal which will enhance the quality of Education.

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Appendix I

Questionnaire of the Interview

Teachers' Perceptions Towards Using Authentic Materials in English Classrooms

Interview Guideline

1. How long have you been teaching English?
2. Is teaching an important job for you?
3. Do you use teaching materials in the classroom?
4. What materials you use while teaching in the classroom?
5. What types of authentic materials you use in the classroom?
6. What are the significance of authentic materials?
7. Does it help to fulfill content knowledge while using authentic materials?
8. Can you share experiences while using authentic materials that significantly impact student learning?
9. What are the criteria for selecting authentic materials?
10. What are the challenges or difficulties of using authentic materials in an ELT classroom?
11. Have you faced any challenges evaluating performance while using authentic materials?
12. What are the criteria that you use for selecting the authentic materials?

Appendix II

Teachers' Perceptions Towards Using Authentic Materials in English Classrooms

Interview Transcription 1

Interviewer: Good morning, sir.

Interviewee: Good morning.

Interviewer: How are you?

Interviewee: I am fine.

Interviewer: Let me introduce myself. I am Bhumika Thebe. I am a student of the Central department of English Education Tribhuvan University. Today I am here to fulfill some requirements of my thesis purpose. And my topic is about Teachers' Perceptions Towards Using Authentic Materials in ELT Classroom. Sir may I ask some questions?

Interviewee: Yes, sure

Interviewer: Sir, how long have you been teaching?

Interviewee: I have been teaching for 10 years.

Interviewer: In which class do you teach?

Interviewee: Now currently I am teaching class 7 to class 11, 12 also.

Interviewer: Is teaching an interesting job for you?

Interviewee: For many people it is very boring for me also it wasn't very interesting in the beginning but later I did my passion. Now it is interesting.

Interviewer: Do you use teaching materials in the classroom?

Interviewee: Sometimes I used teaching materials.

Interviewer: What materials do you use while teaching in the classroom?

Interviewee: Generally, nowadays it is not used traditional flashcards and different kinds of materials. We used to draw cards in the old days. Nowadays there are smart boards we search for the materials on the net. Sometimes I make it myself and I take it on the pen drive and I show them.

Interviewer: Do you have any idea of authentic materials?

Interviewee: Yes, authentic materials which are real, not actually duplicates.

Interviewer: What types of authentic materials do you use in the classroom?

Interviewee: Just now I was teaching a poem. I downloaded the poem from the video form the youtube and the poem was recited by the native speaker. It is authentic material. I don't read it myself.

Interviewer: What are the significance of authentic materials?

Interviewee: If you use authentic materials the students learn the origin of English. We talk about ELT. Our English is not authentic. We are second language learners.

Interviewer: Does it help to fulfill content knowledge while using authentic materials?

Interviewee: Yes, a bit to cover all the content knowledge it is difficult to find authentic knowledge but we can try somehow.

Interviewer: It is quite expensive also.

Interviewee: yes..

Interviewer: Can you share experience while using authentic materials to significantly impact student learning?

Interviewee: Yes, I will give you an example. If I teach the world generally I don't pronounce nowadays online dictionaries where the native speaker pronounce. We are old we cannot know but students can catch it very well and they can pronounce more authentically than us in the classroom. We can teach that way authentically.

Interviewer: What are the challenges or difficulties of using authentic materials in ELT classroom?

Interviewee: It is difficult because we have to give the exposure to the native speaker nowadays, we can do it because of the reach of the internet and technology. If there is no internet and technology there is sometimes no electricity we have to teach from a dictionary. These are the problems. We cannot bring the native speakers into the classroom. Sometimes we see them but all the time they are not available.

Interviewer: Have you faced any challenges evaluating performance while using authentic materials?

Interviewee: Yes, it is so challenging for example- if you teach them a poem or some text from authentic English there are cultural differences and culture plays the above

in our learning. Our culture is one and English culture is different. There is a kind mistake that is created sometime.

Interviewer: Does the use of authentic materials have an important role in ELT classroom?

Interviewee: It is so important because we have to teach them authentic English. Real English plays an important role. Our students can be better than us. If we use authentic materials. I tell them frankly don't follow me, follow the dictionary, follow your reading council you can be better than me. I tell them.

Interviewer: What are the criteria that you use for selecting the authentic materials?

Interviewee: There are some criteria: the student's levels, age, their understanding level, what age they have crossed, what is their provisional English. These things we have to see and availability of the things all the time all the materials are not available in English. They are not free, we cannot pay the money.

Interviewer: Thank you, sir, for giving your precious time.

Interviewee: Ok, welcome.

Appendix III

Teachers' Perceptions Towards Using Authentic Materials in English Classrooms

Interview Transcription 2

Interviewer: Good morning, Ma'am. May I know your name please?

Interviewee: Good Morning, my name is B.

Interviewer: How are you?

Interviewee: I am fine and what about you?

Interviewer: I am also fine. Let me introduce myself. I am Bhumika Thebe from Tribhuwan University, Kirtipur, Kathamandu. I am here to take an interview to complete my thesis.

Interviewee: Ok

Interviewer: Ma'am my thesis topic is about Teachers Perceptions Towards Authentic Materials in Secondary Classroom. May I ask some questions?

Interviewee: Of course.

Interviewer: How long have you been teaching here?

Interviewee: I have joined this school since this section only. Earlier I taught at Satdobato, Lalitpur for twelve years.

Interviewer: Is teaching an interesting job for you?

Interviewee: Of course, interesting that's why I choose this profession yet there are some challenges.

Interviewer: Do you use teaching materials in the classroom?

Interviewee: Yes, of course, sometimes I just used the curriculum only.

Interviewer: What types of teaching materials do you use while teaching?

Interviewee: Specially I used audio-visual materials. We have projector in each of the classroom that's why we show audio visual materials. However. I also use different newspaper as well.

Interviewer: Do you have any idea of authentic materials?

Interviewee: There are shorten websites where we can find authentic materials. So, I follow those websites.

Interviewer: What types of authentic materials you use in the classroom?

Interviewee: I think the newspaper is also one of the authentic materials, So, I use that while I teach news reports or news stories. I have used such types of materials. Similarly different websites like; Kahu. There are different teacher friendly websites where I collect authentic materials.

Interviewer: For what purpose do you use newspapers and such types of authentic materials?

Interviewee: Newspaper we can see different types of news. In order to teach students how to prepare a news report and other different parts of news.

Interviewer: What are the significance of authentic materials in the classroom?

Interviewee: Using authentic materials helps us give real factual knowledge. So, it is helpful.

Interviewer: Is it helpful to fulfill content knowledge by using authentic materials?

Interviewee: Yes, it has helped me so far.

Interviewer: How much is it challenged to use authentic materials to fulfill content knowledge?

Interviewee: There are a lot of challenges. Sometimes whatever we want to show to the students the content that we want to give we don't get such types of materials. So, it is quite challenging as well.

Interviewer: What are the challenges or difficulties of using authentic materials in ELT classroom?

Interviewee: Most of the students studying in this school come from village areas. They are from Nepali background. While I use audio visual materials, they don't understand the accent of the language used there so I need to show sub-titles. So that they can understand it.

Interviewer: Have you faced any challenges to evaluating students' performance while using authentic materials and how do you address them?

Interviewee: When we use authentic materials let's talk about audio visual materials. Students try to understand by looking at those videos they understand the content. The challenge is that they cannot express it in written form. They understand the content but they are not able to express it in written form. So, that is one of the challenges I have been facing.

Interviewer: Thank you, Ma'am, for giving me your important time.

Interviewee: Welcome.

Appendix IV

Teachers' Perceptions Towards Using Authentic Materials in English Classrooms

Interview Transcription 3

Interviewer: Good morning, sir

Interviewee: Good morning.

Interviewer: How are you?

Interviewee: I am fine and what about you?

Interviewer: I am also fine. Let me introduce myself. I am Bhumika Thebe. I am a student of the Central department of Education. Today I am here to fulfill some requirements of my thesis. My thesis topic is about Teacher's Perceptions Towards Using Authentic Materials in Secondary Classrooms. Hmmm...May I ask some questions?

Interviewee: Yes, sure.

Interviewer: How long have you been teaching?

Interviewee: I have been teaching for about twelve years.

Interviewer: Is teaching an interesting job for you?

Interviewee: Yes, for me teaching is an interesting job. So, I am here.

Interviewer: What materials do you use while teaching in the classroom?

Interviewee: I used a variety of materials which are beneficial such as textbooks, reference materials, visual aids like posters and charts, and some digital resources.

Interviewer: Do you have any idea of authentic materials?

Interviewee: Ummm.... authentic materials are texts, audio, videos or other resources that are for real-world language use.

Interviewer: What types of authentic materials you used in the classroom?

Interviewee: I used special dictionaries, websites and sometimes I used a tape recorder.

Interviewer: What is the significance of authentic materials?

Interviewee: Well.... Uhn, authentic materials have many significance. It improved vocabulary and expressions of real native language. It helps to develop critical thinking.

Interviewer: Does it help to fulfill content knowledge while using authentic materials?

Interviewee: Yes, it fulfills content knowledge especially in subject specific learning because it is created for accurate and up-to-date information of different fields.

Interviewer: What are the challenges or difficulties of using authentic materials in ELT classroom?

Interviewee: First of all authentic materials are not easily available in the market. Most of the authentic materials are prepared by native speakers, while teaching some students cannot understand easily. It takes some time. So, I think these are challenges of using authentic materials.

Interviewer: Have you faced any challenges evaluating performance while using authentic materials?

Interviewee: Yes, I have faced challenges like some learners cannot easily understand the meaning of materials so it takes time for them to learn.

Interviewer: Does the use of authentic materials have an important role in ELT classroom?

Interviewee: Ummm... It has an important role to expose real-world language as well as it improves communicative competence.

Interviewer: What are the criteria that you use for selecting the authentic materials?

Interviewee: There are some criteria that I select based on learners' understanding ability and interests, necessity of lessons.

Interviewer: Thank you, sir, for giving your important time.

Interviewee: Welcome.