

**TEACHERS' VIEWS ON THE USE OF AUTHENTIC
MATERIALS IN TEACHING ENGLISH**

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

**Submitted by
Hari Shankar Mandal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Hari Shankar Mandal** has prepared this thesis entitled **Teachers' Views on the Use of Authentic Materials in Teaching English** under my guidance and supervision.

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DECLARATION

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

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EVALUATION AND APPROVAL

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ABSTRACT

This thesis entitled "Teachers' Views on the Use of Authentic Materials in teaching English" is an attempt to identify and analyze the use of authentic materials by teachers of English. For this purpose, I selected forty lower secondary English teachers from twenty different private schools of Saptari district by using non-random sampling procedure. I used questionnaire as my research tool to elicit data from the respondents. They were provided with questionnaire and asked to complete it by providing relevant information. It was found that the teachers of lower secondary level from private schools were exponentially positive towards the use of authentic materials in the language classroom. They also responded that newspaper could be easily available and feasible materials for the language class.

This thesis encompasses four chapters. The first chapter presents the general background, review of related literature, objectives and significance of the study, general background, in turn, includes linguistic scenario of Nepal, language teaching and learning, authentic materials. The second chapter consists of the methodology of the study. It includes the sources of study, population of the study, sampling procedure, tools for data collection and limitations of the study. Similarly, the third chapter deals with analysis and interpretation of the data. The fourth chapter incorporates the major findings and recommendations of the study. The references and appendices form the concluding part of the thesis.

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LIST OF ABBREVIATIONS

%	—	Percentage
AD	—	Anno Domini
BC	—	Before Christ
CUP	—	Cambridge University Press
e.g.	—	Exempli Gratia
ELT	—	English Language Teaching
etc.	—	Et Cetera
i.e.	—	That is
K.U.	—	Kathmandu University
M.Ed.	—	Masters in Education
NELTA	—	Nepal English Language Teachers' Association
NESP	—	Nepal Education System Planning
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
U.K.	—	United Kingdom
www.	—	World Wide Web

CHAPTER ONE

INTRODUCTION

This introductory part incorporates general background, language teaching and learning, authentic materials, role of material in language teaching, sources of authentic materials, review of the related literature, objectives and significance of the study.

1.2 General Background

Communication is highly essential for human beings to establish social contact or relationship in almost every situation. For communication, language has been regarded as the most important and effective medium. It is a part of our life without which natural human communication is not possible. Human beings have a unique place in the universe due to the possession of language. Language is a special human capacity that distinguishes human from other animals.

Language refers to special human capacity for acquiring and using complex systems of communication. The scientific study of language in any of its senses is called linguistics. Language is the most effective and widely used means of communication through which we can exchange our ideas, thoughts, feelings, emotions and so on. It is both personal and social phenomenon which reflects culture and civilization and their varieties in the world which are different in terms of geographical areas, social ethnicity and field of use among others.

The human language faculty is thought to be fundamentally different from and of much higher complexity than those of other species. Human language is highly complex in the sense that it is based on a set of rules relating symbols to their meanings thereby forming an infinite number of possible utterances from a finite number of elements.

(Retrieved from <http://www.en.wikipedia.org/wiki/language>)

Different linguists have defined the term 'language' differently but the ideas to be understood is the same.

Chomsky (2000) (as cited in Lyons 2007, p. 8) defines language as "a particular set of utterances that can be generated from a particular set of rules". Likewise, Widdowson (1990, p. 26) views "A language may be a guide to how a culture organizes its world, but it is not a formula that determines all behaviour". According to Richards et al. (1999, p.199), "Language is defined as the system of human communication which consists of structured arrangement of sounds or their written representation into larger units e.g. morpheme, word, sentence, utterance". In the same way, Hudson (2000, p. 862) defines language as "The system of communication in speech and writing that is used by people of particular country or area".

From the above definitions of language, we come to understand that language is a unique gift of human beings which distinguishes him from other living creatures. Language is a tool or means of communication through which message, information and ideas are exchanged among human beings.

1.1.1. The Situation of English in Nepal

Different assumptions have been raised out when English was initiated in Nepal. It can be assumed that English was started in Nepal during the prime Ministership of Bhimsen Thapa. During his Prime Ministership, British government opened "Gorkha Bharti Kendra" (an office to join British Army) to people who came to select the army spoke English and also the army who came to Nepal to live spoke English. People saw that army got good salary. So people in Nepal were attracted towards English. However, in formal education, it is linked with the establishment of Darbar High School (1854) the first

English medium school in Nepal. This school was established by Prime Minister Janga Bahadur Rana, after his return from England to give formal education to his children and other ruling Rana family members. The Rana guarded the school as treasure for as many as three decades and then shifted to "Rani Pokhari"(1981) to the lower level classes of the society. No particular social class is now confined to that school.

In the higher education, English was started formally with the establishment of Tri-Chandra College (1919). Before the establishment of the S.L.C. board and the T.U. examination board (1956), English occupied a vital position for the medium of instruction in Education in Nepal. English might have been introduced in Nepal because of the colony of English speaking people in closely neighboring country, India.

During the Rana Regime (i.e. before 1951), there were only a limited schools and college including Darbar High School providing education in the English medium. A number of schools and colleges established after the overthrow of Ranacracy in 1951. The common Nepali people also started to get opportunity to have modern education. The expansion of the English language was widened with the spreading of modern education too. To quote the words of Kansakar (1979, p.15), the teaching of English can be viewed from two different purposes; It can be taught for international purpose that is carrying on international relations on a world scale and also for national purposes, as for example, for using it as a lingua Franca. In Nepal, English is taught with the first purpose. It is essential to communicate with the outside world through the English language sunccinctly speaking, it is a window through which we peep at the worlds outside.

Today, out of the total approximately 31 thousand primary to higher secondary schools i.e. grade one to nine), almost half the numbers are English medium. In

such schools, all subjects except the national language, Nepali, are taught in English whereas, in government owned public schools, all subjects except the English language are taught in the national language Nepali. However, both these streams meet finally at the same point; compete for the same end when students sit for the same School Leaving Certificate Examination at the end of the tenth grade or higher Secondary Education Board Examination at the end of the twentieth grade.

Altogether about five hundred thousand students appear in each of these national examinations every year, and half of that go for the university level examinations. An alarming number of students from the Nepali medium schools fail because they cannot secure pass marks in English (the failure rate of the students in English at school level is about 55%. at the university it is about 65. This results in huge wastage in resources. This is the situation of the total education system from the primary to university levels in Nepal. Despite this people have always given higher importance to the teaching and learning of English. The reason behind this is that on the one hand it is helping them to grow and grab different opportunities available within and beyond the borders. It stands synonymously with quality of education and knowledge about the wider world, it offers attractive career for those who can afford it whereas for those who remain behind, the world is narrow, opportunities limited.

A bitter truth Nepal has experienced regarding the use of English is that even today a large mass of population living a destitute life in extreme poverty, ignorance and marginal conditions cannot send their children to schools. Even if they can, it is the Nepali medium government aided schools that are within their reach. Thus, the English language has been

perceived both as a dividing and promoting instrument in case of Nepal.

This situation is associated with the political situation too. (Bhattarai, 2006, p. 15)

1.1.2 Language Teaching and Learning

All normal human beings can learn languages but no one can exactly claim as to how they learn them. A number of researches have been carried out addressing as to how a child learns language and many linguists have given their views. There are different theories of language learning. Modern theories of learning emerged in the field of psychology which has influenced the theories of language learning. The structural linguistics is influenced by behaviorist psychology where as generative linguistics is influenced by cognitive psychology. These two schools of thought give different view points about language learning in general and learning the English language in particular.

Language teaching involves teaching of both first and second/foreign language. The acquisition of the first language and learning of second language involves different processes. Both language acquisition and learning are the ways of developing ability in language skills. But it is believed that the way of developing ability in the first language is different from the way we develop skills in second/ foreign language. In this sense, it appears that the way one develops skills in a Second or foreign language is called learning.

1.1.3 Role of Materials in Language Teaching

In language teaching, materials play a significant role. It is the materials which make the complex text easier and clear. Teaching materials are those materials that help a teacher to clarify, interpret and map the concept of the subject matter to the students. The teaching aids help the teacher to do his/her job better and they also help students to focus their attention of objects, actions, events and situations which give meaning and context to the words and sentences presented in the classroom by the teacher (Bitchener, 2006, p. 48).

In order to make teaching learning activities entertaining, effective, interesting and successful, various kinds of aids and materials can be used. The things, objects, pictures, etc. used in the class in order to facilitate learning are teaching aids and materials. For example, chalkboard, flannel board, cork boards, magnet boards, plastic board, pocket charts, realia, pictures, models, flash cards, pictures cards, songs, games etc. are the teaching aids and materials widely used in the field of language teaching. The teaching materials importantly contribute to language teaching serving a variety of purpose. Their roles can be mentioned as below:

- They motivate the learners by brightening up the classroom, decorating it, creating interests in the learning and encouraging them to make ample use of language.
- They will enable the learners to understand and grasp the information to be imported by the text.
- They are useful to contextualize teaching, learning environment. Therefore, they help the learners to be familiar with the concrete meaning of the utterances.

- They also help to shorten teaching-learning time and minimize the teacher's fatigue.
- They also reduce the use of the learners mother tongue. Thus, they can make communicative approach to language teaching learning easier and more natural.
- The distant objects can be brought into the class with the help of the visual aids. They also help to bring the world into the classroom.
- They also contribute to ease in maintaining learners direct contact with the objects, places, things and people.
- They can be used to create situations to make the meaning of words and structures clear, and to practice them in meaningful situations making the whole environment lively.
- They can function to make teaching-learning entertaining - students feel entertained while they are learning something with the help of visual aids and materials.

Teaching materials brighten up the classroom and bring more variety and interest into the language lesson. They help students to focus their attentions of objects, actions, events and situations which give meaning and context to the words and sentences presented by the teacher. They shorten teaching time too. By all these reasons, it can be stated that teaching materials have immense role in the field of teaching and learning language.

1.1.4 Authentic Materials

There are many references to authentic material in the ELT literature. Books and journals contain thorough explanations of why it should or should not be

included in lessons, and how it is to be used or best exploited. But those authors who support the use of authentic materials have in common one idea: "exposure". In other words, the benefit students get from being exposed to the language in authentic materials.

Peacock (1997) defines authentic materials as "materials that have been produced to fulfill some social purpose in the language community (p. 23)." Similarly, Widdowson (1990) mentions that Authentic materials would be designed for native speakers of English in the classroom in a way similar to the one it was designed for, for example, a radio news report brought into the class so that the students could discuss the report on pollution in the city where learners live.

Similarly, Nunan (1999) defines:

Authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. 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. 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. (p. 43)

Gebhard (1996, p. 56) gives more examples of authentic materials EFL/ ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below:

- 1. Authentic Listening Viewing Materials:** This includes TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professional audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- 2. Authentic Visual Materials:** This includes slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
- 3. Authentic Printed Materials:** This includes newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
- 4. Realia (Real world objects) Used in EFL/ ESL Classrooms:** This includes coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. Realia are often used to illustrate points very visually or for role-play situations.

1.1.4.1 Sources of Authentic Materials

In today's globalized world, examples abound, but the most commonly used perhaps are: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories),

and so forth.

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 creatively. Teachers in urban areas of these 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 grocery and department stores carrying imported products and the tourist industry such as hotels 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.

Authentic materials help students bridge the gap between the classroom and the outside world. Many students enroll in school to learn or improve a language-related task, such as helping a child with homework or speaking English at work. Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. 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 authentic, goal-directed materials. Some major sources of authentic materials are outlined below:

Literature

The reason for using literature in the class has been stated by Pound: "Great literature is simply language charged with meaning to the utmost possible" of course, the focus should be on teaching language, not literature. In other words the idea should be using literary texts one kind among other texts. With that in mind, the tasks should aim at meaning and not form especially literary form or

stylistics.

Computer Software

Software that has been specially designed English instruction has received some criticism. Particularly from teachers who back up humanistic approach to language teaching. They state they see no reason why exercise that can be done with a textbook should be carried out with a computer. This idea stems from software such as Gayldt Grammar mastery II and others that are really computer guided dolls. This position is quite understandable. However, together with tense Baster and others that drills are not all computers have to offer to EFL teaching.

General software can be used to class, be it in a genuine or in an authentic way. An example is there in the world is German, sandiego by Brotherbond which gives students opportunities to interact not only with the computer but also with other students as well. There are other examples of adventure games where learners need to discover clues and miravel mysteries. These games usually involve a good amount of reading and with the use of multimedia they involve a good range of sounds. Speakers of different ages and accents, and excellent images. Students can play in pairs of three and disease what to do next, so that the interaction that takes place is also a part of the learning process. Another advantage these games have is that they promote computer literacy, a badly needed skill in the modern world.

The Internet

With the advent of the world wide web, teachers have at their disposal large amounts of texts, visual, stimuli, newspaper, magazines, live radio, and T.V., Video clips and much more. There are endless lists of useful materials for the language classroom. I should like to focus, mainly on newspapers and radio

stations. As with other media, there is no point in asking students to just go to the web and read some text or other. There needs to be a task preferably one in which meaning is central and has some connection to the real world. Treasure hunts and other information searching activities are probably the most useful. More and more sites have interactive sections. For example, <http://www.bbe.co.uk/communicate/> which contains message boards and where students can chat with native speakers.

1.1.4.2 Types of Authentic Materials

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

There are two main categories of authentic materials—print and auditory. English as a second language (ESL), adult secondary education (ASE), and adult basic education (ABE) students all can benefit from using authentic print materials (Melvin and Stout, 1987, p. 12).

ESL students often use authentic auditory materials, although ABE and ASE students also may find them useful. Some examples of the many types of authentic print materials include:

-) Utility bills
-) Packing slips
-) Order forms
-) ATM screens
-) ATM receipts
-) Web sites

-) Street signs
-) Coupons
-) Traffic tickets
-) Greeting cards
-) Calendars
-) Report cards
-) TV guides
-) Food labels
-) Magazines
-) Newspapers

Examples of authentic auditory materials include:

-) Phone messages
-) Radio broadcasts
-) Podcasts
-) E-books
-) Movies
-) Videos and DVDs
-) Television programs

1.4.4.3 Choosing Authentic Materials

There are several important points to consider when choosing authentic materials. You should make sure that you have enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If you plan to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials

with multiple pieces or pages that fall out or be easily refolded and put back together. Materials with multiple pieces or pages that fall out of come apart should be avoided. Also, keep in mind that some materials are more easily dated than others. For example, last season's catalog does not have the same impact as a current one which is filled with items which the student could actually order. A menu on the other hand can be used as long as the prices remain contemporary. Students are generally uninterested in special events, for example, an Expo, that have already past remember to choose material that is appropriate for the students level. However, a certain amount of adjustment can be made depending on the type of level of questions used in the accompanying questions handout.

1.1.4.4 Why Use Authentic Materials?

The extra time involved for teachers in planning for the use of authentic materials to supplement lessons is well worth it. In fact, using authentic materials has several advantages. According to Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world (as cited in Hedge, 1991, p. 27). Gebhard (1996) sees authentic materials as a way to contextualize the language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher.

In addition, Melvin and Stout (1987, p. 15) find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language classroom. In class, the students are regularly sent to a city in a target culture

(for example, to spend a weekend in New York City) through prepared task-based activities using authentic materials. As students gain more confidence working directly with authentic materials, they also report an increased understanding of the practical benefits of being able to use the language in real world scenarios. The research shows that students commented that they found it useful to be practicing skills they would need outside the classroom and to be learning about cultures beyond their own.

Also, there are some researchers who point out that more authentic materials are needed in the classroom because of the wide disparity that is often found between materials developed specifically for English language teaching and authentic conversation.

Porter and Roberts (1981, p. 12) show several differences between authentic materials and non-authentic materials in terms of spoken language. For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers.

Also, hesitations (such as “uh’s” and “mm’s”) are often missing, and sentences are very well formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in the real world. In many cases, the language heard in classrooms is a stilted use of spoken language, and authenticity is lost because of a need to teach specific language points in a way that some teachers feel would be more understandable for learners.

Hedge (1991, p. 29) justifies the importance of the use of authentic language in the classroom in this way:

1. Language is natural by simplifying language or altering it for teaching

purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.

2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.
3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.
4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

While Nunan (1999, p. 27) realizes that it is not realistic for teachers to use only authentic materials in the classroom, he makes a point that learners should be fed as rich a diet of authentic data as possible, because, ultimately, if they only encounter contrived dialogues and listening texts, their learning task would be made more difficult. He also goes on to say that it is important that learners listen to and read authentic material of as many different kinds as possible. This will help motivate the students by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the world beyond it.

1.1.4.5 How can Students Benefit from Using Authentic Materials?

Authentic materials are useful for the students in various ways. It provides exposure to the learners. Learners are benefited from being exposed to the native like. However, it is not always easy for nonnative speakers to take equal advantage from authentic materials. So, the advantages and disadvantages of authentic materials are discussed below:

Advantages

Using authentic materials in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

-) Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.
-) Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities.
-) Textbooks often do not include incidental or improper English.
-) They can produce a sense of achievement, e.g., a brochure on England given to students to plan a four days visit.
-) The same piece of material can be used under different circumstances if the task is different.
-) Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

-) Reading texts are ideal to teach/practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.) . The teacher can have students practice some of the micro-skills mentioned by Richards et al. (1999), e.g. basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).
-) Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
-) They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

Disadvantages

Authentic materials have many drawbacks as well. Some writers talk about the following major disadvantages:

-) They may be too culturally biased, so unnecessarily difficult to understand outside the language community.
-) The vocabulary might not be relevant to the student's immediate needs.
-) Too many structures are mixed so lower levels have a hard time decoding the texts.
-) Special preparation is necessary which can be time consuming.
-) With listening: too many different accents.
-) The material can become outdated easily, e.g. news.

There are many headlines, adverts, signs, and so on that can require good

knowledge of the cultural background. Instances of this abound in the media, such as headlines that many times use abbreviations.

1.1.4.6 How can Teachers Incorporate Authentic Materials ?

When the teacher first begins using authentic materials, we hands out materials to each student and has them work individually. However, research has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. He gives each pair the authentic material and a question handout, interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. He usually tells students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.

After the authentic material has been distributed, he gives a brief explanation and points out, for example, the importance of the table of contents in a pamphlet or the legend in a map. He points out small print and other parts of the material that are easily missed. It is found that pointing out Nepalese words and products misses the level of interest in the material. This is a good time for the teacher to explain measures, abbreviations, and difficult words and expressions.

While the students are working on the assignment. He helps them by answering question and commenting on their work. This is also a good chance to give biats to those who are stock on a particular question.

Once the allotted time is up, he collects the material along with the question handout and go over the difficult questions with the class. If the handouts are to be factored into the student's grades. It is a good idea to make sure they have a chance to work with various partners over the course of the semester.

"Authentic materials are best means of imparting qualitative and lively information in the classroom. Learners are often benefited from authentic materials. The following strategies can be adopted to incorporate authentic materials in the classroom" (Melvin and Stout, 1987, p. 56).

a) Always start with needs assessment

The first step in using authentic materials is identifying students' needs and goals.

b) Teachers can Do This in a Variety of Ways

One intakes interviews with students, conducting weekly learner focus groups and discussions, administering written needs assessment surveys, etc.

Regardless of the method of assessment, the key objective is to pinpoint each student's goals. Teachers may need to make several attempts and reframe questions many times before students narrow their responses from a vague, "I want to learn to read" to a more precise, "I want to be able to read road maps and freeway signs so I can travel outside my neighborhood."

c) Invite students to participate in the process of identifying authentic materials

Students may be puzzled when teachers ask them to bring order forms, coupons, recipes, and other non-school materials to class. They may consider these materials inappropriate for school, based on their earlier academic experiences or their cultural perspectives. Teachers can engage them in conversations about the rationale for using authentic materials and ask them to collect and bring authentic materials to class to support their learning goals.

d) Collect local materials

Many teachers have a habit of collecting authentic materials wherever they go in the community. Authentic texts vary by type, region, and context.

Research tells us that students will benefit more from using local authentic materials than using ones that are a step removed from their lives. For example, generic charts and maps from life skills textbooks may not be as motivating to students as the local theater schedule, local rainfall charts, or the municipal bus map. There is a wealth of local authentic materials available online, such as city council meeting agendas, library schedules, and recipes for favorite regional dishes.

e) Use authentic materials in authentic ways

It is important to use materials in authentic ways, not in traditional school-based ways. The purpose or function of authentic materials often will determine how teachers use them. For example, it is far more beneficial to use a current newspaper to search for relevant information, such as what the weather will be tomorrow or the best place to buy new tires, than it is to use an outdated newspaper to locate proper nouns. The first example shows authentic

use of materials; the second is a school-based approach. Keeping authenticity at the forefront, teachers can help students

-) Create and update personal calendars and address books,
-) Write postcards they will mail after class,
-) Make shopping lists they will use that evening, and
-) Respond to e-mail from their children's teachers.

f) Warn students of the challenges ahead

Authentic texts can be challenging for learners. Depending on the nature of the text, teachers should caution learners about frustrations they may encounter in reading a letter from their children's schools or studying the small print on parking tickets. Even if the student cannot read every word of the parking ticket, the teacher can scaffold (provide temporary support to students to reduce the complexity of a task) his or her reading skills and minimize the difficulty of the text by helping with vocabulary words and teaching scanning skills. Some teachers scaffold students' check-writing skills by providing pre-printed wallet cards that show the spelling of each number. Although students may not independently read parking tickets or write checks, they will practice reading real-life materials, and the satisfaction of solving real-life problems will provide powerful incentives for future learning. Another means of scaffolding is teaching shortcuts, such as scanning for expiration dates on coupons. With practice, students can locate expiration dates quickly and enjoy the rewards of using coupons.

g) Assess in authentic ways

Students generally like having their learning assessed in authentic ways. If a student's learning goal is to match packing slips with invoices at work, a logical and authentic method of assessing progress is to simulate the task in the

classroom. The teacher can keep a chart comparing performance on the same task week to week until the student masters the skill. Multiple-choice or fill-in-the-blank tests are inauthentic ways to assess a skill such as in voice matching. Reproducing the task is a more meaningful way to assess learning because it measures how the student will perform the task in the real world. It measures exactly what the student came to class to learn.

1.2. Review of Related Literature

Some researches have been carried out in connection with the use of authentic materials in different aspects of language. These researches have been reviewed here to facilitate my research work. They are as follows:

Chapagain (1999) carried out research entitled "Use of teaching materials and its impact in English language learning." His purpose of the study was to find out the impact of teaching materials. To fulfill this objective, he chose the sixth grade students of public school. He carried out an experimental research, and found that teaching materials are effective and reliable supplement in teaching English. They have high positive impact in learning the English language.

Pandey (2004) carried out research entitled "Effectiveness of language games in teaching grammar." The major objective of his study was to find out the effectiveness of language games in teaching grammar. To fulfill the objectives, he selected fifty four students of grade ten. He carried out an experimental research and found that teaching grammar through language games is better than without games.

Ghimire (2007) carried out research entitled "Effectiveness of authentic materials in teaching reading comprehension. The major objective of his study was to find out the effectiveness of authentic materials in teaching reading comprehension. To fulfill the objectives, he collected data from the sampled

population of thirty two students. He carried out an experimental research and found that an authentic material (newspapers) has positive effect in teaching reading comprehension.

Shrestha (2010) carried out research entitled "Effectiveness of teaching materials in developing writing skills." Her objective was to find out the effectiveness of extra supplementary teaching materials in writing skills. To fulfill the objectives, she selected the students of grade nine. She carried out an experimental research, and the overall findings of the study showed that uses of extra supplementary teaching materials have a positive impact in developing writing skills.

I have carried out research entitled "Teachers' Views on the Use of Authentic Materials in Teaching English." My purpose of the study is to analyze the opinions given by the teachers on the use of authentic materials in teaching English language. My research chiefly differs from the other researches carried out in the same field. Whereas the other researches have been related with effectiveness of teaching materials, mine is concerned with the use of authentic materials in teaching English language. Authentic materials are, of course, very much, important, but , the English language teachers might not be using them in their language classroom. Therefore, I made a survey about whether they use authentic materials in English language teaching.

1.3 Objectives of the Study

This study had the following objectives:

- (i) to identify and analyze the use of authentic materials by teachers of English.
- (ii) to suggest some pedagogical implications.

1.4. Significance of the Study

It is said that applying authentic materials in English language teaching programme has potential for stimulating the reading, writing and speaking of students since they can select books based on their own interest; work in their own style and at their own pace. Students take the initiative to learn and are respected as individuals. As Cohen (1998) states, language learning is intrinsically a private activity and that it is something students must do for themselves. Thus, authentic material provides a real insight into the pleasures of reading and speaking. Applying authentic materials in language classroom presents broader perspectives to the value of learning a foreign language. So, this study is concerned with opinions for using authentic materials. This study is useful for those who are in the field of language teaching in general and ELT in particular. It will also be beneficial for teacher, students, and concerned people because it paves the way for getting the exposure in the field of English language learning and teaching.

CHAPTER TWO

METHODOLOGY

I adopted the following tools, techniques and procedure to gather the required data for the study.

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of the study. The primary sources were used for the collection of data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources

The primary sources for this research were the English teachers of lower secondary level from private schools.

2.1.2 Secondary Sources

The secondary sources of this thesis were the authentic materials such as, newspaper (The Himalayan Times), magazine, stories, novels, articles, pamphlets. Different books such as: English Lingua Bulletin, Harmer (1991), Hedge (1991), Nunan (1989), Journals (Journal of NELTA), Articles, theses approved in the Department of English Education and different websites were also consulted.

2.2 Population of the Study

The population of this study were lower secondary English teachers of private schools of Saptary district.

2.3 Sampling Procedure

In this research, forty lower secondary level teachers of English two from each twenty different schools of Saptary district were sampled through non-random sampling procedure. I used survey design. I collected data from the lower secondary English teachers. The data were collected regarding authentic materials that were used by ELT teachers in classrooms.

2.4 Tools for Data Collection

Questionnaires were used as the research tools for eliciting the required information of the study. Both close ended and open ended questions were included in the questionnaire.

2.5 Process of Data Collection

I collected the data by using the following procedure:

- i. At first, I visited the concerned authority and asked permission to carry out the research.
- ii. After getting permission from the authority, I built a friendly rapport and explained them the purpose of research and requested them to take part in responding to the questionnaire.
- iii. After this, I distributed the questionnaire and requested them to supply necessary information.
- iv. Finally, I thanked informants and school family for their kind co-operation.

2.6 Limitations of the Study

This study had the following limitations:

- (i) This study was limited to the teachers of lower secondary level from twenty schools of Saptary district.

- (ii) This study was limited to only forty teachers, two teachers from each schools.
- (iii) Questionnaire and authentic materials were the only tools used to collect data.
- (iv) Only the lower secondary teachers of private schools were consulted.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected through questionnaire. The questionnaire consisted of both open-ended and close-ended types of questions. The data collected through the questionnaire were analyzed and interpreted. I collected data from twenty different lower secondary schools of Saptary district. All the selected schools were private schools. Two teachers from each school were selected as the informants. The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following sub headings.

- (i) Itemwise analysis
- (ii) The analysis of open ended question

3.1 Itemwise Analysis

The data of this study were collected through the questionnaire which consisted of both open ended questions and close ended questions. The close ended question involved thirteen items and open ended question consisted of five items. The close ended question had alternatives to be selected. However subjective questions demanded subjectivity on the part of the respondents. Both open ended and close ended questions have been analyze under two different sub headings.

3.1.1 Itemwise Analysis of Close Ended Questions

In this section, I had made an effort to analyze all the close ended question items. The following items were analyzed.

Item No. 1: Use of authentic materials in teaching English.

In this section, the teachers were asked how often they used authentic materials in their language classroom. The responses obtained from them are presented in the table given below:

Table No. 1
Use of Authentic Materials in Teaching English

Description of item	Responses							
	Always		Often		Sometimes		Never	
	No.	%	No.	%	No.	%	No.	%
Use of authentic materials in teaching English	22	55	8	20	6	15	4	10

From the above table, it was found that 55 percent teachers used authentic materials in their language classroom. Twenty percent teachers often used authentic materials in the classroom. Likewise, fifteen percent teachers sometimes used authentic material in their classroom to facilitate the teaching learning process. However, ten percent teacher never used authentic material in their language classroom.

Item No. 2: Mostly Used Teaching Materials in the Classroom

Teachers do not have similar likes and interests. some like to use one material while others like to use another material. The respondents were requested to give the name of the materials they liked to use the most. The frequency of the materials that they liked to use most are shown in the following bar graph:

Table No. 2
Mostly Used Teaching Materials in the Classroom

Description of item	Responses							
	Radio		Newspaper		Cassettes		Video	
	No.	%	No.	%	No.	%	No.	%
Mostly used teaching materials in the classroom	6	15	26	65	6	15	2	5

The above table clearly shows that most of the teachers liked to use newspapers which was 65 percent. Similarly, fifteen percent of the teachers liked to use cassettes. In the same way, fifteen percent of the teachers entertained to use radio. And only 5 percent of the teachers liked to use video in the language classroom as an authentic material.

Item No. 3: The Most Effective Authentic Material for Language Teaching

In this section, the teachers were asked about the most effective materials they thought would be appropriate in the language classroom. The responses obtained from the respondents are presented in the following table:

Table No. 3
The Most Effective Authentic Material for Language Teaching

Description of item	Responses							
	Reference		Journals and Newspapers		Cassettes		Radio	
	No.	%	No.	%	No.	%	No.	%
The most effective authentic material for language teaching	11	27.50	17	42.50	3	7.50	9	22.50

Table No. 3 shows that 27.50 percent teachers believed that reference materials were effective authentic materials for language teaching. Above forty two percent teachers viewed that journals/magazines were the most effective authentic materials for language teaching. Similarly, near seven percent teachers thought that cassettes were the most effective materials for language teaching. Likewise, approximately twenty two percent teachers believed that radio was the most effective material for language teaching. They all had different views on the effective materials.

Item No. 4: Feasible Materials to Increase the Ability of the Students

Every teacher has different views on the same topic. The teachers were asked to give their views on the feasible materials. The views of the teachers on feasible materials are revealed in the following table.

Figure No. 4

Feasible Materials to Increase the Ability of the Students

Description of item	Responses							
	Video		Radio		OHP		Newspaper	
	No.	%	No.	%	No.	%	No.	%
Feasible materials to increase the ability of the students	10	25	10	25	2	5	18	45

The above table explicitly shows that most of the teachers had given their views on the newspaper which was of 45%. Similarly, twenty five percent of the teachers had given their views on the radio. Likewise, twenty five percent of the teachers had also given their views on video. And only five percent of the teachers had put their views on OHP. Thus, the most of the teachers had their views on newspapers as feasible materials.

Item No. 5: Understanding of the Language of Newspaper

The teacher were asked about how much their students grasped the language of newspaper. They responded differently. Their responses are presented in the following table.

Table No. 5
Understanding of the Language of Newspaper

Description of item	Responses							
	Less than 25%		25 to 50%		50 to 75%		More than 75%	
	No.	%	No.	%	No.	%	No.	%
Understanding of the language of newspaper	6	15	22	55	4	10	8	20

From the above table, it was found that 55 percent teacher responded that 20 to 50 percent students grasped the language of newspaper. Similarly, twenty percent teachers responded that more than 25 percent students grasped the language of newspaper. However, fifteen percent teacher responded that less than 25 percent students had the capacity of understanding the language of newspaper. Only 10 percent teachers responded that their students wee somewhere in between 50 and 75 percent.

Item No. 6: Benefit of Authentic Materials

Teachers have given their different views on the benefit of authentic materials which are revealed in the following table:

Table No. 6
Benefit of Authentic Materials

Description of item	Responses					
	Develop language proficiency of the learner		Make learner passive		Develop linguistic awareness	
	No.	%	No.	%	No.	%
Benefit of authentic materials	30	75	4	10	6	15

The above table clearly shows that most of the teachers had given their view on authentic materials for helping the learners to develop language proficiency which was of 75%. Similarly, fifteen percent of the teachers had given their views on authentic materials that it develops the linguistic awareness. And 10% of the teachers had given their views on authentic materials as the materials for making the learners passive.

Item No. 7: Encouraging for Novel and Story

The seventh question was asked to find out whether teachers encouraged their students to read novel and story. The responses, tabulation and its interpretation are presented below:

Table No. 7
Encouraging for Novel and Story

Description of item	Responses							
	Yes		No		Sometimes		Rarely	
	No.	%	No.	%	No.	%	No.	%
Encouraging for novel and story	20	50	7	17.5	10	25	3	7.5

From the above table, it is clear that 50 percent teachers from private schools responded that they encouraged the students to read novel and story whereas 17.5 percent teachers responded that they didn't encourage the students to read any novel and story. Likewise, twenty five percent teachers responded that they sometimes encouraged their students to read novel and story. However, above seven percent teachers responded that they rarely encouraged their students to read novel and story.

Item No. 8: Preference of Reading Material

When I asked the teachers whether their students prefer to read authentic material or textbook. They presented their views differently. Their responses or views are presented in the given below table.

Table No. 8
Preference of Reading Material

Description of item	Responses					
	Only textbook materials		Authentic materials		Both textbook and authentic materials	
	No.	%	No.	%	No.	%
Preference of reading material	12	30	8	20	20	50

As it is shown in the table, fifty percent teacher responded that students preferred to read both textbook and authentic materials. However, thirty percent teachers responded that student only preferred to read textbook. Only 20 percent teachers responded that students preferred to read authentic materials.

Item No. 9: Asking Question from Authentic Materials

I asked the teacher whether their student asked questions from authentic materials in the classroom. The responses that they presented are given in the following table.

Table No. 9
Asking Question from Authentic Materials

Description of item	Responses					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Asking question from authentic materials	8	20	26	65	6	15

From the above table, it was found that 65 percent teachers responded that their students sometime asked question from authentic materials. Similarly, only 20 percent teachers responded that their students asked question from authentic material in the classroom. However, fifteen percent teachers responded that their students never asked any question from authentic materials in the classroom.

Item No. 10: Mostly Used Newspaper

There are different kinds of newspapers, and teachers have the habit of reading different kinds of newspapers. The respondents were asked to give the name of

newspapers they use the most. To the number of the frequency of the newspapers that the teachers mostly use have been revealed in the following table.

Table No. 10
Mostly Used Newspapers

Description of item	Responses							
	The Kathmandu Post		The Himalayan Times		The Republica		The Rising Nepal	
	No.	%	No.	%	No.	%	No.	%
Mostly used newspapers	20	50	2	5	12	30	6	15

As it is presented in the table above, the most of the teachers or 50 percent of the teachers were found to be using The Kathmandu Post . Similarly , five percent of the teachers used "The Himalayan Times" . Likewise, thirty percent of the teachers used "The Republica", and 15 percent of the teachers used "The Rising Nepal". Thus, "The Himalayan Times" were relatively least used newspaper for language teaching and learning process.

Item No. 11: Habit of Reading Newspaper

The respondents were asked to give their responses on whether they had the habit of reading newspaper or not.

Table No. 11
Habit of Reading Newspaper

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Habit of reading newspaper	32	80	4	10	4	10

From the above table, it was found that 80 percent of the teachers had the habit of reading newspapers. Similarly, only 10 percent of the teachers said that they don't have the habit of reading newspapers. However, ten percent of the teachers responded that they sometimes read the newspaper when they had free time.

Item No. 12: Leisure Time

I had asked the participants to share their leisure time to find out what they did in their leisure period so that it could facilitate the research. Teachers spent their leisure time by doing different works as explained in the table below:

Table No. 12
Leisure Time

Description of item	Responses							
	Reading newspaper		Listening to music		Reading novel and stories		Designing teaching materials	
	No.	%	No.	%	No.	%	No.	%
Leisure time	14	35	4	10	20	50	2	5

The above table shows that the teachers spent their leisure time by doing different works. Among them, about 50 percent of the teachers spent their leisure time by reading novels and stories. Similarly, thirty five percent of the teachers spent their leisure time by reading newspapers. Likewise, ten percent of the teachers spent their leisure time by listening to the music and the less number of teachers, it means only 5 percent of them spent their leisure time by designing teaching materials.

3.2 The Analysis of Open Ended Question

I had designed only five open ended questions to get the subjective views of the respondent on the different topics. Their responses varied markedly. The analysis of these responses are presented in the following sub headings.

3.2.1 Use of Authentic or Non Authentic Materials

I had asked the responded to give their responses on what type of material is useful in the context of Nepal; authentic or non authentic . Most of the teachers opined that authentic materials could be useful in teaching English language in the context of Nepal. To support their answers, they outlined the following reason.

- (i) It helps the students to learn varieties of cultural words.
- (ii) It broadens the capacity of understanding language in the context.
- (iii) Student get different coined words to facilitate their communication.

3.2.2 Suggesting Materials to Use in the Rural and City Area

I had asked the respondents to give their responses on what kind of material they suggested other teachers to deal with while teaching English in the city area and the rural area. Almost 80 percent teachers opined that newspaper could be the most feasible and practical authentic materials to be used in both city and rural area.

3.2.3 Reason for Using Authentic Materials

I had asked the respondent to give their responses on what they think could be the reason for using authentic materials in the language classroom. They presented the following reason to support their answer:

- (i) To increase students' proficiency.
- (ii) To make them the member of world community.
- (iii) It helps the students to learn varieties of cultural words.
- (iv) It broadens the capacity of understanding language in the context.
- (v) Student get different coined words to facilitated their communication.

3.2.4 Types of Authentic Materials Used in Language Classroom

I had asked the respondent to give their responses on what kind of authentic materials were viable in the classroom. They opined that newspaper and radio could be viable authentic materials in the language classroom to enhance the learning capacity of the students.

3.2.5 Encouraging Students to Read Novel or Story

I had asked the respondent to give they responses on which novel or story they encouraged their students to read for learning English. Most of the teachers opined that they encouraged the students to read Munamadan, which was of 50 percent. Similarly, 20 percent of the teachers did not encourage to read any story or novel. Likewise, 10 percent of the teachers encouraged them to read Chhimeki. Again 10 percent of the teachers encouraged them to read 'Malini', and 5 percent teachers encouraged the students read 'Siriskophul'. In the same way, only 5 percent of the teachers encouraged the students to read 'About Love'.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. Some major findings have been drawn on the basis of the analysis and interpretation of the data. I have also presented some recommendation on the basis of the finding.

4.1 Findings

After the analysis and interpretation of the data collected through the questionnaire, the following findings have been derived.

- (i) It was found that 55 percent teachers from lower secondary schools used authentic materials in their classroom as a teaching learning material.
- (ii) Regarding the mostly used authentic teaching materials in the classroom, it was found that 65 percent of the teachers mostly used newspapers as an authentic material in the classroom to facilitate the teaching-learning process
- (iii) It was found that most of the teachers responded that newspaper were the most feasible materials in the ELT classroom.
- (iv) Although there are different newspapers published daily in our country, the teacher mostly prefer the Kathmandu Post to teach the students in the ELT classroom.
- (v) Regarding the views on the benefit of authentic materials, it was found that 75 percent teacher believed that the use of authentic materials develop language proficiency of the learners.

- (vi) It was found that 42.50 percent teachers preferred journals and newspapers as the most effective authentic materials for language teaching.
- (vii) Most of the teachers were found to have the habit of reading newspapers to prepare material for the classroom.
- (viii) Most of the teacher opined that authentic materials should be used in the classroom to enhance the students understanding of the use of words in context.
- (ix) It was found that most of the teachers i.e. 50 percent encouraged their students reading novel and story to facilitate the pace of their learning.
- (x) It was found that most of the teachers spent their leisure time reading novel and stories so that they could get a lot of ideas to make themselves mentally prepared for the classroom teaching and learning.
- (xi) Nearly 80 percent teachers were in the favour of using radio and newspaper as the authentic materials in both rural and city area.
- (xii) The majority of the teachers from the lower secondary level school recommended the students to read Munamadan for pleasure and understanding cultural phenomenon.
- (xiii) Most of the teachers opined that authentic materials could be useful in teaching English language in context in Nepal.
- (xiv) The teacher opined that newspaper and radio could be viable authentic materials to enhance the learning capacity of the students.

4.2 Recommendations

The following are some recommendations made on the basis of the findings obtained from the analysis and interpretation of the collected data:

- (i) Every teacher should mentally prepare themselves to maximally exploit the use of authentic materials in the language classroom to facilitate his or her teaching effectively.
- (ii) The teacher should encourage their students to read the newspaper as an authentic material so that they can get varieties of information related to different facets of knowledge.
- (iii) The school administration should provide enough authentic materials to facilitate the students' learning.
- (iv) Though, there are different newspapers that are daily published in our country, the Kathmandu post should be used as a material for teaching English in the classroom because its language is comprehensible for the students of lower secondary level.
- (v) The teacher should not merely depend on text book to enhance the capacity of students. Rather they should use varieties of authentic materials to support the classroom environment
- (vi) In this fast growing world of information technology, the students should take the advantage of it, especially of authentic materials as far as possible to face the challenges in academic field and to make their future bright.

- (vii) The syllabus designers and textbook writers should design the texts to encourage the teachers in using authentic materials.
- (viii) Since there are very few researches carried out so far in the field of authentic materials in the Department of English Education, T.U., the students should be encouraged to carry out further researches in this field.

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