

**EFFECTIVENESS OF AUTHENTIC MATERIALS IN
LANGUAGE TEACHING**

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

Submitted by

Narendra Bahadur Bohara

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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This is certifying that **Mr. Narendra Bahadur Bohara** has prepared this thesis entitled **Effectiveness of Authentic Materials in Language Teaching** under my guidance and supervision.

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DECLARATION

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

Date: 22-04-2018

.....

Narendra Bahadur Bohara

DEDICATION

This Thesis is Dedicated to My Father and Mother

By whom I reached here.

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Narendra Bahadur Bohara

ABSTRACT

The present study entitled 'Effectiveness of Authentic Materials in Language Teaching' attempts to find out the effectiveness of authentic materials in teaching grammatical items in language. The researcher used experimental design for this study and collected data from sampled population of thirty students of Samundra School Nuwakot of grade ten. Conditional verbs, connectives, prepositions, tense, articles, and concord were selected as the contents to be taught. The test items were the major tools for data collection. Students were divided into two groups as controlled and experimental group. Pre-test was taken to ensure the existing level of performance of the subjects. Post-test was taken to find out the effect of treatment of 28 days. After administering the pre-test, the students were divided into two groups using simple random sampling procedure. Experimental group was taught by using authentic texts whereas controlled group was taught as usual way. After the post-test, use of authentic materials while teaching in the classroom is found more effective than teaching without authentic texts. In this research, the experimental group has been found better than controlled group. It proves that authentic texts are more effective in language class. The findings of this study were determined on the basis of average marks obtained by the students.

This thesis is divided into five chapters. The first chapter, consists of background of the 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. Likely, chapter two deals with the review of the theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study. The third chapter includes methodology and procedure adopted during the study and chapter four incorporates data analysis and interpretation procedure in terms of holistic and item-based comparison. The chapter five includes findings, conclusion and recommendations followed by references and appendices.

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ABBREVIATIONS AND SYMBOLS

A.D.	:	Anno Domini
Av.	:	Average
AMs	:	Authentic Materials
C	:	Controlled Group
CDC	:	Curriculum Development Centre
CLT	:	Communicative Language Teaching
CMs	:	Created Materials
CV	:	Curriculum Vitae
E	:	Experimented Group
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
etc.	:	Etcetera
i.e.	:	That is
NESP	:	National Education System Plan
p.	:	Page Number
SLEC	:	Secondary Level English Curriculum
S.N.	:	Serial Number
%	:	Percentage
UN	:	United Nations
/	:	or