

**English Language Teachers' Perceptions Towards Use of Authentic Materials at
Secondary Level**

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

**Submitted by
Alina Bhandana Dhakal**

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

2022

**English Language Teachers' Perceptions Towards Use of Authentic Materials at
Secondary Level**

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

**Submitted by
Alina Bhantana Dhakal**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2022**

**T.U. Regd. No.: 9-2-285-24-2012
M.Ed. Fourth Semester
Exam Roll No.: 7228426/2073**

**Date of the Approval of
Thesis Proposal: 5-02-2021
Thesis Submission: 04-03-2022**

Recommendation for Acceptance

This is to certify that **Alina Bhantana Dhakal** has prepared this thesis entitled '**English language Teachers' Perceptions towards Use of Authentic Materials at Secondary Level**' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 04-03-2022

.....

Dr. Bal Mukunda Bhandari (Supervisor)

Professor

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Bal Mukunda Bhandari (Supervisor)

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 05-02-2021

Evaluation and Approval

This thesis has been evaluated and approved by the following thesis

Evaluation and Approval Committee:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Binod Luitel

Professor (English Education)

Research Center for Educational Innovation
and Development (CERID)

Tribhuvan University, Kirtipur

.....

Expert

Dr. Bal Mukunda Bhandari (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 05-04-2022

Declaration

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

Date: 03-03-2022

.....

Alina Bhantana Dhakal

Dedication

Dedicated to

My family and respected teachers who always encourage me to take challenges and inspire me for my betterment.

Acknowledgments

First, I would like to express my sincere gratitude and thanks to my honorable teacher as well as thesis supervisor **Prof. Dr. Bal Mukunda Bhandari**, Department of English Education, Tribhuvan University, Kirtipur, for his continuous guidance, enlightening ideas valuable comprehensive suggestions, inspiration, help and co-operation, which are indispensable to prepare this thesis form. This research would not have been completed without his constructive feedback and incisive observation from the beginning to end.

Similarly, I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and the Head of Department of English Education, University Campus, Kirtipur for giving me academic suggestions, ideas and encouragement to initiate this work and complete it. I am greatly thankful to **Prof. Dr. Binod Luitel** Research Center for Educational Innovation and Development (CERID) Department of English Education, Tribhuvan University, Kirtipur for his constructive feedback on my research work.

Likewise, I am extremely grateful to **Prof. Dr. Anjana Bhattarai, Prof. Dr. Govinda Bhattari, Prof. Dr. Tara Datta Bhatta, Dr. Prem Bahadur Phyak, Ms. Madhu Neupana, Mr. Bhim Prasad Osti, Mr. Khem Raj Joshi, Mr. Resham Acharya, Mr. Guru Prasad Panday, Mr. Ashok Sapkota** and other member of the department for their encouragement and constant support during research.

In the same way, I would like to extend my sincere gratitude to all the participants for their direct and indirect aspiring involvement in the research work as the respondents.

I am profoundly indebted to my father **Mr. Om Prasad Bhandana**, mother **Ms. Kalpana Bhandana** and my husband **Mr. Rishi Dhakal** all who supported me. My special thanks goes to my brother in law **Mr. Bipin Dhakal** and **Mr. Sudil Dhakal** who supported and encouraged me throughout the entire endeavor.

Alina Bhandana Dhakal

Abstract

The present research work entitled '**English Language Teacher's Perception Towards Use of Authentic Materials at Secondary level**' is an attempt to find out the perception of teacher to use authentic materials in English Language class. The study was carried out by using both primary and secondary sources of data. To achieve the objectives the researcher had followed survey research and fifty English teachers of Kirtipur valley, Kathmandu. The researcher employed purposive non-random sampling method. A set of questionnaire was used to collect primary data. The obtained data were tabulated, analyzed and interpreted according to the objectives. The major finding of this study was teachers showed positive perceptions towards using authentic materials in English class at secondary level. It was also found that using authentic materials helped to develop the quality of education. Authentic materials helped both teachers and students to achieve their goals in language learning. Authentic materials make language learning more interesting, attractive, enthusiastic and motivating. The researcher found that authentic materials helped to develop the existing knowledge of teachers and students.

This thesis spreads in five chapter. The five chapter includes background of the study, statement of the problem, objective of the study, research questions, delimitation and significance of the study, and operational definition of key terms. The second chapter includes review of the literature, implication of the review of the study and the conceptual frame work. The third chapter deals with the method and procedure of the study. Similarly fourth chapter is about analyzed and interpretation of data. Finally, the fifth chapter present findings, conclusion and recommendation in different area (policy related, practice related and further research related), followed by reference and appendices.

Table of Contents

<i>Declaration</i>	<i>iv</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgments</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of Problem	2
Objectives of the Study	3
Research Questions	4
Significance of the Study	4
Delimitation of the Study	5
Operational Definitions of the Key Terms	5
Chapter 2: Review of Related Literature and Conceptual Framework	6-24
Review of Related Theoretical Literature	6
Authentic materials	6
Types of authentic materials	9
Advantages and disadvantages of using authentic materials in English classroom	11
Disadvantages of using authentic materials	12
Selection and sources of authentic materials	14
Roles of authentic materials	15
Criteria for the selection of authentic materials	17
Authentic materials in Nepalese context	19
Empirical Review of Related Literature	19
Implications of Review for the Study	21
Conceptual Framework	22

Chapter 3: Method and Procedure of the Study	25-28
Design of the Study	25
Population, Sample and Sampling Strategy	26
Research Tools	26
Sources of Data	26
Data Collection Procedures	26
Data Analysis and Interpretation Procedures	27
Ethical Considerations	27
Chapter 4: Analysis and Interpretation of Data	29-41
Analysis of Data and Interpretation of Results	29
Analysis of closed-ended questions	29
Analysis and interpretations of open-ended questions	38
Chapter 5: Findings, Conclusion and Recommendation	42-47
Findings	42
Findings of closed-ended questions	42
Findings of open-ended questions	45
Conclusion	45
Recommendations	46
Policy related	46
Practice related	46
Further research	47
References	
Appendices	

List of Tables

Table 1: Perception towards Authentic Materials	30
Table 2: Prerequisite of Authentic Materials	33
Table 3: Practice towards Authentic Materials	35
Table 4: Uses of Authentic Materials	37

List of Abbreviations

AM:	Authentic Materials
ELT:	English Language Teaching
EFL:	English as a Foreign Language
TTC:	Teacher Training Course
DVD:	Digital Videos Disc
WWW:	World Wide Web

Chapter 1

Introduction

This study is on “English language Teachers’ Perceptions Towards Use of Authentic Materials at Secondary Level”. This part of the study consists of five chapters which include background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms.

Background of the Study

Authentic materials are those materials which are not prepared for pedagogical purpose and not specified in curriculum or syllabus but helps teaching learning activities. Authentic materials are original or genuine materials that can be used for the purpose of helping ESL/EFL learners to acquire language more easily. Authentic materials are print audio and video materials that students use in their daily lives. For example, newspaper, books, ATM screens, web sites, radio broadcast, e-books, movies ,videos , television programs and so on .The term authentic materials have been defined in different ways throughout the literature. Nunan (1989) states that authentic materials are not always produced for the purpose of language teaching. Similarly, Little et al. (1988, as cited in Guariento& Morley, 2001) writes that authentic materials are used for some social purposes in the language context where they are produced. Bacon and Finnemann (1990) also state that authentic materials are those texts which are made by native speakers for non-pedagogical purposes.

Similarly, Rogers (1988, as cited in Akbari&Razavi, 2015) defines authentic material as ‘appropriate’ and ‘quality’ in terms as goals, objectives, learner’s 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. Considering that it may not be wrong to say that any level authentic materials should be used to complete the gap between the competency and performance of language learners. The use of such materials in the English language classroom motivates students to learn and speak in the target language.

Teacher believes authentic materials are significant since it increases student's motivation for learning, exposes learner to real language. . A part of their teaching process is designing material to be used to get a successful result; text book, audio and video are designed specifically to meet certain objectives. However, the materials used could be divided into two types, based on the making process: authentic materials and by designed materials. Here, teacher's perception and understanding toward the use of authentic materials during teaching and learning process shapes teacher's attitude in treating the material use for teaching and learning. But some teachers believe authentic materials contain difficult vocabulary items and complex language structure .That cause burden to teachers as well as students. Teacher have to spend a lot of time to prepare and collect authentic materials on the basis of the ability level of students. Teacher get confused when authentic materials should be introduced and how they should be used in classroom. Many survey shows that selection and preparation of authentic materials could be time taking and difficult for teachers as a result they are bounded by textbooks. Teachers play a core role in teaching and learning process.

In this research I have taken English teachers' perceptions towards the authentic materials at secondary level regarding to the uses, effectiveness, and challenges of practices of authentic materials which will clearly explore the teachers' perceptions. Teachers' perception is very crucial for using authentic materials and its effectiveness. If they perceives positively it had more effectiveness, if they perceives negatively it had less effectiveness. Thus, teachers' perception plays vital role for the uses of using authentic materials in English language classroom.

Statement of Problem

Authentic materials are the most important tools for a teacher to make his/her teaching more effective in transmitting the necessary knowledge to all students. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Guariento& Morley, 2001). Similarly, Richards (2001, as cited in Berardo, 2006 p. 65) points out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures which causes a burden for the teacher in lower-level classes. More,

Kilickaya (2004) believes that using authentic materials with weak learners frustrate and de-motivate them because they lack the required skills and vocabulary to deal with presented text successfully.

There have been many empirical studies conducted before which proved the enormous positive results gained by language learners, who have had opportunities for interacting with authentic materials. However, though the use of authentic materials and its important in English language classroom learning is necessary, very few Nepalese researchers have shown their concerns to find out the appropriate use of authentic materials for secondary level students from teachers' perspectives. In the department of English education T.U have been done some research on authentic materials in English learning classroom, teachers' views on use of authentic materials in teaching English, authentic materials in EFL class and so on. Moreover, few researches have been done to investigate the roles of authentic materials in ELT classroom. That's why the curiosity has brought the researcher to come up with this topic. The selection of this topic is for the research is to find the English teachers' perceptions towards authentic materials. In addition, the researcher will also make an effort to explore the relevance of authentic materials in English language teaching classroom. That's why; the present study has entitled "Teachers' Perception towards the Uses of Authentic Materials in Secondary Level for English language classroom". So I have been choose this topic for my study.

Thus, the current paper is an attempt to recognize deeply and understand the English teachers' perceptions, attitudes and reactions toward the use of authentic materials in secondary level for ELT classroom.

Objectives of the Study

The study had the following objectives:

-) To find out the English teachers' perception regarding authentic materials in English language class.
-) To explore the uses of authentic materials in ELT class.
-) To recommend some pedagogical implications on the basis of the findings.

Research Questions

This study had guided by the following research questions.

-) What are the teachers' perceptions toward using authentic materials in English class?
-) What are the uses of authentic materials in English language class?
-) How often teachers use authentic materials in English language class?
-) What are the challenges of using authentic materials in English language classroom?
-) Why teachers' use authentic materials in English class?

Significance of the Study

Authentic material is important because it increases students' motivation for learning. With the help of authentic materials, the learners are exposed to the real language. Similarly, it has a positive effect on learners' motivation and provides authentic cultural information. Furthermore, it supports the teachers to make teaching more creative which is closely related to the needs of the learners. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Guariento, Morley, 2001 & Wilcox et al., 1999 as cited in Akbari&Razavi, 2015). The need for authentic materials in the field of language teaching and their usefulness have ever more acknowledged by the teachers and researchers (Akbari&Razavi, 2015). Moreover, many experts of language teaching and pedagogy stated that applying authentic materials would improve the communicative ability of the learners (Guariento&Morely, 2001, as cited in Akbari&Razavi, 2015).

The above definitions show that in order to make teaching learning activities more effective and fruitful, one should use authentic materials in their classroom. This study is helpful to the students who are eager to know about the appropriateness of authentic materials. Similarly, it also assists the ELT teacher to know about what sort of roles authentic materials play in the classroom. More specifically, it assists the Nepalese ELT teachers to know about their own use of authentic materials in the ELT

classroom. It also makes them inform about the role of authentic materials. Finally, it can be the base for the new researchers who want to conduct other researches related to authentic material

Delimitation of the Study

The study had the following delimitations:

-) This study was limited to the secondary level English teachers.
-) All ELT teachers of secondary of Kirtipur was the population of my study.
-) Fifty English teachers was the sample of this study.
-) Survey research design was adopted for this study.
-) The data have been collected through questionnaire.
-) Purposive non-random sampling strategy was used to collect the data.

Operational Definitions of the Key Terms

The operational definitions of the key terms that have been used in my study are defined as below:

Authentic materials. In this study, authentic material refers to those materials that help a teacher to clarify, interpret and map the concept of the subject matter to the students in comprehensive and effective way. In other words, authentic materials are those materials which are not prepared for pedagogical purpose and not specified in curriculum or syllabus but helps teaching learning activities

Teachers' perception. In this study, teachers' perceptions mean the views, thoughts, attitudes, feelings, emotions of teachers on certain subject matter.

Uses. In this study, uses refer to the how authentic materials are used and closely connected with English language classroom.

Chapter 2

Review of Related Literature and Conceptual Framework

Literature review is a very important component of a research proposal. It is the description of the literature relevant to a particular topic or field. It incorporates two types of information, i.e. theories related to the research area and the summary of the researches already carried out in that area. This chapter includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Review of related theoretical literature is inevitable in doing research in the sense that it assists the researcher to find out the gaps, problems and to explore new ideas from the existing theories and findings. Similarly, the researcher also conceptualizes the core idea to carry out the research in systematic and scientific way. In order to get in-depth theoretical knowledge and make my research study easy, systematic and scientific, I have made my review in terms of the following aspects.

Authentic materials. Authentic materials are those materials by the use of 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. Tatsuki (2006) stated that the term authenticity is defined similarly with genuineness, realness, truthfulness, validity, and reliability. Similarly, 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. For examples of materials are textbook, handout, video, dictionaries, and any other sources of language input (Tomlinson, 2010, as cited in Rania, 2016). The term of authentic materials has long been known and used in teaching and learning field. As a result, there are so many definitions about authentic materials that had been defined by many scholars differently. Harmer (2004) added that authentic material as the ones designed for native speakers not for language students but for speakers of language. It is the degree of congruence

between the language of a learning material and the features of target language use (Khaniya, 2006)

According to Polio (2014, as cited in Belaid, 2015) defined that authentic materials are materials that are not purposely created for educational language purposes. The materials are produced for real life purposes and communication of native speakers which refers to spoken and written materials. Heitler (2005) stated that any texts that written by native English speakers for native English speakers are authentic materials. In addition, Rogers and Medley (1988, as cited in Santos, 2009) defined that authentic materials are language samples (both oral and written) that reflect a naturalness of form, and an appropriateness of cultural and situational context that would be found in the language as used by native speakers. According to Hussein (2014) authentic materials are any types of materials that are taken from the real world, and they are not specifically created for language teaching purposes. Similarly, (Berardo, 2006) defined authentic texts as real life texts that are not written for pedagogic purposes. The materials that can be found in real life that considered as authentic are TV commercials, interviews, radio programs, brochures and poems. Furthermore, Laniro (2007) emphasized that 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 such as printed materials, 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. Moreover, Little and Singleton (1988, as cited in Ciornei& Dina, 2015) defined authentic text as a text that was created to fulfill some social purposes in the language community in which it was produced. The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improving not only their communication skill but also their cultural competences.

In this regards, Heitler (2005) views that authentic materials are any texts written by native English speakers for native English speakers (p. 5). Moreover, Tomlinson (1998) ascertains that an authentic text is “a text not written or spoken for language teaching purposes. Likewise, Kramsh (1993) adds “the term ‘authentic’ has been used as a reaction against the prefabricated artificial language of textbooks and

instructional dialogues; it refers to the way language is used in non-pedagogic, natural communication. In the same respect, Little and Singleton (1988) declares that an authentic text is a text that was created to fulfill some social purpose in the language community in which it was produced. In the same line, Harmer (1991) defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”. Likewise, Sanderson (1999) complements the description of authentic materials saying that they are “materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that is written for a native English speaking audience.

In addition, many studies revealed that the four language skills are improved through using authentic materials. Harmer (1991), for instance, states that the use of authentic materials would improve and develop the learners listening and reading skills in the target language despite the heavy use of textbook materials. Moreover, Bacon and Finnemann (1990) clarified that authentic materials would improve the learners’ reading skills through presenting new vocabulary and expressions to language learners.

Similarly, according to Firmansyah (2015), many teachers experienced that benefits of using authentic material may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness.

According to Berardo (2006), authentic material has a positive value that make students highly motivated. The main reason for using authentic material in the classroom is to make students not only learn in the ‘safe’ area and controlled language learning environment, but also to encounter the language used in the real world.

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Moreover, Gebhard’s (1996) argues that authentic material means anything that is used to communicate. The language in non-authentic material text is artificial and unvaried, concentrating on something that has to be taught.

Authentic materials are essential for the learners because it helps to update the recent ideas, skills, knowledge in the related field. Through authentic materials, teachers can encourage students to learn target language collaboratively and effectively. With the help of this, the teacher can easily teach students the real pronunciation of the target language and make them able to understand the different cultural and ethical works (i.e. rules and regulation. thus, teachers should use the authentic materials to develop the inner capacity of the students to do better in target language learning. Gebhard (1996) sees that authentic materials as a way to 'contextualize' language learning.

Types of authentic materials. 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 (objects), printed text (books, newspapers, articles, journals), images (photographs, posters), multimedia (audio tapes, video tapes, CD' s, DVD' s, computers based programs), etc. Authentic materials are not created specifically to be used in the classroom, but they may be excellent learning tools for students because they are authentic.

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. They are discussed as bellow in detail.

Print authentic materials. The materials which are authentic and found in the printed form are called printed authentic materials. These materials are not specially designed for the classroom teaching purposes. However, they can be used by the teachers and students inside the classroom to make teaching and learning more real. Melvin and Stout (1987, p. 12) have listed some example of the types of print materials. They are- 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

Auditory authentic materials. The materials which are authentic and prepared for listening purpose are called auditory authentic materials. These materials are not

specially designed for the classroom teaching purposes. However, teachers can use them to develop the listening and speaking skills of the students. Moreover, students also can learn the gestures and postures of the real speaker and learn accordingly. Melvin and Stout (1987, p. 12) have listed some example of the types of auditory materials are Phone messages, radio broadcasts, podcasts, E-books, movies, videos and DVDs and Television programs.

The above mentioned types of authentic materials can be employed by the teachers according to the contents or subject matter, time and needs of the students.

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:

-) 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.
-) Authentic Visual Materials: This includes slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, and silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
-) 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.
-) 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.

In other divisions, according to Laniro (2007) there are two main categories of authentic materials. They are print materials and audimaterials. Using both of the

types can benefit English teaching and learning process in English Second Language (ESL) Classrooms, and the materials are very useful to be used by teachers and learners in their classroom.

-) Print materials, these 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.
-) Auditory materials, these materials include phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDs, television programs.

Advantages and disadvantages of using authentic materials in English classroom. According to Heilter (2018) there are five main points of advantages of using authentic materials in teaching English. They are such as:

Authentic materials provide exposure to real language Authentic materials provide learners a real language in the real context of the target language use in real life. When teachers and students use the materials for learning, they will realize directly the connection between the language that is used in classroom and the language that is used in real life situation. According to Gebhard (1996, as cited in Al Azri& Al-Rashdi, 2014) authentic materials "contextualize" the language learning. In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world. Moreover, Guariento and Morley (2001) stated that using authentic materials helps students more effective in increasing their communication ability in the target language. They will be easy to interact and communicate with other people even if they are native speakers.

Authentic materials have a positive effect on learners' motivation Using authentic materials also increase students' motivation in learning English. Ciornei& Dina (2014) stated that naturally teachers and students are interested in using authentic texts. In addition, the materials can motivated the students because they can learn some materials which is real that are designed for native speakers, so that the materials can enable them to learn more confidently and extensively outside classroom.

Authentic materials relate more closely to learners' needs. Authentic materials can provide learning objectives which suit what students' need in classroom to learn, and also what they need for their real life situation. The materials may provide the core of a very specialized course if the course objective is, for example, to develop skills for reading manuals, instructions, contracts, or financial reports, or to develop letter-writing or report-writing skill (Hussein, 2013). Moreover, students can improve their practical skills and gain benefits when they work cooperatively and communicatively with friends, parents or more advanced people like teachers, in school and non-school settings. Therefore, the material not only can affect the progress of their language skills in classroom but also outside classroom where they must face the real life experience. As the result, they will more understand how the language is really used in daily life.

They provide authentic cultural information. A language can reflect the cultural values of native society of the language which is spoken. That means that someone who learn the language purposively or not purposively he will learn also the culture of the society where the language is spoken daily. The cultural value will be more exposed in the language if the language learning process through using authentic materials. Sherman (2003) stated that authentic materials are important because in fact they are a window into culture. Al-Azri & Al-Rashdi, 2014 claimed that using authentic reading materials helps to improve the learners' cultural awareness. That because the materials are designed for the native society of the language which definitely the materials must be suit their language context and their cultural values.

Authentic Materials encourage teachers to adopt effective teaching methods. The use of authentic materials in classroom not only can benefit for students in enhancing their language skill but also can benefit for teacher in creating creative and effective teaching approach. They can use different learning activities and technique by using many different types of authentic materials which can be suited with the students' needs or pedagogical needs. Teachers can adopt their use of authentic materials to suit the age and language proficiency level of the students.

Disadvantages of using authentic materials. There are three main disadvantages of authentic materials that have been discussed by many scholars recently.

Demotivating low level students. Although authentic materials can affect students motivation in learning English, but the use of the materials can also affect demotivation of learning for students, particularly for low level students. According to Kilickaya (2004) using authentic materials for low level students frustrate and demotivate them, since the lack of skills and vocabulary that they have which do not deal successfully with the presented text. Moreover, Guariento and Morley (2001) stated that the use of authentic text at lower level may not only prevent students from responding in meaningful ways, but can also cause them to feel frustrated, confused, and demotivated.

Unsuitability at the early stage of acquisition. Authentic materials may have too many complex language structures and vocabulary. Therefore, the materials may cause the unsuitability of use at lower level students'. The level of vocabulary and structures which are more complex might not be relevant to the students' immediate needs. They felt difficult to decode texts that are presented in classroom. Richards (2001) stated that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Furthermore, Martinez (2002, as cited in Al-Azri and Al-Rashdi, 2014) claimed that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.

Requiring plenty of time and relevant knowledge. Using authentic materials sometimes consume a lot of time to select and to present in the classroom. Miller (2005, as cited in Al-Azri and Al-Rashdi, 2014) stated that to select, edit, and prepare authentic materials are too difficult and time consuming. In preparing the materials, teachers need to consider some criteria in choosing proper and suitable materials which suit the level and the needs of their student that definitely the preparation takes more time. In addition, way the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students.

Thus, besides requiring a lot of time, using authentic materials also require relevant knowledge of the user about what are presented in the materials. Since, authentic materials may be too culturally biased, so the user must have some knowledge and cultural understanding about the content of the materials. According to Martinez (2002) authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. For examples, in teaching headlines, adverts, signs, etc. Teachers must require some good knowledge of the cultural background when using them to avoid misperception and misunderstanding in the learning process

Selection and sources of authentic materials. Authentic materials are inevitable for English language teaching and learning. However, the selection of appropriate authentic material and its appropriate use determine the teaching learning activities and increase its importance in English classroom. It means if the teacher selects appropriate authentic materials in right time according the level of students then its use become effective and fruitful in ELT classroom. In this regard, Berardo (2006, as cited in Akbari&Razavi, 2015) argues that authentic texts must be chosen based on suitability of content, exploitability, and readability. He also believes that the content is suitable if it interests the students and is appropriate to their needs and abilities.

Moreover, Bacon and Finneman (1990, as cited in Akbari&Razavi, 2015) also assert that the authentic texts should be culturally relevant to the students' experience. Furthermore, the way the authentic text is used to develop the students' competence and how it can be broken for teaching purposes is called exploitability. Finally, the language of the text and the structural and lexical difficulty refers to readability. Thus, while selecting the authentic materials, teachers should consider many things such as appropriate size of the text, its' relevancy and students level.

Teacher can use different sources of authentic materials. The sources of authentic materials (whether spoken or written) are endless. The most common sources of authentic materials according to Akbari and Razavi, (2015), are newspapers, magazines, TV, video, radio, literature, and the internet. The most commonly sources of authentic materials to be used are newspapers, magazines, TV, video, radio, literature, and the internet (Omid&Azam, 2016). Furthermore, according

to Hussein (2013) the most common sources are newspapers, magazines, TV programs, movies, Video / DVD, radio and recordings, songs, rhymes and poems, pictures, charts, diagrams, advertisements. The uses of these materials becomes difficult sometime and vice-versa. For example although radio is easy to use, the comprehensibility of its input is the most difficult for language learners because all non-verbal information like movement of the picture, gestures and postures, are missed in it. But, it becomes easy while using TV and videos. TV and video are easier for the language learners to comprehend because pictures, movements, colours and body language of TV and video, unlike radio, allow learners to access non-verbal information. Among the sources, internet is the most useful source due to it is continuously updated and more visually stimulating as well as being more interactive. The Internet is a modern day reality, since most students use it. For teachers, using internet gives the easiest access for them to find endless different types of materials.

Similarly, the internet is assumed the most useful source (Berardo, 2006, as cited in Akbari&Razavi, 2015). As printed materials date very quickly, the internet is always updated, is interactive, and provides visual stimulation. Moreover, comparing to the other sources, the internet is more useful. Because, teachers can get articles, audio clips podcasts and videos from the internet. However, Miller (2003, as cited in Akbari&Razavi, 2015) states that TV is the most used medium for obtaining authentic listening materials for language instruction.

Finally, authentic materials help students to bridge the gap between the classroom and the outside world. When teachers know learners' needs, they can use appropriate authentic materials to meet their goals. Regarding the selection and source of authentic materials, teachers need to be conscious, active and up to date. Similarly, they need to select appropriate authentic materials based on the subject matters and students' level of understanding. They also have to be well familiar with different recent ideas, sources, and techniques and so on for better and meaningful English language teaching and learning inside the classroom where the environment of teaching and learning becomes impressive and positive.

Roles of authentic materials. Authentic materials play a very significant role English language teaching. With the help of materials, teachers can make the complex text easier and clear. Bitchener (2006, p. 48) views that 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.

Authentic materials mean “exposure to real language and its use in its own community” (Widdowson, 1990). In the same way, Sanderson (1999) states that authentic materials are materials that we can use in the classroom and that have not been changed in any way for ESL students. Teachers can use several kinds of teaching materials in order to make teaching learning activities entertaining, effective, interesting and successful. For examples, chalkboard, flannel board, songs, pocket charts, realia, pictures, games etc. are the teaching aids and materials widely used in the field of language teaching.

Authentic materials have different roles in ELT classroom. Authentic materials bring learners into direct contact with a reality level of English language learning. Authentic materials drawn from periodicals are always up-to-date and constantly being updated. Similarly, authentic materials from a particular source tend to work in consistent areas of language. Authentic materials provide us with a source of up-to-date materials that can be directly relevant to English learners’ needs. Berardo (2006, p. 64) lists the advantages of using authentic materials as follows:

-) Having a positive effect on student motivation
-) Giving authentic cultural information
-) Exposing students to real language
-) Relating more closely to students’ needs
-) Supporting a more creative approach to teaching

Similarly, some of the specific roles of authentic materials are as follow:

-) Authentic materials enable the students to understand and grasp the information of the text.
-) Authentic materials help the students to be familiar with the concrete meaning of the utterances of the real speakers.
-) They help teachers and students to minimize teaching and learning time.
-) They decrease the use of L1 in the classroom.

-) 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.

The uses of teaching materials brighten up the classroom and bring more variety and interest into the language lesson. Their use creates positive effect on student motivation. Similarly, they also give authentic cultural information to the students. They provide more creative approaches to language teaching.

Criteria for the selection of authentic materials. The appropriate use and selection of the authentic material determine its importance and effectiveness in English language classroom. If the authentic material is not selected appropriately then its use may not bring expected change in students learning. Students may not get real exposure according their needs and level. It means the selection of authentic materials should be based on certain criteria. Karpova (1999) provides a list of the criteria which need to be considered when selecting authentic materials. They are as below:

-) Content: the content of authentic materials has to be appropriate for learners' age, interest, needs, and goals.
-) Tasks: tasks must be sequenced and differentiated and must include communicative and cognitive procedures so that the learners' background and new knowledge can be integrated.
-) Teacher-learner relationship: the materials must be structured in a way that a reciprocal interaction between the instructor and the learner takes place.
-) Learning strategies: cognitive abilities of the learners must be improved by paying attention to learning strategies.
-) Learning environment: the environment provided must in a way encourage "risk taking and idea sharing".
-) Social Values and Attitudes: authentic materials must be a reflection of social values and attitudes.
-) Culture issue: authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness".

Furthermore, Valencia (1991) reports some other guidelines in choosing authentic materials. These guidelines include choosing materials with themes and ideas which are of importance, which contain real world experiences and which have applications inside and outside the classroom. Also the materials must be sensitive to the developmental progress of the students and higher levels of thinking must accompany when instructing authentic materials are taught. In addition, Nuttal (1996, as cited in Hussein, 2013) defined that there are three main criteria in choosing authentic materials to be used in language classroom, they are:

-) Suitability of content, this criterion can be considered to be the most important of the three. This means the materials should interest the students, suit their needs, and motivate them.
-) Exploitability, this criterion refers to how the materials can be used to develop the students' competence as learners. A text which cannot be exploited for teaching purposes has no use in the classroom. Only because it is in English does not mean that it can be useful.
-) Readability, this criterion refers to the difficulty and complexity of a material. The materials should not contain too difficult or demanding words and structures. It must suit the learners' level. Otherwise, it might de-motivate the learners and have a negative effect.

Moreover, Berardo (2006) added there are two more important criteria that need to be considered by teachers when choosing authentic materials, they are:

-) Variety, the different types of materials that are used in a classroom can affect learning activities and task more interesting.
-) Presentation, the materials that are selected must be able to be presented. By presenting the materials especially in an authentic context that can attract learners' attention and interest more.

In conclusion, it can be said that although authentic materials are abundant, the selection to fit them into the learning and teaching context is not accomplished effortlessly. While selecting any text as authentic material first and foremost, learners' language level must be considered and texts must be carefully examined for their

lexical and structural difficulty. Moreover, to choose appropriate themes and topics, learners' needs and interests are required to be reflected on.

Authentic materials in Nepalese context. Authentic materials also have been explored by some researchers in Nepal. It reveals the effectiveness of the implementation in four skills; reading, listening, speaking and reading. . Based on the study the survey reported that the overall situation of using authentic materials was quite deplorable but it isn't used effectively .In our context even most teachers know the importance of authentic materials but they don't use them for the reasons that preparation or selection of them could be time taking and difficult. That is the reason English language is bounded by textbook. Most of the teachers rely on textbook which focus students' attention on grammatical structure. Teaching practice are based on teacher –talk and student-listen routines as suggested by Cheung (2001) which is the main cause to develop genuine interest in learning English .So students are demotivate to learn language .In our context learning or teaching English generally mean learning grammatical rules and vocabulary items and so on.

Empirical Review of Related Literature

There are many researches that have been carried out in the field of academic writing and career development. Some of them which have entirely related to my study are reviewed in this section.

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 had selected the sixth grade students of government 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.

Similarly, Pandey (2004) conducted a 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. In order to achieve the objective, he selected fifty four students of grade ten as a sample. He carried out an

experimental research to get the authentic data. Finally, he 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 the study was to find out the effectiveness of authentic materials in teaching reading comprehension. In order to achieve the objective, he collected data from the sampled population of thirty two students. He carried out an experimental research to measure the effectiveness of the authentic materials. He found that an authentic material (newspapers) has positive effect in teaching reading comprehension.

Moreover, 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. In order to achieve the objective, she selected the students of grade nine. She conducted an experimental research design. The overall findings of the study showed that uses of extra supplementary teaching materials have a positive impact in developing writing skills.

In the same way, Bahrani and Sim (2012) conducted a research entitled "Audio visual news, cartoons, and films as source of authentic language input and language proficiency enhancement". The study aimed at discovering the effectiveness of exposure to news, cartoons, and films as three different types of authentic audio visual programs on improving the language proficiency of low level language learners. Sixty low level language learners were selected based on a language proficiency test and were assigned into three groups as group one, two, and three randomly. They used experimental research design for 10 days. The results showed that audio visual programs generally are a great source of language input for teaching purposes. However, more caution should be given to the selection of the type of audio visual programs for low level proficiency learners.

Firmansyah (2015) conducted a research on "Students' perception on the use of authentic materials in senior high school". This study aims to find out the senior high school students' perception on the use of materials (authentic and non-authentic) in the classroom. This research observed the perceptions of 10 first-grade students of

a Senior High School on the use of authentic and non-authentic materials. They were taught using both materials, authentic and non-authentic. After that, to collect the data, they were asked to fill in the questionnaire (Likert Scale). Then, the data were analysed based on two different categories proposed by Peacock (1997) which covered overall class interest and enthusiasm and self-reported interest & enthusiasm. The result of the study indicated that authentic and non-authentic materials had their own benefit. The students indicated that the authentic materials slightly higher than the non-authentic ones.

Similarly, Akbari and Razavi (2015) conducted a research entitled “Using authentic materials in the foreign language classrooms: Teachers’ perspectives in EFL classes”. This paper attempted to investigate Iranian EFL teachers’ attitudes and beliefs regarding the use of authentic materials at high school level in Iran according to communicative language principles, focusing on both reading and listening skills. The questionnaires were analysed in terms of frequency and percentage by means of the statistical package SPSS. The sample was fifty-seven female and male English teachers, who teach in high schools and took apart in teacher training course (TTC) with CLT framework. The researcher found that English teachers had a positive attitude toward presenting authentic materials in the classroom.

Though, the above mentioned scholars have conducted their research on different topic, no one has conducted a research to find out the appropriateness of using authentic materials from teachers’ perception and to investigate the role of authentic materials in English classroom. Thus, to study the different perspectives of teachers and roles of authentic materials, I have selected this topic.

Implications of Review for the Study

There are many researches that have been carried out in the field authentic materials. Some of them which are entirely related to my study are reviewed in this section.

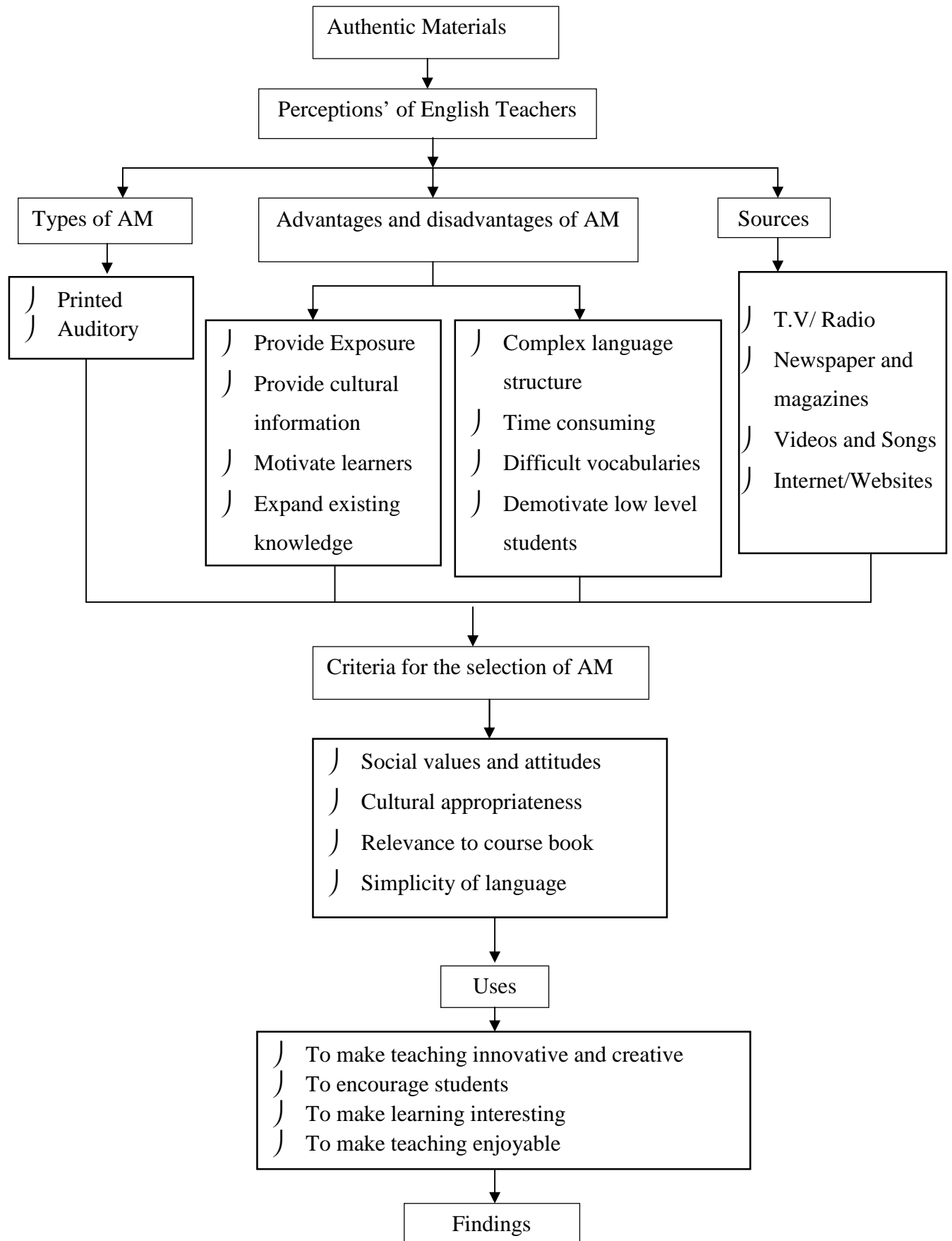
The book of Heitler (2005), article of Akbari and Razavi (2015), the journal of Tamo (2009) and helped me to understand different ideas related to the role, sources, types advantages, criteria etc. and procedures of using authentic materials. Similarly,

the study of Heitler (2005) assisted me in understanding the practices of authentic materials. Moreover, Akbari and Razavi (2015), made me understand clearly the different scenario of authentic materials of different countries.

On the other hand, the research conducted by Firmansyah (2015) helped to design the research design, ways of selecting the participants, etc. Similarly, the study of Bahrani and Sim (2012) made me familiar with the procedures of collecting data and its analysis. Finally, the study done by Ghimire (2007) and Chapagain (1999) disclose the fact of Nepalese context of authentic materials in Nepal and to design the questionnaire.

Conceptual Framework

Conceptual framework is very important for the researchers in the sense that it provides visual representation of the work. The main purpose of this conceptual framework is to show the relationship among various concept and variables of the study. On the basis of all reviewed documents I have developed the following conceptual framework to process this study ahead.



As we know authentic materials are real or genuine materials which expose learners to real world. Authentic materials are not prepared for pedagogical purpose and not specified in curriculum. Well in this conceptual framework, I have present the perception of teacher in different variable like, how teachers perceives authentic materials?, types of authentic materials, what kind of advantages and disadvantages that teachers get while using authentic materials and sources of authentic materials that I have present under teachers perception. Then after it what kind of criteria that teachers have to follow while choosing authentic materials, uses and challenges of authentic materials and finally I have showed finding of authentic materials in this conceptual framework.

Chapter 3

Method and Procedure of the Study

To complete the study, I have followed the following methods and procedures.

Design of the Study

A research design is a systematic, structural schema and strategy of investigation or gathering information to support the study by including the truth evidence. Research is a way to find out the solution of the problem. Burrns (1994, p.2) as cited in Kumar (2014) defines research as ‘a systematic investigation to find answers to a problem’. Similarly, Kothari (2002) opines, “A research is an art of scientific investigation”. Likewise, Kumar (2014, p. 9) states, “Research techniques, procedures and methods that form the body of the research methodology are applied to the collection of information about various aspects of a situation, issue, or problem.”

The researcher conducted survey research design to achieve the objectives of the study. Survey research design is commonly used research in educational research. Survey is the quantitative research design in which the researcher selects a sample of respondents from a population and administers standardized questionnaire to them. Survey is the method of collecting data or information from the individuals. It is carried out in large number of population to find their beliefs, attitudes and perceptions. The collected data are analyzed numerically with the help of different statistical tools such as mean, median, mode, standard deviation and so on.

In the words of Kerlingar (1986), survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incident, distribution and inter-relationship of social and psychological variables.

Therefore, Survey is very useful method to collect the data in large and small population to discover and find the inter-relationship between different variables. It gathers standardized data and the finding of survey research can be generalized in

large population. Therefore, in this research study the researcher chose to adopt survey research design to fulfill the objectives of this study.

Population, Sample and Sampling Strategy

All the English teachers of secondary level of Kirtipur were the population of this study. Among them, fifty teachers were selected as sample by using purposive non random sampling procedure.

Research Tools

The tools are the effective means for data collection. The research tools must be valid, reliable and economy so that the data obtain from the tools were valid and reliable and gives actual information. In this study, the researcher used a set of questionnaire as a tool of data collection in which both open and closed ended questionnaire were included.

Sources of Data

I have used both primary as well as secondary source of data to collect required information. The primary source of data collected with the help of open and close indeed questionnaire. Similarly, the secondary source of data were books, articles, journals, thesis, websites, magazines and materials available in the internet related to this study. Secondary source was used in the theoretical part of the research.

Data Collection Procedures

The researcher adopted the following stepwise methodological procedures to collect the require data.

At first, the researcher prepared research tools, and then prepare for the field visit. Then, the researcher visited the field and talk to the school administration to clarify the purpose of the visit. Then, the researcher visited to the teachers of secondary level of Kirtipur, and build good rapport with them. Then, the researcher did not consult and explain them about the purpose of the study and request them to take a part in it. The researcher used English language to communicate with

respondents and when necessary Nepali language also used. The researcher assured them about the confidentiality in terms of ethics regarding the obtained information through questionnaire. Then, the researcher distributed the questionnaire by explaining the process of filling the questionnaire. After a week, the researcher collected the questionnaire from the teachers. After collecting the questionnaire, the researcher thanked all the participants heartily for their kind co-operation.

Data Analysis and Interpretation Procedures

Analysis and interpretation of data is very important aspect of any research study. If, collected data is not analyzed and interpreted properly the finding of the study will not be valid and reliable. The process of data analysis and interpretation is different according to the nature of the research. In this study data analyzed by using different statistical tools such as percent, table and interpret descriptively.

Ethical Considerations

Ethical consideration is very important issue that should be concluded in the research study. All profession are guided by some sort of code of ethics that has evolved over the years to accommodate the changing ethos, values, needs, and expectations of those who had a stake in the profession. According to the Collins Dictionary (1979:502), ethical means 'in accordance with principles of conduct that are considered correct, especially those of a given profession or group.' Ethical consideration helps research study to avoid the possibility of causing harm to participants, to maintain the confidentiality, avoiding biasness, preventing incorrect reporting, avoiding inappropriate use of information, preventing the misuse of information and so on. So, to avoid all these things or to make this research confidentiality, bias less and effective the researcher followed following ethical consideration.

At first, the researcher informed the information about the purpose of the study.

-) The researcher maintained confidentiality regarding the information of respondents.

-) The researcher did not use the data for any other purpose except for this study without permission of respondents.
-) The researcher did not make manipulation in collected data.
-) The researcher did not ask any questions that directly or indirectly harm to informants while collecting data.
-) The researcher did not seek any sensitive information from the respondents.
-) The researcher did not analyze data subjectively and it was bias less.
-) The researcher did fully pay attention on accuracy, validity, reliable, honesty and truthfulness of data in this study.

Chapter 4

Analysis and Interpretation of Data

This chapter is mainly concerned with analysis and interpretation of the collected data. The data were analyzed, tabulated and interpreted to find out the “English Teachers’ Perceptions towards Use of Authentic Materials at Secondary Level.” The researcher has presented, analyzed interpreted and tabulated the data by using simple statistical tools. It includes the process of organizing, summarizing, and synthesizing the data to find the results and conclusion of the study. The researcher has analyzed and interpreted the data quantitatively and descriptively.

Analysis of Data and Interpretation of Results

After collecting the data, it was analyzed and interpreted to find out “English Teachers’ Perceptions towards Use of Authentic Materials in Secondary Level.” Altogether thirty two questions were asked through the questionnaire. Among them twenty-eight were closed-ended and four were open- ended questions. The data are tabulated, analyzed and interpreted in terms of the responses of all students.

Analysis of closed-ended questions. The analysis and interpretations of Closed-ended questions have been subsumed in the following major themes.

-) Perceptions towards the authentic materials
-) Perceptions towards the Prerequisites for authentic materials
-) Perceptions towards the Practice of authentic materials
-) Perceptions towards the Uses of authentic materials

In this section the gathered data are analyzed and presented on the table on the various heading related to the perceptions of the teachers towards the authentic materials in English language teaching. To find out the teachers perception towards authentic materials, eleven different questions had been asked. The items and their respected percentage are presented in the table below:

Table 1

Teachers' Perceptions towards the Authentic Materials

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Expose to real language	12	24	38	76	5	10	-	-	-	-
2	Makes learning easier	18	36	25	50			5	10	2	4
3	Student feel more active	20	40%	23	46%	-	-	7	14%	-	-
4	Complex language and vocabularies cause burden	29	58%	16	32%	3	6%	7	14%	-	-
5	Improve quality of teaching and learning	14	28%	23	46%	2	4%	6	12%	5	10%
6	Help in language learning	25	50%	20	40%			5	10%	-	-
7	Provide cultural information	22	44%	25	50%	-	-	3	6%	-	-
8	Encourage teachers to adopt effective teaching methods	10	20%	15	30%	4	8%	12	24%	9	18%
9	Need plenty of time and relevant knowledge	15	30%	18	36%	3	6%	9	18%	6	12%
10	Culturally biased	17	34%	19	38%	4	8%	7	14%	3	6%
11	Expand existing knowledge	23	46%	18	36%	2	4%	4	8%	3	6%

S.N	Statements	Responses							
		Only textbook		Authentic materials		Both textbook and authentic materials		Depends on their need	
		No.	%	No.	%	No.	%	No.	%
12	Students prefer to read authentic materials or textbook	21	42%	5	10%	7	14%	18	36%

As mentioned above table all the items are related to the perception of authentic materials. The first item was 'AM expose students to real language'. On the basis of data 90% teachers believed that authentic materials expose students to real language. Among them 20% teachers strongly agreed and 35% teachers agreed, where 5% teachers were neutral. The data shows positive perception towards authentic materials expose students to real language.

Similarly the second item was 'AM makes learning easier'. On the basis of collected data by the respondent's 86% teachers opined that authentic materials make learning easier. Out of them 36% teachers agreed and 50% teachers strongly agreed. Where 10% teachers disagreed and 4% teachers strongly disagreed. The collected data shows that maximum number of teachers agreed that authentic materials make learning easy.

Likewise the third item was 'Students feel more active while using AM in ELT class. On the basis of data 86% teachers viewed that student's feel more active in learning. Among them 40% teachers agreed and 46% teachers strongly agreed where as 14% teachers disagreed on this statements. The collected data showed authentic materials make students more active and energetic.

Similarly the fourth item was 'AM contain complex language and vocabularies.' On the given statement 82% teachers opined authentic materials cause burden due to complex language vocabularies. Among them 50% agreed and 32% strongly agreed. Whereas 4% were neutral and 12% teachers expressed disagree on the given statement. On the basis of collected data teacher viewed authentic materials contain difficult vocabularies and language structure which cause burden to students.

Likewise the fifth item was 'Authentic materials improve quality of teaching and learning. The item related to the quality of teaching that increase by using authentic materials. The collected data showed 74% teachers were positive on the statements. Among them 285 teachers agreed and 46% teachers strongly agreed on the given item. Whereas 4% were neutral and 12% disagreed and 10% strongly disagreed on the statements. The data shows that maximum numbers of teachers believed that authentic materials improve quality of teaching and learning.

Similarly, the sixth item was asked about authentic materials help in language learning of both teachers and students. On the basis of given data 90% teachers showed positive response on the given item. Among them 50% agreed and 40% teachers strongly agreed. Whereas 10% teachers disagreed on the given items. On the basis of collected data maximum teachers believed authentic materials also help in language learning.

Likewise, the seventh item was asked about 'Authentic materials provide cultural information.' On the basis of data 94% teachers opined authentic materials provide cultural information. Among them 44/% teachers agreed 50% teachers strongly agreed whereas 6% teachers were neutral. The data revealed teachers are aware of the fact that authentic materials provide cultural information.

Similarly the eighth item was asked about 'authentic materials encourage teachers it adopt effective methods. On the given items 50% teachers strongly agreed and 30% teachers agreed. Whereas 8% were neutral 24% disagreed and 18% strongly disagreed on this item. The data reveled most of the teachers viewed authentic materials encourage teachers to adopt effective methods.

The tenth item was asked that 'authentic materials are often culturally biased.' The collected data showed that 72% teachers showed positive response on given item. Among them 34% teachers agreed 38% teachers strongly agreed and 8% stayed neutral. Whereas 14% disagreed and 6% strongly disagreed on the given item. The data showed authentic materials are culturally biased which is very true.

Similarly the eleventh item was about authentic materials help teachers to expand existing knowledge. On the basis of given data 82% teachers showed positive response on the given item. Among them 46% teachers agree and 36% teachers strongly agreed and 4% stayed neutral. Whereas 8% teachers disagreed and 6% strongly disagreed on the given item. The data showed most of the teachers believed authentic materials help teachers to expand existing knowledge.

Likewise the twelve item was asked about 'Student prefer to read textbook or authentic materials'. Among them 42% teachers believed that students prefer to read only textbook, 10% teachers believed student preferred to read authentic materials

and 14% teachers believed students preferred to read both textbook and authentic materials and 36% teachers believed it depends on students need. The data shows most of the teachers find students prefer to read authentic materials on the basis of content they are reading.

In nutshell, the maximum of teachers showed positive attitude towards using authentic materials in English class. Teachers perceived authentic materials which expose to reality, makes learning easier and motivated. It helps to improve quality of teaching and learning.

Table 2

Pre-requisite of Authentic Materials

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Sources are not available	12	24%	6	12%	2	4%	8	16%	22	44%
2	Teachers need training to deal authentic materials	10	20%	23	46%	2	4%	9	18%	6	12%
3	School administration should provide authentic materials	16	32%	24	48%	5	10%	3	6%	2	4%
4	Newspaper and magazines are best sources in ELT class	17	34%	20	40%	4	8%	5	10%	4	8%

S.N	Statements	Reference		Journal and newspaper		Video		Book	
		No.	%	No.	%	No.	%	No.	%
5	Most effective authentic materials	7	14%	17	34%	10	20%	16	32%

S.N	Statements	Responses							
		Listening		Speaking		Reading		Writing	
		No.	%	No.	%	No.	%	No.	%
6	Develop language skills	13	26%	12	24%	15	30%	10	20%

The table two shows teachers attitudes towards prerequisite elements for authentic materials. The first item was ‘sources of authentic materials aren’t easily available’. On the basis of data 76% teachers opined that they didn’t find any difficulties to arranged authentic materials in language classroom. Among them 44% teachers agreed 32% teachers strongly agreed and 6% teachers neutral. Whereas 18% teachers disagreed on the statement. The data shows teachers feel less difficulties to arranged authentic materials in the classroom.

Likewise the second item was asked about ‘teachers need training to deal with authentic materials.’ The data shows 66% teachers believed that teachers should take training to deal with authentic materials. Among them 20% teachers agreed and 46% teachers strongly agreed and 4% teachers were neutral. Whereas 18% teachers were disagreed and 12% were strongly disagreed on the given item.

Similarly the third item was asked about ‘School administration should provide authentic materials in ELT class’ .On the given item 80% teachers opined that school administration should provide authentic materials. Among them 32% teachers’ agreed and 48% strongly agreed and 10% stayed neutral. Whereas 6% teachers disagreed and 4% teachers strongly disagreed on the given item.

Likewise, the fourth item was asked about ‘newspaper and magazines are best sources in ELT classroom.’ On the given items 74% teachers opined positive response on the given statements. Among them 44% teacher agreed and 10% teacher strongly agreed and 10% teacher neutral. Whereas 6% teacher disagreed on the given item.

The fifth item was asked about ‘Which can be most effective authentic materials?’ The data from the table showed 40% teacher responded on ‘reference’, 34% teachers responded on ‘general’, 20% responded on ‘video’ and 32% teacher responded on ‘book’.

The sixth item was asked about ‘Which language skill authentic materials focus most?’ On the given item 26% teachers focus on listening skill, 24% teachers focus on speaking skill, 30% teachers focus on reading skill and 20% teachers focus on writing skill.

In nutshell, the maximum of teachers believed sources are not easily available and school administration should responsible for the sources as well as teachers training to deal with authentic materials. The maximum of teachers take authentic materials as most effective authentic materials which also helpful to develop language skill of teachers and students.

Table 3

Practice towards the Authentic Materials

Statements	Responses							
	Always		Often		Sometime		Never	
	No.	%	No.	%	No.	%	No.	%
Regularity of using authentic materials in ELT class	7	8%	10	20%	27	54%	6	12%
Asking question from authentic materials	3	6%	19	38%	25	50%	3	6%
Encourage students to read novel and story	15	30%	28	56%	7	14%	-	-
Habit of reading newspaper or not	40	80%	7	14%	3	6%	-	-

S.N	Statements	Responses							
		Reading newspaper		Listening to music		Reading novel and stories		Designing the authentic materials	
		No.	%	No.	%	No.	%	No.	%
5	Teachers spent leisure time	40	80%	-	-	7	14%	3	6%

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
6	Understanding the language newspaper and magazines	40	80%	8	16%	-	-	2	4%	-	-

The table shows practice of authentic materials in ELT class. The first item is about how often teachers used authentic materials in ELT classroom. On the basis of data 8% teachers always used authentic materials, 48% teachers often used authentic materials, 44% teachers used authentic materials sometime in ELT class.

Likewise the second item was asked about 'How often students asked question from authentic materials?' Among them 6% percent responded on always 38% teachers responded on sometime 50% teachers responded on often and 65 teachers responded on never.

Similarly the third item was about 'How often teachers encourage students to read and Nobel and stories. 'On the given item 30% teachers' responded on always 56% teachers responded on often 14% teachers responded on sometime.

Similarly the fourth item was about 'Teachers have habit of reading newspaper or not?' On the given items 80% teachers responded on always, 14% teachers responded on often, 6% teachers responded on sometimes. The data shows most of the teachers read newspaper always.

Likewise the fifth item was about ‘Did teachers spend their leaser time?’ On the given items 80% teachers responded on reading newspaper, 40% teachers responded on reading noble and stories and 6% responded on designing teaching materials.

Similarly the sixth item was about ‘Student feel difficulties to understand the language of newspaper and magazine on the given item 80% teachers agreed and 16% teachers strongly agreed. Whereas 4% teachers disagreed on the given items.

To sum up, the data revealed most of the teachers sometime use authentic materials, where as teachers also encourage to read authentic materials often. Research showed teacher spent their leisure time by reading newspaper mostly and they also encourage their students to read newspaper always.

Table 4

Uses of Authentic Materials

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Provide cultural language awareness	20	40%	23	46%	7	14%	-	-	-	-
2	Encourage students to learn target language	11	22%	24	48%	5	10%	7	14%	3	6%
3	Help to bridge the gap between taught language and used language	18	36%	25	50%	2	4%	5	10%	-	-
4	Develop the creativity among learners	9	18%	35	70%	-	-	4	8%	2	4%

The table fifth shows the uses of authentic materials in ELT class. To find out the relevance of authentic materials different items has been asked .The first item that was asked to responded was ‘Authentic materials provide cultural language awareness of native society of author’. In this item 86% teachers shows positive response .Among them 40% agreed, 46% strongly agreed and 14% stayed neutral on the given item.

Similarly the second item was ‘Authentic material help teachers to learn target language collaboratively’ .In this item 70% showed positive response among them 22% teachers agreed and 48% teachers strongly agreed. Whereas 10% teachers were neutral, 40% teachers disagreed and 6% teachers strongly disagreed.

In the same way the third item was asked to respondents was ‘Authentic materials help to bridge the gap between language being taught and language used in real situations. Among them 36% teachers agreed and 50% strongly agreed. Whereas 4% teachers were neutral and 10% teachers are disagreed on given item.

Likewise the fourth item was ‘Authentic materials develop creativity among the learners and teachers .In this item 88% teachers opined that authentic materials develop the creativity among the learners and teachers .Among them 18% teachers agreed and 70% teachers strongly agreed. Whereas 8% teachers disagreed and 4% teachers were disagreed.

To sum up, the majority of teachers perceived that authentic materials develop creativity between among the learners and teachers. The data reveled teachers most of the teachers believed authentic materials provide cultural information as well as cultural awareness. Throughout the research it found maximum of teachers agreed authentic materials encourage students to learn the target language and help to bridge the gap between taught language and used language.

Analysis and interpretations of open-ended questions.To find out the teachers perception towards the relevance of authentic materials three different open-ended questions has been asked to their personal and free perception towards the authentic materials. The data collected from the open-ended question has been analyzed descriptively under following thematic heading.

View of using authentic materials. The first question was asked about teachers’ perception regarding to use authentic materials in ELT classroom and the item was ‘What is your view to use authentic materials in ELT class?’ In this item teachers responded that authentic materials is any materials in English that was not created for the intentional use ion ELT class. It helps to expose learners to the language as it is spoken in the real world. Using authentic materials in ELT class

makes learning process even more engaging, motivating and imaginative for the students. One teachers responded 'I think authentic materials is available everywhere which makes it easy to find in learners on time. It helps learner to face in an English speaking environment. IN this way maximum number of teachers opened that authentic materials makes learning more active and energetic. In other way students feel uneasy to use authentic materials in ELT class due to difficult vocabulary and language structure. Well teacher should encourage learner to use authentic materials while learning.

Maximum of teacher view authentic materials as

-) expose to real language
-) help teachers expand existing knowledge
-) quality of education will improve
-) encourage teachers to adopt effective teaching methods
-) provide cultural information

Above mentioned are the responses views of teacher which given with the regarding of using authentic materials in ELT class .Maximum teacher viewed authentic materials is not specified in curriculum but expose to real language which helps to improve the quality of education.

Criteria for the selection of authentic materials. While using authentic materials in ELT class teachers have to follow some criteria which makes learning more interactive and communicative for example, if teachers use authentic materials on the basis of learners' level that learners show more attention in learning. Therefore to take teachers perception toward the criteria for the selection of authentic materials. The following item had been asked. "What kind of criteria for the selection of authentic materials would you follow? 'With regarding to this questions teacher responded 'I think teachers should use authentic materials on the basis of students need and interests. It means there should be reliability of content'. In the same question another teachers responded 'I think the materials must suit objective course of learning and authentic materials must suit basic competency of learning'. Well here are some criteria that researcher has again presented one more response of teachers

which shows what kind of criteria should teacher follow in the kind selection of authentic materials.

-) Authentic materials should select on the basis of student need, interest and level.
-) There should be reliability between materials and course objects.
-) Selected authentic materials should fit in teaching purpose
-) Selected authentic materials tend to be motivating and more up to date.
-) Selected authentic materials should match the language level of learners
-) Before selecting authentic materials teachers should be aware of richness of the materials.
-) Authentic materials must suit the basic competency of learning

In nutshell, while using authentic materials teachers should follow some criteria to make learning more interactive and interesting. Authentic materials should have criteria of suitability of content' exploitability and readability

Challenges of authentic materials. As we know authentic materials is produced by the native speakers of language and not initially design for the purpose of teaching so there is some challenges that teacher have to follow in ELT class. Authentic materials is more unfamiliar language that learners can possibly cope with .As well as they are too long complex and dense.

Well to take teachers perception about the challenges of authentic materials .In the ELT classroom, the teachers were asked questions-“What kind of challenges that teacher have to face to use authentic materials in ELT class .With the response of given question they responded ‘Authentic materials content difficult language and vocabularies which create burden and unattractive to learners’. In the same question another teacher responded ‘we have to face difficulties like we have to finish our course on time and authentic materials is time consuming. To explain the challenges of authentic materials in ELT class researcher has presented some responses of teacher.

-) It is time consuming.
-) No access of internet.

-) Teachers didn't get enough time to do some activities while using authentic materials.
-) Students feel difficulties to understand the language
-) It's too long dense and complex.
-) Teacher need relevant knowledge while using authentic materials.
-) While showing video sometime there is cut of electric power.
-) School projector are not in good quality.
-) Source aren't easily available.

Like this maximum of teachers opined that the unfamiliar language and difficult vocabulary cause burden to students. That's why they feel demotivate while learning and teachers need plenty of time and relevant knowledge to prepare authentic materials which can be another reason of distraction to use authentic materials in ELT class

Why teacher recommend authentic materials? Well teacher view authentic materials as real materials which are provided besides from textbook. It is prepared by the teachers for their teaching and it is not provided by education like textbook. In this way to take perception towards the teacher 'do teachers recommend authentic materials in ELT class, and why? With regarding to this question teacher responded that 'teacher should use authentic material in teaching to develop interest and to motivate students in learning. 'Student will feel bored if teachers only depend on textbook. In the same question another teacher responded 'if teacher will only use textbook that student will not get something new, student only get the knowledge what in the text book provide.' Well here are some more response of teachers recommend in English language class.

-) To make learning more interesting.
-) To expand the existing knowledge of teachers and students.
-) To bring newness in teaching
-) To make teaching more effective and motivate.

To sum up maximum of teachers use authentic materials in English language class. Teachers feel that there should be use of authentic materials to make learning interesting effective and qualitative.

Chapter 5

Findings, Conclusion and Recommendation

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 further research area.

Findings

Findings of the study have been analyzed and summarized as follows.

Findings of closed-ended questions. Findings of closed-ended questions are as follows:

Perceptions towards the authentic materials

-) The study showed that, authentic materials exposed students to real language, more than 90% teachers showed positive view towards authentic materials which expose students to real language
-) The majority of teachers (i.e. 86%) believed that authentic materials makes learning easier.
-) In the same way, students feel more active while using authentic materials in ELT classroom.' In this statement (i.e.40%) teachers agreed and (i.e.46%) teachers strongly agreed.
-) Similarly, the study found authentic materials contain complex language and vocabularies. In this item (i.e.50%) teachers agreed and (i.e.32%) teachers strongly agreed.
-) Similarly, the majority of teachers (i.e.74%) teachers believed that authentic materials improve quality of education.
-) In the same way, most of the teachers (i.e. 90%) showed positive attitude that authentic materials help in language learning of both teachers and students.
-) Similarly, The majority of teachers (i.e.94%) teachers opined that authentic materials provide cultural information.

- J Similarly, the study founds (i.e.50 %) teachers believed that authentic materials encourage teachers to adopt effective methods in teaching.
- J In the same way, majority of teachers (i.e.66%) teachers believed that authentic materials need plenty of time and relevant knowledge.
- J Similarly, the majority of teachers (i.e.72%) teachers opined that authentic materials are culturally biased
- J Likewise, the majority of teachers (i.e.82%) opined that authentic materials help to expand existing knowledge.
- J In the same way, teachers opined (i.e.42%) students preferred to read only textbook (i.e.10%) teachers believed students prefer to read authentic materials (i.e.14%) students preferred to read both textbook and (i.e.36%) teachers believed it depends on students need that what kind of content they are reading on the basis of that they choose authentic materials.

Perceptions towards the Pre-requisites of Authentic Materials

- J The majority of teachers (i.e. 76%) teachers opined that sources of authentic materials aren't easily available.
- J Similarly, the majority of teachers (i.e. 66%) teachers opined that teachers need training to deal with authentic materials.
- J Likewise, the majority of teachers (i.e.80%) teachers opined that school administration should provide authentic materials.
- J In the same way, the majority of teachers (i.e.74%) teachers' opined newspaper and magazines are best sources in ELT classroom.
- J Likewise, teachers (i.e. 14%) teachers opined that 'reference' as effective authentic materials, (i.e. 34%) teachers opined on 'journal and newspaper', (i.e. 20%) teachers opined on 'video' and (i.e. 32%) teachers opined on 'book'.
- J Similarly, the majority of teachers (i.e. 66%) opined that teachers need training to deal with authentic materials.
- J Likewise, the language skill authentic materials focus most on this item (i.e. 26%) teachers opined on listening skill, (i.e. 24%) teachers opined on speaking skill, (i.e. 30%) teachers opined on reading skill and (i.e. 20%) teachers opined on listening skill.

Perceptions towards the Practice of Authentic Materials

-) The majority of teachers (i.e.48%) opined that teachers use authentic materials often (i.e. 44%) teachers use authentic materials sometime, (i.e. 8%) teachers use authentic materials always.
-) Likewise, the majority of teachers (i.e.50%) teachers opined that students ask question from authentic materials often, (i.e. 38%) teachers opined sometime, (i.e. 6%) teacher opined on always, and (i.e. 6%) teachers opined on never.
-) sSimilarly, the study found that the majority of teachers (i.e.56%) teachers encourage students to read novel and story often, (i.e.30%) teachers opined on always and (i.e.14%) teachers opined on sometime.
-) In the same way, it is found that the maximum of teachers (i.e.80%) teachers opined that they have habit of reading newspaper always, (i.e.14%) teachers opined on often and (i.e.6%) teachers opined on sometime.
-) In the same way the majority of teachers (i.e.80%) teachers opined that they spend their lessor time by reading newspaper, (i.e.14%) teachers spent their lessor time reading novel and story, (i.e.6%) teachers opined on designing authentic materials.
-) Likewise, maximum number of teachers (i.e.80%) teachers' opined students feel difficulties to understand the language of newspaper and magazines.

Perceptions towards the Uses of Authentic materials

-) The study shows that, the majority of teachers (i.e.86%) opined 'authentic materials provide language awareness of native society of author.
-) In the same way, (i.e.70%) teachers opined authentic materials encourage students to learn target language collaboratively and effectively.
-) Similarly, the majority of teachers (i.e.86%) teachers opined that authentic materials help to bridge the gap between language been taught and language used in real situation.
-) In the same way the majority of teachers (i.e.88%) teachers opined authentic materials develop the creativity among the learners and teachers.

Findings of open-ended questions. Findings of open ended questions are as follows:

-) Authentic materials provide learners a real language in real context of target language use in real life. It should be practiced in ELT classroom to improve the quality of education.
-) This study found that if authentic materials practiced in ELT class teachers and students will realize direct connection between languages that is used in real life.
-) Authentic materials help students to develop their communication ability to target language.
-) Authentic materials increase students' motivation in learning English.
-) It found authentic materials provide learning objective which suit what students need in classroom to learn.
-) Difficult language structure and lack of vocabularies mastery, time consuming, lake of sources, access of internet and lack of an English teachers IT skills are the main challenges that teacher have to face.
-) Maximum of teachers recommend to use authentic materials which bring newness in learning and make teaching more effective interesting and qualitative.

Conclusion

All teachers showed positive response towards the use of authentic materials in English class. Teachers were aware of authentic materials even though they did not always use them in class. They have positive belief that authentic materials make learning more active and energetic. It prove teachers and student various techniques, activities and task to do.

This research study was mainly concerned to find out the English teachers' perception towards the uses of authentic materials. The data has been collected through the questionnaire from the fifty teachers of Kirtipur valley, Kathmandu, Nepal.

Through the analysis and interpretation of collected data, it can be said authentic materials encourage students to learn real context of English use. It reflect cultural values of native society. It also help teachers and students to expand their existing knowledge.

The researcher revealed the majority of types of authentic materials that were used by the teachers are newspaper, video and projector .Moreover, teachers feel challenging as well to use authentic materials in ELT class. Teacher have to face difficulties such as lack of vocabularies mastery, access of internet, time consuming, technical problem like electric power cut ,unworkable projector, lack of an English teachers IT skills are the main challenges that teacher have to face. So, while implementing authentic materials the school administration and related stakeholder should concern these things to practice authentic materials effectively.

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 of internet as well as other sources of authentic materials. For this there should be Wi-Fi connection in each and every school. School administration take responsibility to provide needy sources of authentic materials in school. If government will arranged program of teacher's IT skills training than it will helpful 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. Teacher has big roles in determining and choosing teaching and learning materials to be used in a classroom, teacher must be more selective and innovative toward the teaching materials she uses. She could not only depend on one type of materials. Using authentic materials can be one of alternative ways for the teacher to make their teaching materials and approach more various, creative, and innovative. The more often teacher use the 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.

University, government should expose teachers to the latest trends in language teaching and to familiarize teachers with authentic materials and IT skill development.

Further research. No work is final and no research is complete in 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 it can be done for bachelor level too. In the same way this research has done in Kirtipur valley it can also be done in rural area too. Like this 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:

-) Effectiveness of Authentic Materials in English Language Teaching.
-) Challenges of Authentic Materials in English Language Teaching.
-) University Level Teachers' Views towards the Authentic Materials.
-) Impact of Authentic materials in English Language Learning.

At last these three aspects namely policy, practice and further research areas should be considered to improve to practice authentic materials in English language teaching and learning. If we have sufficient 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.

References

- Akbari, O. & Razavi, A. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), pp. 105-116.
- Al-azri, R. H., & Al-rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research*, 3(10), 250-254. Retrieved from <http://www.ijstr.org/final-print/oct2014/The-EffectOf-Using-Authentic-Materials-In-Teaching.pdf>.
- Bacon, S. M., & Finneman, M. D. (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *The Modern Language Journal*, 74(4), 459-473. <http://dx.doi.org/10.1111/j.1540-4781.1990.tb05338.x>
- Belaid, A. M. (2015). Using authentic materials in the foreign language classroom: Teachers' attitudes and perceptions in Libyan Universities. *International Journal of Learning and Development*, 5(3), 25-37.
- Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), pp. 60-69.
- Bitchener, J (2010). *Writing and applied linguistics thesis or dissertation*. Palgrave: Macmillan
- Chapgain, R. (1999). *Use of teaching materials and its impact in English language learning*. An unpublished M.Ed. Thesis, T.U., Kirtipur, Kat language teaching. Harlow, UK: Pearson Education.
- Ciornei, S.I, & Dina, T. A. (2015). *Authentic text in teaching English*. *Social and Behavioural Sciences*, 180, 274-279. Retrieved from www.sciencedirect.com.
- Chung, H. (1995). *Effects of elaborative modification on second language reading comprehension and incidental vocabulary learning*. Unpublished master's thesis, University of Hawai at Manoa, Honolulu.
- Firmansyah. (2015). *Students' Perception on the Use of Authentic Materials in Senior High School*. *bahasa&sastra*, Vol.15, No.1. Retrieved from <http://id.portalgaruda.org>.
- Gebhard, J.G. (1996). *Teaching English as a foreign language: A teacher self-development and methodology guide*. Ann Arbor: The University of Michigan Press.

- Guariento, W. & Morley, J. (2001) *Text and Task Authenticity in the EFL Classroom* in *ELT Journal* 55(4), pp 347-353.
- Hietler, D. (2005). *Teaching with authentic materials*. Pearson: Longman.
- Hussein, F. R. A. (2014). Investigating EFL college teachers' and learners' attitudes toward using authentic reading materials in Misan. *Social and Behavioral Sciences*, 136, 330-343. Retrieved from www.sciencedirect.com
- Khaniya, T. R. (2006). *Use of authentic materials in EFL classrooms*. *Journal of NELTA*, 11(2). 17- 23.
- Kilickaya, F. (2004). Authentic Material and Cultural Content in EFL Classroom. *The Internet ELT Journal*, 10(7). Available at: [http://iteslj.org/Techniques/Kilickaya-Authentic Material.htm](http://iteslj.org/Techniques/Kilickaya-Authentic%20Material.htm).
- Kosten, J. B. (2014). Key concepts in ELT: Authenticity. *ELT Journal*, 68(4), 457-459. Retrieved from <https://academic.oup.com/eltj/article-pdf/68/4/457/9588816/ccu034.pdf>.
- Khanal, P. (2003). *Research methodology in education*. Kathmandu: Sunlight Publication.
- Kothari, C. R. (2002). *Research Methodology and Techniques*. New Delhi: WishwaPrakashan.
- Kumar, R. (2014). *Research Methodology: A step by step guide for the beginners*. India: Sage Publication.
- Lanero, S. (2007, September). *Authentic Materials*. *California Adult Literacy Professional Development Project (CALPRO)*. Retrieved from <https://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf>
- Little, D., Devitt, S., & Singleton, D. (1988). *Authentic texts in foreign language teaching: Theory and Practice*. Dublin: Authentic.
- Melvin, B.S. and Stout, D.S. (1987). Motivating language learners through authentic materials. In W. Rivers (ed.) *Interactive Language Teaching*. New York: Cambridge University Press, 44-56.
- Mandal, H. S. (2012). *Teachers' views on the use of authentic materials in teaching English*. Tribhuvan University, Kirtipur, Kathmandu, Nepal.
- Martinez, A. (2002). *Authentic materials: An overview*. *Karen's linguistic Issues*. Retrieved From www.asiau.ac.jp/english/cele/articles/MatsutaAuthentic_Mat.htm

- Medley, F., Jr. (1988). *Language with a purpose: using authentic materials in the foreign language classroom*. *Foreign Language Annals*, 21, 467–478
- Miller, M. (2005). *Improving aural comprehension skills in EFL, using authentic materials: an experiment with university students in Nigata, Japan*. Unpublished Masteral thesis, University of Surrey, Guildford, UK.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Second language teaching and learning*. UK: Heinle&HeinlePublishers.
- Nuttall, C. (1996) *Teaching Reading Skills in a foreign language (New Edition)* Oxford: Heinemann.
- Omid, A., &Azam, R. (2016). *Using authentic materials in the foreign language classroom: Teachers' perspectives in EFL classes*. *International Journal of Research Studies in Education*, 5(2), 105-116. doi: 0.5861/ijrse.2015.1189
- Peacock, M. (1997). *The effect of authentic materials on the motivation of EFL learners*. *ELT Journal*, 51(2), 144-156. <http://dx.doi.org/10.1093/elt/51.2.14>
- Rania, S. (2016). *Investigating the usefulness of audio-authentic materials as a motivational factor to enhance EFL learners' speaking skill*. (Master's thesis). Muhammad Kheider University of Biskra, Biskra, Algeria.
- Richard, J. C. (2001). *Curriculum development in language teaching*. Retrieved from <https://victoranglo.files.wordpress.com/2012/10/curriculum-development-inlanguage-teaching.pdf>
- Sanderson, P. (1999): *using newspapers in the classroom*. cambridge: cambridge university Press.
- Shrestha, U. (2010). *Effectiveness of teaching materials in developing writing skill*. An unpublished M.Ed. Thesis, T.U., Kirtipur, Kathmandu.
- Tatsuki, D. (2006). *What is authenticity? The language teacher*. 16(5). Pp 17-21.
- Tomilson, B. (2001). *Materials development*. In Carter, R. & Nunan, D. (Eds). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Widdowson, H.G. (1998). *Context, community and authentic language*. *TESOL Quarterly*, 32(4). Pp 705-616. /ijrse.2015.1189

Appendices

Appendix 1

Dear respondents,

This questionnaire is a part of the research study entitled “English Language Teachers’ Perception towards Use of Authentic Materials at Secondary Level. “as the partial fulfillment of the Master’s Degree in English Education under the supervision of respected sir **Dr. Prof. Bal Mukunda Bhandari**, Professor of Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in the completion to this questionnaire will be the great value for this research study. I would like to request you take part in this research study and help the researcher to fulfill the objectives of this research study. The researcher assures you that responses made by you will be confidential and only be used for present study. If you have any query related to this study feel free to talk with me. You can mail me on **bhantana.alina@gmail.com** or contact on 9818917633.

Researcher

Alina Bhantana Dhakal
Department of English Education,
T.U., Kirtipur, Kathmandu.

Name of the respondents:

School:

Group-A

Closed-ended Questionnaire for the teachers

Please tick on one alternative which you think best to show your opinion towards the given statement

Perceptions

1. Authentic materials are not specified in the curriculum but expose students to real language.
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
2. Authentic materials make learning easier students feel more active than non-authentic materials.
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
3. Student feel more active and energetic while using authentic materials in the classroom.
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
4. Authentic materials contain complex language structures and vocabularies which cause burden for the teacher. .
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
5. The quality of education and learners will improve if Am is used in ELT classroom.
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
6. Do you think authentic materials help students in language learning?
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
7. Authentic materials provide cultural information of native society of author.
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
8. Do you think authentic materials encourage teachers to adopt effective teaching methods?
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
9. Teachers need plenty of time and relevant knowledge to use authentic material in ELT classroom.
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
10. Do you think authentic materials are often culturally biased?
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

11. Authentic materials help me to expand my existing knowledge.
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
- 12 . What do you think your students prefer to read authentic materials or textbook?
- a) Only textbook materials b) Authentic materials c) Both textbook and authentic materials d) Depends on their need

Prerequisites

1. Source of authentic materials aren't easily available for teaching.
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
2. Teachers need training to deal with authentic materials.
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
3. School administration should provide sources of authentic materials in school.
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
4. Newspaper and magazines are best sources to use in ELT class by the teachers.
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
5. In your view, what can be most effective authentic materials in language classroom?
- a. Reference b. Journal and Newspaper c. Video d. Radio
6. What do you think your students prefer to read authentic materials or textbook?
- a) Only textbook materials b) Authentic materials c) Both textbook and authentic materials d) Depends on their need
7. In your view authentic materials focus on which language skill most?
- a) Listening b) Speaking c) Reading d) Writing

Practice

1. How often you used authentic materials in the ELT classroom.
- b) Always b) Often c) Sometimes d) Never
2. Do you find your students asking questions from authentic materials?
- a) Always b) Sometimes c) Often d) Never

3. Students feel difficulties to understand the language of newspaper and magazines.
 - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
4. How often you encouraged your students to read novel and story?
 - a) Always b) Often c) Sometimes d) Never
5. Do you have habit of reading newspaper or not?
 - a. Always b. Often c. Sometimes d. Never
6. What do you do in your leisure period?
 - a) Reading newspaper b) Listening to music c) Reading novel and stories d) Designing teaching materials

Uses

1. Authentic materials provide cultural language awareness of native society of author.
 - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
2. Through authentic materials teacher can encourage students to learn target language collaboratively and effectively.
 - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
3. Authentic materials help to bridge the gap between languages being the taught in the class and language used by real people in real situations in the real world.
 - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
4. Authentic materials develop the creativity among the learners and the teachers.
 - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

GROUP-B

Opened-ended questionnaire for the teachers

1. What is your view to use authentic materials in ELT class?
2. What kind of criteria for the selection of authentic materials would you follow?
3. What kind of difficulties or challenges that you face to use authentic materials in language class?
4. Do you recommend the use of authentic materials in ELT class? Why?