

An Exploratory study on the Use of Authentic Materials in English Classroom: Hadero Secondary and Preparatory school, grade 11 students in Focus.

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Abstract: This study was designed to explore the use of authentic materials in English lessons at Hadero Secondary and Preparatory School at grade eleven. The research was designed following mixed approach to achieve the objective of the study. The data for the study were collected by using questionnaire, semi-structured interview, classroom observations and text book evaluation. The necessary data were collected from Eleven English teachers and eighty students from the given grade. Then, the collected data were analyzed using both quantitative and qualitative methods of data analysis. The four types of data were merged in the interpretation stage to integrate them each other. The study revealed that all the teachers had not used authentic materials in English lessons. On the other hand, it was found that grade 11 English textbook had not incorporated authenticity in its content and teachers hardly taught English with authentic materials. Moreover, English language teachers had not used any supplementary materials along with the text book. The study also portrayed that most of the students could not communicate effectively with the teacher in the classroom interaction and teachers taught English without context in their actual teaching. In so far as the contribution of the teaching /learning is concerned, the study indicated that the use of authentic materials in English lessons as well as in ELIC centers create a fertile ground for learners to use the language in meaningful way especially in a social context. The results of the study also indicated that almost all of the teachers and students strongly agreed up on the benefits of authentic materials in English lessons, but they didn't give considerable attention to the supplementary materials. Finally, based on these findings, the researchers made conclusions and recommendations for the necessary measures and further research works on the issue.

Key Words: Authentic Materials, English Language, Book Evaluation

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I. BACKGROUND OF THE STUDY

English is used as a Lingua Franca in most countries of the world as a first language, a second language or a foreign language. It is a trans-world dominant language in spheres of life of the people in socio-politics, economic and scientific discovers and also became technology language. Globally, English language has also established itself as a master key to open every closed door of knowledge and taken a driving seat of information transmission. It has become the language of worldwide communication in media, science and technology, business, academia, politics, and so on. This calls for the need to produce citizens who can competitively and easily avail themselves to the world arena, which has already become a global village (Mason, 2007; Harmer 2001).

There is also a rapid growth in the role of the English language around the world, especially as the lingua franca for economic and scientific exchange. The term lingua franca means 'any language used for communication between groups who have no other language in common'. As the research finding shows 85% of international organizations in the world use English as their official language in transnational communication. About 85% of the world's film market is in English, while 90% of published research articles in the field of such as linguistics are written in English. This educational, economic, scientific and technological globalization has greatly speeded up the growth in the use of the English language (Li Wu and Tingjun 2009).

In Ethiopia, English is taught as a foreign language (EFL). In an EFL situation, the language may be foreign to the learners that it is merely a subject on the school timetable which they study for three or four lessons a week, never using it otherwise. Even if the primary purpose of English is for communication, it is not

widely used in a different situations like on any official conferences, meetings and discussions. It has its own impact on the actual use of language for communication. In the school context, stakeholders, teachers and students may not exploit English language for communication. Our intention is to use English for academic as well as for social purposes. However, teachers may not use English effectively in different aspects i.e. they may not use a variety of topics that maximize language use both inside the classroom as well as outside the class room. Moreover, students might not try their best in order to use the language effectively for communication.

Metaphorically, though English language is a master key to open every closed doors of knowledge and as oxygen is important to survive, so is English to survive in today's competitive world. However learners have been learning English for several years, they are not able to master it. Regarding the status of the English medium, researchers contend that quality of the English language instruction has deteriorated due to a number of factors, such as inadequately skilled teachers, students' mother tongue influences and poor comprehension power that English language has no linguistic relations with their first or second language (Mulu G.& Menna O.2016).

In English language teaching classes, there are so many problems especially in maximizing exposure for language learners. In supporting this idea, Little wood (1981) states that in situation outside the classroom, learners will need to satisfy a much wider variety of communicative needs, arising from the events of everyday life, need to cope with a greater variety of patterns of interaction, need to become involved in different kinds of social relationship.

This implies that there are some limitations in the classroom situation exploiting the classroom environment as a social context. The primary purpose of language learning and teaching is effective communication. However, most of students' language capacity to express ideas effectively seems to be below the expectation when the opportunity is given to them in the actual communication and they lack motivation to make farther progress in English use.

The purpose of learning a foreign language is to be able to benefit from using the language in the real world in real situations. Therefore, this paper assess as whether it is enough to teach the language using the course book or not, and raises the use of authentic materials especially in preparing students for real life situations; especially in an EFL classes and out of the class. Teachers need to adapt effective teaching materials in order to help their students learn English better as well as prepare them to communicate with the outside world.

The Research conducted on the use of authentic materials in classroom at university of Tirana in Albania found that the English presented in the classroom should be authentic, because it motivates learners and it is also beneficial to the language learning processes; the findings were persuasive voices that were less agreed when authentic materials should be introduced and how they should be used in an EFL classroom (Tamo, D.2009).

Moreover, Genhard (1996) believes that 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.

In language classes, students lack interest to stay during English lesson, they are bored of routine activities; there are no a variety of opportunities to participate students, they are not confident in sharing their ideas and the like. As a researcher, I propose that the problems may arise from that teachers may not use authentic materials during English lesson and student text book may not have authentic materials in its content.

Yugandhar, K. (2008) in Dilla University, conducted the research on the use of self-access authentic materials in ELT classes and found that they are chiefly increase students' motivation and using self-access-work helped to evaluate their current practice and self evaluation of performance on a task. (Source: International Journal on studies in English Language and Literature IJSELL).

As a researcher, the above study findings include student motivation, evaluation of current practices and performance on a task. But my study tried to investigate the use of authentic materials during English lesson, how often teachers use them and their relationships with textbook and the challenges that hinders the use of them and soon. In addition to this, I have taught English for a decade in high school and my professional observations and experiences of the teaching and learning motivated me to do the research in this area.

II. STATEMENT OF THE PROBLEM

Text book materials very often need to be adapted and supplemented for heterogeneous classes in order to add variation and interest, to get more collaboration and participation, and in order to introduce elements of choice and individualization Ur (1991) The language classes are occupied with routine activities so, students' interest may fluctuate, no personalized tasks that invite the full-class interaction in order to achieve the goals of language In language classes, searching for appropriate and effective teaching materials occupies a great space in teaching and learning.

In the school, stakeholders and language teachers might not create English language exposure in English Language Improvement Center (ELIC), language clubs and English days, using less authentic materials with their learners, may lead them to low level of competency and performance and less practice in the real world. level of competency and performance and less practice in the real world.

Moreover, most of our students lack motivation during English lesson, lack of confidence to use English, low participation in the classroom activity and they do not want to retain on the tasks and are on the state of fossilization.

In learning English as a foreign language, the use of authentic materials plays a vital role by providing exposure to real language and creates social context in English classroom. Regarding this view, Rodgers (1988) also states that authentic materials are as appropriate and quality in terms of goals, objectives, learner needs and interest and natural in terms of real life and meaningful communication.

The purpose of the study is, therefore, to investigate the use of authentic materials to the language learners and teachers and whether the student text book invites the use of authentic materials.

The General Objective

The General Objective of this study is to investigate the use of authentic materials during English lessons.

Research Questions

To meet the purpose of this study, the following three research questions were formulated:

- How often do teachers use the authentic materials during English lesson?
- Does a student text book invite the use of authentic materials in its content?
- What are the benefits of the authentic materials in EFL classroom?

The Concept of Authentic Materials

Authentic materials have different meanings for different scholars, what is common in the definitions is exposure to real language and its use in its own community. Authentic Materials, according to Genhard (1996), are the materials that contextualize the language learning and 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. This illustrates that authentic materials are socially prepared materials for social purposes and help to bridge the actual classroom language in the language outside the classroom in the real world.

Another scholar, Jordan (1997,) defines authentic materials as materials which are not written for language teaching purposes and which make the learner be exposed to the real language. This indicates that materials that express the real life situations and maximize the exposure of real life situations in teaching learning process.

Genhard (1996) classified authentic materials in to four categories, which are Authentic listening materials, Authenticity of students, Authenticity of tasks and Authenticity of the classroom.

- i. Authentic listening materials such as radio news, cartoons, songs etc ,and authentic visual materials such as street signs, magazines ,news papers, pictures, post cards, etc and authentic printed materials such as sports reports, newspapers, restaurant menus, train tickets, etc.

According to Breen (1985) there are four types of authenticity. These are: text authenticity, learner authenticity, task authenticity, and authenticity of the classroom. These types are discussed below. Authenticity of text refers to the authentic qualities of a text. Authentic text in the context of language learning means any source of information used to help learners to develop an authentic understanding.

- ii. Authenticity of students: the ability of students to interpret the meaning present in the text like the native speakers do in the real world.
- iii. Authenticity of tasks: The chosen tasks provided for the learners to be engaged in authentic communication and authentic aim for learning.
- iv. Authenticity of the classroom: the most important role of the class room is to enable the learners to experience public and interpersonal sharing of content of language learning.
This shows that whatever their types be, we have to select them depending up on relevance objectives, quality and suitability.

Authenticity in Language Learning

The notion of authentic and authenticity and their application to language learning haven been the subject of great controversy in the past. The stimulus of this notion can be dated back to the inception of communicative Language Teaching (CLT) in the 1970s. Giving precedence to communication over form, CLT rejected previous, strictly structural approaches to language learning and opened the way for the use of authentic text, texts which have been created for a genuine communicative purpose.

In my view, this shows that the use of authentic materials in language learning and teaching is very crucial in enhancing communicative ability in the users mind. The communicative philosophy meant a

reorientation of former teaching priorities, the teaching of communication via language, not the teaching of language via communication (Allwright, 1979). This illustrates that effective communication is the primary goal, the language merely the means and it is through the attempt to communicate using the language then the language is acquired.

The use of Authentic Materials in EFL Classroom

Using authentic materials during the English lesson is significant for many reasons, amongst which are: Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the real language (Guariento and Morley, 2001:347). This implies that they have a positive effect on learner motivation relate more closely to learners' needs and create real life situations.

Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value and language change is reflected in the materials so that teachers and students can keep or stay informed about the most recent facts. Moreover, reading texts are ideal to teach or practice mini skills such as scanning and different authentic materials such as books, articles, newspapers, and magazine and so on have a wide variety of text types and language styles not easily found in the student text book.

In addition to this, scholars believe that authentic materials lowered the degree of anxiety when students faced new situations in the target language. According to Kelly etal (2002:12) puts the use of authentic materials:

“Give the students the opportunity to practice English,

- Help the students gain confidence in their English ability,
- Expose the students to cultural differences and customs and help the students develop their ability to find pertinent information quickly”.

It is clear that authentic materials in the classroom prepare for real life, meet learners' needs, affect learners' motivation positively, encourage teachers to adopt effective teaching methods and present authentic information about culture.

Challenges that Face in the Use of Authentic Materials

There are some drawbacks to using authentic materials in their raw form without adaptation or support. According to Richards (2001), there are drawbacks that might occur when we are using authentic materials such as they may contain difficult language, unnecessary vocabulary items and complicated structures, special preparation is necessary which can be time consuming. In addition to this, the material can become out dated easily, such as news in newspapers. The other one is that in learning contexts where authentic target language materials are not readily available, searching them can be time consuming.

This shows that effort in looking the difficulty level and we have to use different strategies in order to benefit from their endless advantage to the EFL classes. As all we know, we have to customize them with text books. Ur (1991) says that text book materials very often need to be adapted and supplemented for heterogeneous classes in order to add variation interest to get more collaboration and participation and in order to introduce elements choice and individualization.

III. RESEARCH DESIGN AND METHODOLOGY

Research Design

The main objective of the study was to investigate the use of authentic Materials in English lessons. The researcher used quantitative and qualitative (Mixed) type of research design. Using questionnaires, interview, classroom observation and text book analysis helped the researcher to triangulate the data easily. According to Seliger and Shohany (1989), this helps to attain more reliable data.

Samples and Sampling Techniques

The total number of teachers who are teaching English language in the school was eleven and selected for the study. Random sampling technique was used for the study. The reason to this sampling technique was that it gives equal chances for all to be included in the study. Ten of them were male teachers and one was a female teacher. Moreover, eighty students were selected from grade eleven as participants of the study. Forty-four of them were male students and thirty six were female students.

Instruments of Data Collection

Questionnaire

Questionnaire was one of the intended instruments for data collection. The questionnaire with simple and clear words was prepared for the students of selected school. Questionnaires were translated in to Amharic to avoid confusion on some terminologies. The questionnaires included both open ended and close ended items. Best and Kahn (2005) indicate that both kinds of items can be used in questionnaires. They also point out that

the open-form probably provides a greater depth of response. The rating scales were adapted from Kerlinger's (1994). He also confirms that a convenient way to measure both actual behavior and perceived or remembered behavior is with rating scales.

Interview

The researcher used the semi-structured interview in order to get in depth information from the teachers. The purpose of interview was to obtain information by actually talking to the subject (Selinger and Shohamy 1989; McDonough and Shaw 1993). The semi-structured interview consisted of specific and defined questions determined beforehand, but at the same time it allowed some elaboration in the questions and answers (Nunan 1992).

Students' Text Book Evaluation

The researcher evaluated student text book in order to gain further insights concerning the study area. Here, the researcher used Cunnings Worth (1995) checklists to assess whether it contains authentic materials or not in its content.

Observation

Observations were used for examining actual classroom interaction and motivation while they were learning the English. The researcher and co-observer participated in the actual classroom to identify the extent which the instructor implementing the activities in line with what they responded in the interview. The researcher selected and used this instrument to cross check the responses of students and teachers in the questionnaire and interview part for 8 consecutive periods at different section levels along with the co-observer. For the observations, the researcher adapted and used Heror's (1976) Classroom observation check list model.

Data Analysis

The data were categorized and clumped and analyzed by using percentage and description.

IV. RESULTS AND DISCUSSION

The main objective of the study was to investigate the use of authentic Materials in English lessons. The researcher used quantitative and qualitative (Mixed) type of research design. The data gathered with questionnaire, interview, classroom observations and text book evaluation were analyzed and interpreted. Data from interview was categorized into different groups or themes and summarized. Data from questionnaire was presented in tables and interpreted. The statistical measurement that was used to analyze the data collected with questionnaire was percentage. Moreover, classroom observation and text book evaluation were described and interpreted. Data analysis refers to sifting organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the study (Seliger and Shohamy 1989).

Students' Responses to the Questionnaire

Table 1 and 2 present students' responses to questions of authenticity (see appendix I), Table 3 displays the teachers' responses for similar items. Each is followed by analysis of the items later, the student's and teachers' responses are interpreted together

Table 3 students' responses to questions of authentic materials during English lesson:

Key: v- value, p- percentage.

Category	Item No	Frequency							
		Always		Sometimes		Never		Total	
		v	p	v	p	v	p	f	p
Authentic materials during English lessons	1	6	7.5	24	30	50	62.5	80	100
	2	57	71.25	14	17.5	9	11.25	80	100
	3	67	83.75	13	16.25	-	-	80	100
	4	68	85	11	13.75	1	1.25	80	100
	5	66	82.5	13	16.25	1	1.25	80	100
	6	65	81.25	13	16.25	2	2.5	80	100
	7	59	73.75	18	22.5	3	3.75	80	100

Item Description

1. How often does your English teacher use authentic material in his/her English lessons?
2. How often do you think it is important for you to include authenticity?
3. How long does the use of authentic materials play a vital role in presenting English in social context?

4. How often do you think that the most important part of learning a foreign language is learning by using authentic materials?
5. How often do you think that authenticity expose you to the real language use?
6. How often does authenticity increase exposure to use English for communication?
7. How often do you like to learn English by using authentic materials?

Table 4 presents students' responses to questions (8-17) of authenticity

Category	Item Number	Responses	Respondents	
			v	p
Authentic materials in grade 11 English text book	8	Yes	8	10
		No	72	90
	9	Yes	11	13.75
		No	69	86.25
	10	Yes	22	27.5
		No	58	72.5
	11	Yes	14	17.5
		No	66	82.5
	12	Yes	25	31.5
		No	55	68.75
	13	Yes	20	25
		No	60	75
	14	Yes	30	37.5
		No	50	62.5
	15	Yes	53	66.25
		No	27	33.75
	16	Yes	13	16.25
		No	67	83.75
17	Yes	79	98.75	
	No	1	1.25	

Item Description

8. Presence of English days or English clubs.
9. Authentic materials serve as a resource in your school,
10. There are motivations, true interaction, active participation and autonomous learning during English lessons.
11. Grade 11 English text book contains authentic materials.
12. Does your English teacher use any additional materials?
13. Does your English text book include a variety of topic?
14. Does your English teacher teach English by combing a text book with authentic materials?
15. Do you think that your English teacher teaches English by using the text book only?
16. Do you think that your English teacher teaches English by using authentic materials only?
17. Should your English teacher select the teaching materials?

Summary of students' Questionnaire

Based on the analysis of data from students' questionnaire the following conclusions have been drawn. According to the above analysis, majority of the students (i.e. 50 or 62.5%) responded that their English teachers never use the authentic materials during English lessons. Similarly, almost all of the students (i.e. 57 or 71%) replied that incorporating authentic materials in English lessons is very important in presenting English in social context, expose them to the real language use and they like learning with the help of authenticity. Moreover, majority of the students (72 or 90%) responded that they don't have English days or ELIC in order to maximize communicative ability and most of the students (i.e. 58 or 72.5%) replied that in English classroom, motivation, true interaction and autonomous learning are below the expectation. This directly matches with the notion of MC Garry (1905) in the literature. He states that authentic materials promote autonomous learning, build confidence in English and motivate learners for self-discovery.

Additionally, almost all of the students (i.e. 66 or 82.5%) responded that grade 11 English text book does not have authentic materials in its content, so English teachers should use supplementary materials with the text book.

Finally, majority of the students (i.e. 79 or 98.75%) replied that their English language teachers should select the teaching materials from different sources and incorporate in the English lessons.

Teachers' Responses to Interview

Summary of Teachers' Interview

Key: I- item T- Teacher

In this section, the data gathered from interviewing eleven (11) English language teachers of Hadero secondary and preparatory school was discussed.

Based on their response, most of the teachers (i.e. 8 teachers) responded that they hadn't used authentic materials in English lessons because of inaccessibility (T₅, T₆ and T₁₀) and the huge contents of the text (T₁, T₃, T₄, T₇, and T₈). Three teachers were replied that they had sometimes incorporated authentic materials in their EFL classroom. This implies that English language teachers never incorporate authentic materials in English lessons.

In addition to this, all the teachers responded that they believe that authentic materials are very important in providing motivation, opportunity for interaction and extend the learners vocabulary level and they definitely prepare students for real life communication.

Furthermore, most of the teachers (T₁, T₂, T₃, T₄, T₅, T₉, and T₁₁) replied that grade 11 English text book does not have authentic materials in its content. For instance: T₁ said that not at all, T₂ said that no, T₃ replied that no, it doesn't and the like).

This clearly shows that the text book doesn't contain authenticity in its content and needs amendment. The majority of teachers responded that they hadn't used additional materials except two teachers to supplement the text book because of time constraint. Here, I strongly argue against them because it's possible to use additional materials by creating ELEC or English clubs in extra time with commitment.

Finally, all the teachers clearly suggested that language teachers should use authentic materials or supplementary materials by adapting and curriculum developers, syllabus designers and course book writers should see the course book by incorporating authentic materials in order to alleviate the problems.

Summary of Classroom Observations

The class room observation was started on March 21/07/07 and ended on March 30/07/07. The four observed teachers have been teaching English language for many years. For example, the first teacher has been teaching English for 20 years. The second teacher has been teaching English for 17 years. The third teacher has been teaching English for 15 years and the fourth teacher has been teaching English for 11 years sequentially. The experienced teachers were selected intentionally because they had the life-long experience in teaching the subject matter. In the four observed sections, there were no problem concerning the physical environment of the school and that made suitability for both teachers and students in the school. There were 44-48 in each time in which the classrooms were observed. The researcher and co-observer found out that language teachers did not use authentic materials as a resource in their teaching and as well as in their annual plan to encourage students to understand context was not used and there were high level of fluctuations in learners interest and students were not in dependent learners concerning language use in communication here the implications that the teacher is a mere source of knowledge and the students were not fully concentrated on the tasks and only few students gave attention for language lessons and actively communicate with the teacher effectively. Similarly, most of the students got shy and left it all to the few confident students and they were over whelmed by those high achievers.

Farther more, there were no ample opportunities for the learners to participate all students including who do not put up their hands and learners were not motivated to use English for communication and no retention on the provided tasks. Practically, giving chances to students to exchange information, opinions, and free comments in English, even during controlled practice, will fuel students' motivation and facilitate communication generally in class. Finally, in my view, making opportunities to speak is the most important part of learning because students learn to speak by speaking and going a step further than what is provided in the text.

Text Book Evolution

Text books are considered as a main component in most ELT programs, which are very important for both teachers and students. They provide not only a framework for teachers in achieving the aims & the objectives of the course, but also serve as resource and guide to them when they are conducting teaching learning processes. Concerning students, a text book truly leads them to the great success and performance by affecting their attitude and perception. It is a fact that when learners like their text books, they also like the subject matter well and become active participants in the lesson.

Summary of the Text Book Evolution

Undoubtedly, course books play a significant role in EFL teaching and learning by providing useful material to both teachers and students. By engaging students' interest and challenging their intellect, text books can provide much of the stimulation which will motivate them to become more independent and self-confident in their learning and in their use of English. Course books can contribute to achieving this aim by incorporating authentic materials, creating realistic situations, interesting and stimulating topics and by encouraging learners to think for themselves around these topics and discuss them with others.

To make them interesting it is important if the text books incorporate pictures, illustrations, tasks which give opportunities for students to work cooperatively and authentic materials that include discussion questions, prediction and so forth. Text book evaluation provides very important information concerning the quality of text book and serve as a source for an effective language teacher. However, efforts have not been made to evaluate the text book in general and skills and other language aspects in particular. I suggest that evaluating the text book should be the primary responsibility of teachers who are actually using it. From my evaluation of grade 11 English text book, I have suggested the following crucial issues:

- Interesting stories, jokes, sports and other similar topics should be included so as to make students interested and motivated.
- Instructions should be clear so that all students understand what they do and not be dependent on their teachers.

Teachers need in-service training on how to use other resources whenever the text book fails to meet the needs of their students.

Summary of the study

The study bases on literature and offers concrete insights on the use of authentic materials in English lessons. The study was conducted at Hadero secondary and preparatory school. To carry out the study, four data gathering tools were used. These were questionnaire, interview, classroom observation and text book evaluation.

According to data from questionnaire and its analysis, most of the participant students (i.e. 50 or 62.5%) responded that their English teachers never incorporate authentic materials in English lessons as a part of classroom teaching. Similarly, majority of the teachers (i.e. 9 teachers) responded that they hadn't incorporated authentic materials in English language teaching classroom because the text book is bulky in its content and only two teachers responded that they sometimes include authentic materials in EFL classroom.

Obviously, teachers never use authentic materials in English lessons in their actual teaching.

Moreover, questions in relation with the benefits of authentic materials concerned, majority of the teachers and students (57 or 71.25%) replied that they are always very important in maximizing the exposure and strongly agree on the use of authentic materials in English lessons.

Furthermore, almost all of the teachers and most of the students reported that grade 11 English text book had not incorporated authentic materials in its content, and it needs amendments especially from the view points of authenticity and culture.

Here, the text book evaluation also showed that there is no authentic materials in the text book in order to motivate learners in English lessons instead there are so many redundancy on the similar issues and the book is comprehensive in its volume or content and it is difficult for teachers to use additional materials to supplement it.

Most importantly, most of the students (72 or 90%) responded that they don't have English days or clubs to increase the exposure for them. As Jordan (1997) indicates, authentic texts as materials which are not written for language teaching purposes and which make the learner be exposed to the real language use.

As depicted in Table 4, on the item number 10, most of the students (58 or 72.5%) also replied that in English lessons, there is no motivation, true interaction among the students, few students only actively participate and learners are not autonomous for their learning. This also agrees with the idea of Mc Garry (1995) in the literature, that is to say, authentic materials promote autonomous learning, build confidence in English and motivate students for self-discovery.

The data obtained from the classroom observation of the researcher and co-observer illustrated that English language teachers never included authentic materials or any supplementary materials in their annual plan and English language teachers never gave due attention to the authenticity and there were high level of fluctuations in learners interest and students were not fully concentrated on the tasks and only few students actively participated in the classroom activity. Similarly,

Most of the students got shy and left the given activity to the few confident students and they were overwhelmed by those high achievers. In addition to this, in the English classroom, there were no ample opportunities and contexts in order to participate all students including who do not raise their hands and learners were not motivated to use English for communication and lack of retention on the provided tasks.

Lastly, in our opinions, making opportunities to speak is the most important part of English language learning because students learn to speak by speaking and going a step further is vital rather than what is provided in the text.

V. FINDING, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to explore the use of authentic materials in English lessons at Hadero secondary and preparatory school. To collect data, four different tools were employed. These were questionnaire, interview, classroom observation and text book evaluation. In this chapter, discussion of the major findings in relation to the objectives, conclusions and recommendations have been presented.

Major Findings of the Study

The study focused on the main objective that was an exploratory study on the use of authentic materials in English lessons. All the research objectives were achieved. The following points illustrate how each research objective of the study was attained.

In the light of the statistical results and qualitative data, the researchers reached at the following findings:

The first objective was clearly addressed by using questionnaire and interview. The data from these tools indicated that English language teachers never use authentic materials during English lessons.

The second objective was also addressed through text book evaluation. The text book evaluation result showed that there were no authentic materials in the course book. Besides, majority of the students and almost all of the teachers (nine teachers) reported that grade 11 English text book does not have authentic materials in its content.

The third objective was illustrated by data from questionnaire, interview and classroom observation. All of the teachers and majority of the students (i.e. 57 or 71.25%) responded that authentic materials are very important in English lessons by maximizing the exposure and both of them strongly believe on the use of authenticity during English lessons.

Classroom observation was carried out to see the actual classroom teaching and to cross check the responses of teachers and students in the interview and questionnaire respectively. Even if they believed in the use of authentic materials in English lessons, teachers were observed teaching English without any supplementary materials or authenticity and they focused on the text book accomplishment and students were not effectively communicate with their teacher in meaningful way in the social context. Because of these, it is possible to conclude that the use of authentic materials in English lessons, in one way or another extremely contributes so many benefits to the real language use and maximize the exposure for the learners.

Conclusions

The major objective of this study was to explore the use of authentic materials in English lessons at Hadero secondary and preparatory school. In conducting this study, the researcher followed the mixed approach. To achieve the objective, the researchers employed questionnaire, interview, classroom observations and text book evaluation. Accordingly, the results are concluded as follows:

As the results from questionnaire, and interview, revealed that all respondents replied that teachers never in corporate authentic materials in English lessons, which has key role in motivating students to be competent and maximize the exposure to use the language in everyday life. The respondents were strongly agreed up on the use of authenticity during English lessons, and considerable attention should be given to it by concerned bodies, such as curriculum developers, syllabus designers, English departments and stake holders.

Similarly, the data from the classroom observation showed that English language teachers focused on the text book and never included authentic materials in their teaching. In line with this, there was no true interaction, motivation equal participation and autonomous learning in English language teaching classroom.

Moreover, according to the researcher's further investigation, the text book evaluation indicated that grade 11 English text book does not have. Authentic materials in its content, and there is no variety of opportunities for students to learn speak by speaking like English days or English clubs or ELIC because of lack of dedication from teachers and teachers neither use any supplementary materials to adapt the text book nor to evaluate the text book in pre-use and post use.

From these points of view, it could be concluded that English language teachers were teaching English from the text book merely without incorporating authentic materials to supplement the text book.

Recommendations

Based on the discussion of results and conclusions, the researcher forwards the following recommendations:

(1) The English language teachers are teaching English without incorporating authentic materials or supplementary materials along with the course book. So that the ministry of Education (MOE) should provide

trainings and workshops for the English teachers on the text book evaluation, designing instructional materials and adaptation.

(2) The results of the grade 11 English text book evaluation indicate that the course book does not have authentic materials in its content. So that, the curriculum developers, syllabus designers, and course book writers should see the text by incorporating authenticity and cultural issues in it.

(3) In order to improve students' speaking abilities, it is better if there is a kind of ways like English days or ELIC with a great dedication from teachers so as to give weight for the communicative competence which is vital for them in many ways.

(4) Lastly, the researcher recommends that more research is needed to confirm this conclusion. Thus, more extensive analysis with larger sample size would serve to strengthen understandings and conclusions on the use of authentic materials in English lessons.

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