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# **Attitude of English teachers toward using authentic materials in English class room at JNTUH**

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## **I. THE PROBLEM OF THE RESEARCH**

The choice of teaching materials in English language teaching has been a accepted subject in the education field because this concerns many, if not all, English teachers. From the point of view of authenticity, there are mostly two types of materials, namely authentic and non authentic. Morrow (1977:13) defined authentic materials as texts that are produced by a real speaker or writer for areal audience”, for example, news paper articles and radio programmes. However some (Widdowson 2003) had an opposite view and claimed that the lexical difficulty of authentic materials which are at the right level of students and designing manageable learning task. However, this brings out a major difficulty of using authentic material. That is finding appropriate authentic material and design suitable learning tasks can be a time consuming process (Hughes &McCarthy 1988). As we can see, the opinions with regard to the use of authentic material are diverse.

## **II. THE AIM OF THE RESEARCH**

The research aims at investigate the “attitude of English language teachers towards the use of authentic materials in JNTUH.

## **III. THE QUESTIONS OF THE RESEARCH**

The research tried to answer these questions:

1. What are the attitudes of English language teachers towards the make use of of authentic materials in JNTUH?
2. Why do /do not English language teachers use authentic material?
3. English language teachers opinions, how might the use of authentic material or impede English learning of students?

## **IV. THE PROCEDURE OF THE RESEARCH**

The research has pursued these practices to achieve the purpose of the research; they are:

1. Review of the literature studies of authentic material
2. Preparing questionnaire to collect data of the attitudes of English teachers of using authentic materials in classroom.
3. Making interviews with English teachers’ about using authentic material in their lecture.
4. Analyzing the results of the questionnaire to answer the questions of research.

## **V. METHOD AND PROCEDURE OF THE RESEARCH**

The current research has carried out in JNTUH University English teachers of this university has obtained part in this research at the academic year between 2018 to 2019 the sample of the research 40 English teachers. They were chosen randomly according their colleges.

### **DATA COLLECTION**

The questionnaire aims to gather English teachers attitudes, and experience regarding the use of “authentic materials” in English language classes. In this questionnaire authentic materials are defined as texts that are made by real speaker or writer for real audience, for example, news paper, articles, radio programmes, and holiday brochures etc. This questionnaire consists of three parts. The questions in

Part A: aim to collect some general information about English teachers.



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Part B: asks about teachers' beliefs and attitudes towards the use of authentic material

Part C: explores the reflection concerning the use of authentic texts in the actual classroom.

## DATA ANALYSIS

Descriptive statistics will be used to display the result of the questionnaires. Any marked findings such as special patterns of their response will be focused and explored. As for the interview, the relevant significant portion will be called from participants' response and further discussed in the research. By doing all these, a better understanding of English teachers' attitudes towards authentic material can be obtained.

## VI. RESULT AND DISCUSSION

### 1. What are the attitudes of English language teachers towards the make use of of authentic materials in JNTUH?

On the whole, the participants of English teachers believed that, compared with English textbooks, authentic materials are more beneficial to students. Using authentic texts gives students real input of how the language is used in real life. Without the exposure to authentic material, learners may not be able to develop a good command of English which enables them to manage the conversation effectively in the real life.

Some of the teachers disagreed with the statement that students can still learn English well without exposure to authentic material.

### 2. Why do /do not English language teachers use authentic material?

The majority of the teachers thought it is not difficult is to find texts to the relevant to students lives and interest. The real difficult is to find texts that match the content of the curriculum.

### 3. English language teachers opinions, how might the use of authentic material or impede English learning of students?

The respondents gave different opinions on the questionnaire. Some teachers think using authentic material is beneficial to students learning where as some others think the other way round.

## VII. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research is to examine is to examine how English teachers see the usefulness of authentic material in English teaching. In general, a majority of the participants have appositve attitude towards the use of RM and think RM facilitate students' English learning. The result shows that all participants have used authentic material with different frequencies. This difference may be caused by

1. Whether they can actually see the positive effects of RM
2. Whether they are satisfied with traditional text books and
3. Whether they can spare time for selecting and adapting texts.

1 answer the result obtained from the questionnaire show that all participants of English teachers have employed authentic a material in their teaching by different degrees despite the fact that some of them consider their students English proficiency "bad" and "very poor". This may be due to the fact that 100% responses agreed that students should not be denied the oppportunity to interact with authentic material. Also, in some of the participants

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