

**EXPLORING THE USE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH AS
A FOREIGN LANGUAGE IN MBALE DISTRICT
A CASE STUDY OF NABUMALI SECONDARY SCHOOL LOWER SECONDARY
LEVEL**

BY

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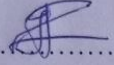
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**A RESEARCH REPORT SUBMITTED TO FACULTY OF SCIENCE AND
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EDUCATION IN LANGUAGES**

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STATEMENT OF DECLARATION

I AKWANG IRENE do hereby declare that this research report has been my original work and its content have not partially or wholly been presented for an academic award by any person in any university or any institution of higher education or learning.


.....

AKWANGA IRENE.

4/12/2023
.....

Date:

APPROVAL

This is to certify that this dissertation has been done under my supervision and it is now ready for submission with my approval as the University supervisor.

NAKAZINGA RACHEAL

(SUPERVISOR)

Sign.....

Date 4th/12/2023

DEDICATION

This dissertation is dedicated to my father Epit nelson And my mother Betty Epit and all my brothers oluma godfrey,oyuru lameck and Ogwal leo not forgetting my sisters Achola Linda ,Akello Monica and more importantly Angom Joyce and my in-law Morish Tolit, including my dear friends Atim Abel Atim, Akidi Marriam and Angom Partricia who contributed much towards my studies.

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I also thank all the respondents who provided information upon which this study was based on.

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LIST OF ABBREVIATIONS

CAO	Chief Administrative Officer
DFID	Department for International Development
FINMAP	Financial Management Accountability Programme
HRMIS	Human Resource Management Information System
ICT	Information Communication Technology
I.T	Information Technology
MFPEd	Ministry of Finance Planning and Economic Development
MTEF	Medium Term Expenditure Framework
OECD	Organization of Economic Cooperation and Development

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ABSTRACT

The researcher thought to explore the teacher's use of authentic materials in teaching English as a foreign language. This study is based on three objectives: To explore how teachers use authentic materials in teaching English as a foreign language, to investigate the various types of authentic materials the teachers use in teaching English as a foreign language, To find out the learner's perceptions about using authentic materials in enhancing English as a foreign language and The study will adopt a longitudinal design, it employed both qualitative and quantitative methods of data collection. The study population comprises of; the headteachers, teachers, school management committee and students opinion leaders, DEO. The sample size were taken from the population above to determine what the study was and documentary review and the study was also used purposive sampling technique.

The study was gender sensitive, both male and female were involved. It revealed that women account for 48 percent which is a sign that new innovation for improving academic performance is on high gear. The most involved age group in were in the age bracket from 26-30 with 60 respondents interviewed representing 41 percent, followed by age group 31-35 with 25 percent.

The study revealed 50% of teachers were not given free students were given free copies of authentic teaching material while 30% of respondents indicated that they are given free students were given free copies of authentic teaching material.

60% respondents revealed that employee fulfill their jobs with high energy and motivation this was attributed to high level of freedom given to teachers to execute their work with low pressure and minimum supervision.

50% of the respondent showed employees are excited to use authentic teaching material. In the process of their journey they share a lot of issues concerning problem they face when using this approaches and the challenges they face during their work. These also help teachers to design strategies to help the overcome challenges they face.

The following recommendation were made,

The researcher recommends for capacity building of technical staff and school management committee on their roles and responsibility. The researcher recommend for government to strengthen available labour laws and policies in order to protect the rights of workers.

CHAPTEONE

INTRODUCTION

1.0 Introduction:

Authentic materials are the materials that are used for the purpose of teaching and learning, such as printed books or articles, or an audio or a video. The aim of authentic materials is to engage learners in classroom discussions and keep students to practice the real-life situations. Majority of the language teachers came up with an agreement that authentic materials are used increasingly and rapidly in language teaching in recent years in terms of speaking process. Harmer (2001, p.10) points out that authentic materials are real texts used by native speakers, and have been designed for the speaker of the language. Another grammarian, Celce-Murcia (1996, p. 2), suggests that the use of authentic materials has been shown to result in better interest among students to learn and understand grammar compared to solely relying on books, and classified authentic materials as those materials are not used for the purposes of language learning. Herron and Seay (1991) claim that more exposure to authentic materials improves effectively the teaching of the language and results in better performance in English. Ur (1984) argues that exposure to authentic speech affects second language students to learn best that which has been planned, taking to improve students' ability in speaking. The use of videos, films, songs and newspapers will enhance learners' ability in the target language. Herron and Seay (1991, p. 8) explain that using these materials will involve students in real life. They have to communicate by using various types of authentic materials in the language classroom such as songs, news and weather reports. Moody (1984) highlights that training in the implementation of speaking can be done in a language classroom by teachers who have a wide range of knowledge in using authentic material.

Majority of the language teachers came up with an agreement that students should be able to use the language out of the classroom. Foreign language teachers seek material, which can benefit learners in the real situation (out-of-the-classroom). In the twenty first century, teachers do not depend their teaching just on textbook. This is because textbooks are artificial material made for teaching purpose. Authentic materials are good alternatives or supplements to textbooks. Teachers try to incorporate authentic materials in their classes.

As the current era of language teaching stands on communicative use of language rather than structure therefore, teaching foreign language requires instructors to mirror language which is used in the real world. This concept suggests teacher and program designers for including materials, which guarantee everyday use of the target language. Several researchers emphasized on the usefulness of authentic materials in language classes. Using authentic materials motivate and make language learning interesting for students. For ESP classes, these materials engage learners in particular areas of the target language where students need practice. When materials of teaching are not interesting, they will not learn anything. Many researchers suggest using authentic materials in order to assist students to learn better.

Authentic materials can be best presented by communicative approach of language teaching. These materials can bridge the gap between real world and classroom use of language. Several sources of authentic materials are available and teachers make use of them, but there is an increase in using Internet as the major source. With respect to learners' level, authentic materials can be used with any level. The higher learners level, the more advantage they will take from their learning process.

According to Azri and Al-Rashdi (2014), "If teaching materials are not interesting and motivating, learners will learn nothing. In order to learn better, a lot of researchers suggest using authentic materials (AM)" (p.251). There are several ways to use authentic materials in the classroom. In this research, I want to search the ways of using authentic materials in English as Foreign Language classes, types of authenticity, and sources of authentic materials; selection and presentation of authentic materials.

2.0. Statement of the problem:

The use of authentic materials in teaching English language would be widespread and highly effective. Authentic materials refer to real-life resources that are created for purposes other than language learning, such as newspapers, magazines, books, videos, podcasts, and websites. These materials provide learners with exposure to genuine language use and cultural contexts, enabling them to develop their language skills in a more meaningful and engaging way. The ideal reference for this situation would be a comprehensive framework or guideline that outlines the principles and best practices for incorporating authentic materials into English language teaching.

The use of authentic materials in teaching English language is not as prevalent as it should be. Many teachers still rely heavily on traditional textbooks and artificial exercises that do not reflect the authentic language use learners will encounter outside the classroom. This discrepancy between the ideal and real situation can be attributed to various factors, including limited access to authentic materials, lack of teacher training on how to effectively integrate them into lessons, and concerns about the complexity or appropriateness of certain authentic resources for learners at different proficiency levels. This highlights the current challenges and barriers faced by teachers in utilizing authentic materials.

Which can lead to disengagement and demotivation among learners? Traditional teaching methods that rely heavily on artificial exercises and repetitive drills can be monotonous and uninspiring. In contrast, authentic materials offer real-world relevance and authenticity, making the learning experience more engaging and motivating for students.

This can be addressed through providing teachers with comprehensive training and professional development opportunities on how to effectively integrate authentic materials into their lessons. This training should cover strategies for selecting, adapting, and scaffolding authentic resources to suit learners' proficiency levels. Also by ensuring access to a wide range of authentic materials through digital platforms, libraries, and resource centers. Efforts should be made to curate and organize these resources based on different language levels and topics to facilitate teachers' selection process.

And also encouraging collaboration among teachers to share best practices and lesson plans that incorporate authentic materials. Establishing online communities or platforms where teachers can exchange ideas, resources, and success stories can foster a supportive network that promotes the use of authentic materials.

In conclusion, studying the topic "Exploring the use of authentic materials in teaching English as a foreign language" serves three main purposes: enhancing language proficiency, promoting cultural understanding, and fostering learner motivation. These purposes are supported by authoritative sources such as Brown (2007), Byram (1997), and Dörnyei (2001).

1.4. The Aim of the Study

The aim of this study was to investigate the effective use of authentic materials in the teaching English as a foreign language in Mbale district and it will assess whether the use of these authentic materials has an effect on the learner's speaking skills.

1.5. Objectives of the Study.

1.5.1 General objectives.

To explore the potential benefits of using authentic materials in teaching English as a foreign language.

1.5.2 Specific Objectives:

The study was based on three objectives:

- i. To explore how teachers use the authentic materials in teaching English as a foreign language,
- ii. To investigate the various types of authentic materials the teachers use in teaching English a foreign language.
- iii. To find out the learner's perceptions about using the of authentic materials in enhancing English as a foreign language

1.6 Research Questions

1. What are the different types of authentic learning aids used by teachers to teach English as a foreign language?
2. What are some of the methods do teachers use to effectively teach English as a foreign language in the classroom
3. What are the learner's perceptions about the teacher's use of authentic materials in teaching English as a foreign language?

1.7 scope of the study

Geographical scope: the study was carried out in Mbale district.

Contextual scope: the study took place in Nabumali secondary school at lower secondary level in Mbale district.

Time scope: the study took three weeks one week in each school in the month of September.

1.8. Significance of the Study.

This study contributes to the growing body of research on authentic materials and task-based learning by investigating their combined effect on language skills and motivation among lower secondary learners. As few studies have explored the effectiveness of these approaches in the Vietnamese context, the findings of this study have the potential to provide valuable insights for English language educators, curriculum developers, and policymakers in Vietnam, as well as in other EFL contexts with similar characteristics. Moreover, the quasi-experimental design of the study allows for a more robust examination of the impact of authentic materials and task-based learning on language skills and motivation, compared to purely observational or qualitative studies. By comparing the experimental group, which receives instruction using authentic materials and task-based learning approaches, with the control group, which is taught using traditional methods, the study can identify the specific benefits and challenges associated with the implementation of these approaches in Vietnamese EFL classrooms.

Furthermore, the study's focus on both language skills and motivation is significant, as it acknowledges the interrelated nature of language proficiency and motivation in language learning. The potential benefits of EFL learners utilizing authentic materials and task-based learning are comprehensively understood through the impact of these approaches. The development of English language teaching materials, curricula, and policies that promote the utilization of genuine materials and task-based learning approaches in Vietnamese EFL contexts can be educated by the discoveries of this study. The reflections gained from this research might aid in the improvement of English language education in Vietnam. Ultimately, this can lead to the enhancement of Vietnamese EFL learners' language abilities, maintenance of motivation through their language learning voyage, and meeting the demands of the expanding universe. Future research could also be influenced by the study's results.

3.1. To improve on Language Proficiency among learners at the lower secondary.

One of the primary purposes of studying the use of authentic materials in teaching English as a foreign language is to enhance language proficiency. Authentic materials refer to real-life resources that are created for native speakers, such as newspapers, magazines, books, videos, and websites. By incorporating authentic materials into language instruction, learners are exposed to genuine language use, which helps them develop their listening, speaking, reading, and writing skills.

Authentic materials provide learners with exposure to natural language patterns, idiomatic expressions, and authentic vocabulary usage. This exposure allows learners to become more familiar with the nuances and complexities of the English language. Additionally, authentic materials often reflect current events and contemporary topics, enabling learners to stay updated on real-world issues while improving their language skills.

Research studies have shown that using authentic materials in language instruction can lead to improved linguistic competence. For example, a study conducted by Brown (2007) found that students who were exposed to authentic materials showed significant improvement in their listening comprehension skills compared to those who only used traditional textbook materials.

2. To help in Promoting Cultural Understanding among the learners at lower secondary

Another purpose of studying the use of authentic materials in teaching English as a foreign language is to promote cultural understanding. Language and culture are closely intertwined, and by using authentic materials, learners gain insights into the cultural aspects embedded within the language.

Authentic materials expose learners to different cultural perspectives, customs, traditions, and societal norms. Through exposure to authentic texts and multimedia resources from various English-speaking countries, learners develop a deeper understanding of the target culture's values, beliefs, and practices. This cultural knowledge enhances their ability to communicate effectively with native speakers and navigate intercultural interactions.

Using authentic materials also helps learners develop intercultural competence, which is the ability to interact and communicate appropriately and effectively with people from different cultural backgrounds. By engaging with authentic materials, learners become more aware of cultural differences and learn to appreciate and respect diverse perspectives.

Research conducted by Byram (1997) highlights the importance of integrating cultural understanding into language learning. Byram argues that using authentic materials in language instruction allows learners to go beyond linguistic competence and develop a broader intercultural communicative competence.

3. To help in Fostering Learner Motivation during the English lessons

The third purpose of studying the use of authentic materials in teaching English as a foreign language is to foster learner motivation. Authentic materials are often more engaging and

relevant to learners compared to artificial or contrived materials found in textbooks. This increased engagement can lead to higher levels of motivation and interest in language learning.

Authentic materials provide learners with meaningful and purposeful language input, which can make the learning experience more enjoyable and rewarding. When learners are exposed to real-life language use, they can see the immediate relevance and practicality of their language skills. This sense of authenticity can boost their confidence and motivation to continue learning.

Furthermore, authentic materials offer a wide range of topics and genres that cater to learners' individual interests and preferences. Learners can choose materials that align with their personal hobbies, career aspirations, or areas of expertise, making the learning process more personalized and engaging.

Research conducted by Dörnyei (2001) emphasizes the role of motivation in language learning. Dörnyei suggests that using authentic materials can enhance learner motivation by providing a genuine context for language use and creating a sense of purpose in

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the review of the related literature to the teachers' use of authentic learning aids in enhancing English as a foreign language in lower secondary in Nabumali high school, Mbale district.

It is arranged according to specific objectives; objective one, objective two, and three

2.0. Objective by objective review

2.1. To investigate the different types authentic learning materials used by teachers in teaching English as a foreign language.

In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broad cast, daily conversations, meetings, documents, speech, and films.

One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive.

Authentic materials in language teaching are classified to use them as per the needs of a particular class.

According to Gebhard, authentic materials can be classified into three categories.

Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally Audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches

Podcasts are great for listening practice. There are podcasts on every topic imaginable and you can download them to play in class. You can find a podcast to suit your learners and, since podcasts are usually a series of episodes, you can use it as a regular feature in your lessons. The BBC is a great resource for podcasts so start your search here.

The internet is an obvious place to find authentic materials online, since the materials you can find can be very recent and up-to-date. However, although it is a magnificent resource of authentic materials if it is utilized correctly, it can also be a total waste of time so make sure you know where to look when you are looking for online materials.

Once you have found appropriate authentic materials, consider the best way to utilize them in your lesson. Think about the level of your students and the aims of your lesson. Think about the ways you can scaffold the lesson to make the materials accessible for your students and the lesson achievable. When you have taken all of these into account you can sit back and relax in the knowledge that you have an interesting and effective English language lesson planned. Bravo!

Have you ever used authentic materials in your lessons? We'd love to know how it went so let us know in the comments!

Authentic visuals materials;

These include slides, photographs, paintings, children's art work, stick figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard picture books, stamps, and X-rays.

Watch YouTube.

If you're looking for videos rather than written text, look no further than YouTube. You can find practically anything you need on YouTube; it's just a matter of looking for it. To make sure you don't fall down a rabbit hole, it's best to have a good idea of what you want before you start looking. Think carefully about what authentic situation would suit your lesson objectives, type in a keyword in the search bar and soon you'll have thousands of videos to choose from. Just be sure to watch them in full before you use them so as to avoid any awkward situations!

- (i) **Authentic text materials:** newspaper articles, movie advertisements, lyrics to songs etc. Newspaper or magazine articles

Starting with the basics, newspaper or magazine articles are fairly easy to work with in the online classroom. The length and complexity of the authentic texts you select will depend on your class objectives, your students' interests, and their level of proficiency. You can select headlines, clips, or full articles for your class.

If you are unsure if an authentic text is suitable or if you are worried the vocabulary is too difficult for your students, copy and paste it into Text Inspector. This free tool grades the level of

the text, aligning vocabulary to the CEFR. It also helps you pick out difficult words for pre-teaching activities.

In general, **it's best to choose shorter, less complex texts for lower level learners**. Articles with clear images or illustrations can also help provide context and improve understanding too.

Non-controversial recent news topics are great because students will very often be familiar with the story and have their own opinion. This can lead to interesting discussions in class and lots of language learning opportunities.

2.2. To investigate the various methods used by teachers to enhance the English speaking skill among the learners.

The use of Comics: Tell a Story Through Pictures

Some learners may not be ready to be fully immersed in long fictional materials like books and novels. However, you can give them comics instead. You can study these short fictional scenes with students or ask them to imitate via their own comic strips produced in class for a fun activity.

When teaching English using comics:

- Make sure to select comics your students can understand. Remember that humor is often just as much if not more about culture as it is about language.
- Make sure the jokes in the comics will be comprehensible to your students. If you can't avoid things like puns or references only native speakers can understand, give your students the tools to make sense of these.

One place you can find easy-to-understand comics is Go Comics. It has all the classics including Calvin and Hobbes, Peanuts and Garfield.

Give your students authentic materials in English. Ask them to look over weather reports or apply for a few jobs on the web to make learning a part of their everyday life. Your students will appreciate the lessons and remember new words much better when they need to use them the way they should be used.

So let's put away the ESL workbooks and experiment with the "real stuff" out there!

(i) **The Use of Videos in the teaching of English as a foreign language.**

According to the Oxford Dictionary, video is a product of electronically and digitally recorded moving visuals. In which, video provides a vivid, rich, and lively resource for multimedia. Also, (Afnizul, 2020) added that video is considered as one of the components in multimedia that consists of moving graphics, audios, and texts in the video. (Agnes and Kellerman, 1997) contend that video is a digital media that demonstrates and produces a sequence of still pictures and illusions due to movements of the picture. Thus, an audio-visual learning environment is believed to be an effective way to lower students' affective filter, allowing them to learn a target language in a more enjoyable and motivating way.

(i) The Use of Task-Based Activity in the teaching of English as a foreign language.

The task-based approach in language learning involves a set of planning learning activities that include materials and teaching sessions based around doing a task.

According to Richards, et al., role-play can be understood as a teaching technique that allows students to play roles other than being learners who learn in a classroom. Role-play is a learning activity that gives learners a new identity with a given context or theme, they are required to act out actual life situations. Role play possesses the potential as a pedagogic strategy in

The use of *Restaurant* menus: order your favorite dish.

Food is important to everyone, so introduce language learners to some of the common dishes in English-speaking countries so that they will be able to order meals with confidence. Many restaurants have their menus online, so you can easily download them (no need to walk or drive around the neighborhood!). Try to use local restaurants to make it more meaningful for your students, and ensure you have plenty of copies of the menu.

You can then either go through the menu and ask students to guess what the meals are, or they can write down what they would order. You could use different menus for each course, which would widen the types of dishes you can cover during the learning activity. You or another team member could pretend to be the waiter or waitress and your students can practice their spoken English by reading their order back to you.

At the end of the task, you could encourage learners to add up the cost of their courses to calculate their bill – and even ask them to add on a 10% tip to mirror the experience of being in a real restaurant.

Remember, these suggestions focus on different skills, so you could use them to form lesson plans for a 'speaking' lesson, a “reading” lesson, etc.

2. The use of Songs: recognizing English lyrics

Listening to songs with English lyrics is an excellent way of boosting skills in listening and pronunciation, and confidence in using the language. And students will always respond positively to a lesson that involves their favorite singer or bands.

Ask your learners to write down their favorite artist and a song by them that they like and have listened to a few times. They can then try to remember the lyrics, or look at the video on YouTube – they only need to write down a few lines of the song.

Then ask them to listen to the lyrics for useful vocabulary, phrases and expressions for language, including colloquial speech. The language used in lyrics can be casual, tell a simple story or convey strong emotions, which should help learners to establish a connection with the language because it will give them new ways to describe their feelings in different situations. You could even ask them to come up with alternative words, as a way of further increasing and using their vocabulary.

Some song lyrics are commonly misheard, so you could create a quiz in which learners have to choose the next words – words that grammatically fit into the lyrics. This can be a funny lesson – for you as well as your students!

2.3. To evaluate the effect of the use of authentic learning aids in teaching English as a foreign language in the classroom.

The impact of incorporating role play into speaking lessons is successfully displayed in the study conducted by Ayuningtias, Wulandari, & Yana in 2019. After two cycles of intervention which comprised four meetings, researchers found out that students scored higher in their speaking tests. Furthermore, semantic mapping is a visual strategy for vocabulary expansion and extension.

According to (Nurul Afifah Binti Azlan, 2019), video plays a vital role in changing and making an impact on the current education system. The modern era of integration of technology has been revolutionized in the education classroom. Since then, the use of videos in improving ESL learners has been widely used for educational and research purposes (Kilis,2017). Using videos in teaching language enables learners to develop confidence as it sparks the desire within learners to share their knowledge, ideas, and opinions in the target language with their peers (Jensen, Mattheis, & Johnson,2012; Nurul Afifah Binti Azlan, 2019).

According to (Afnizul, 2020), the use of captioned videos in teaching English has successfully helped of knowledge by displaying in categories words related to one another (Khoii & Sharififar, 2013). Individuals have to construct their ideas using graphic organisers to expand their usage of vocabulary. It helps individuals to build on their existing knowledge of vocabulary using semantic mapping (Khoii & Sharififar, 2013). This is an organized and structured technique in which graphical models are used to help school students learn vocabulary.

It is also an instructional activity that allows students to compare new words for a visual display to potentially increase their vocabulary knowledge (Rupley, Logan &Nichols, 2002). A semantic map is also known as a concept map where learners get “to graphically demonstrate the relationship between words” (Greene & Coxhead, 2015). This is an organized and structured system. Furthermore, it is a ‘visual and structured strategy’ to develop learners’ vocabulary and expand their knowledge by presenting words in categories.

CHAPTER THREE

RESEARCH METHODS.

3.0 Introduction

This chapter outlined the research methods and procedures that were employed to conduct the study. It discussed the research design, data collection methods, and data analysis techniques.

This study utilized. Qualitative methods, such as interviews and observations, provided in-depth insights into students' experiences and perceptions of using visual aids in poetry lessons.

3.1. Research Study Area.

The area of study in focus was Mbale District, with Nabumali high school located in city council as the major field of study. The school was located in the alongside lwakhakha road in Mbale District in the Eastern part of Uganda.

3.2. Study Population.

Table 1 showing sample population size and category.

Category	No. of respondents	Cumulative percentage	Valid percentage
Teachers	17	28	28
Students	36	60	60
Heateacher	1	2	2
Opinion leaders	5	8	8
DEO	1	2	2
	60	100	100

The study population consisted of O-level secondary school students and teachers. A purposive sampling technique was used to select the participants, ensuring a diverse representation of students with varying levels of academic performance and learning preferences.

3.3. Sampling Criteria.

Non probability sampling method was used to get the eligible participants for the research study, involving a purposive sampling. The major reason for purposive sampling according to Kumar (2011) was based on the researcher's judgment of who can best provide feedback for the

achievement of the research objectives. The research intended to use 10 respondents from two classes in Nabumali high school with a deliberate selection from varying academic levels.

1. Participants: O-Level secondary students of (S1, S2) from the targeted school.
2. Inclusion criteria: Students who are currently enrolled in O'level course and have been exposed to authentic materials instructions.

3.4. Limitations of the Study:

1. Generalizability: This study was limited to O'level secondary students in only Nabumali high school and may not be representative of the wider population.
2. The study on the exploration of authentic in teaching of English as a foreign may be affected by possible content limitation as respondents may be reluctant to respond to the research interview questions and questions, or as a result of lack of trust in the research.

The research may also be affected by the limited time (duration) to conduct field study, as it was required for academic fulfillment.

3.5 Research methods and tools.

3.5.1. Interviews

Interviews in research involved discussions and interactions between the researcher and the respondents in order to attain data or information. This instrument is aimed at attaining in-depth and inbound data and information. All kinds of questions that require short and precise answers, explanatory answers and descriptive answers were used during the interviews. All 20 respondents and language teachers were involved in the interviews.

3.6. Document Analysis.

This involves the reviewing of previous publications such as brochures, reports, newspapers, articles, books and minutes related to the topic and problem of study. The **researcher will review** the teacher's lesson plans to see how authentic materials have been implemented in it. (Including those got from the school during the study) in order to arrive at concrete conclusions for the research.

Surveys: Questionnaires to gather students' perceptions and attitudes towards the use of visual aids in poetry learning.

3.7. Validity and Reliability of the Methods Proposed:

To ensure validity, the research instruments will be developed based on existing literature and validated by experts in the field. Reliability will be established through the use of standardized protocols and training of data collectors.

3.8. Proposed Data Analysis Procedures:

Inferential statistics: Statistical tests, such as paired t-tests, will be conducted to determine the significant differences in students' comprehension scores before and after the intervention.

Qualitative analysis: Open-ended survey responses and classroom observations will be analyzed thematically to identify recurring patterns and themes. This will put in focus in-depth and thorough analysis of the ideas and views of all respondents and data retrieved from the field studies and observations so as to arrive at a useful end. Data got from the various respondents through interviews and observations will be used to weigh student's perception about the use of authentic materials in teaching English as a foreign language.

3.9. Ethical Considerations:

The study will also consider beneficence. This ethical principle of beneficence refers to the Hippocratic 'be of benefit, do not harm.' The researcher will ensure that both parties benefit from the study, with no party getting harmed in any way, emotionally, physically, mentally and psychologically.

The researcher ensured informed consent of each participant. According to Armiger (1997), informed consent means that a person knowingly, voluntarily and intelligently and in a clear and manifest way, gives his consent. Participants will be provided with detailed information about the study, and informed consent will be obtained prior to their involvement.

The research ensure that the privacy of the participants is highly upheld

The research also ensured respect for anonymity and confidentiality. The researcher ensured that information given by participants is kept confidential and the identity of each participant is anonymously kept from public view for fear of endangering their lives. All data collected will be kept confidential and anonymized to ensure the privacy of participants.

Special consideration was given to the vulnerable group of participants who are prone to danger, and are already physically, emotionally and physiologically disturbed during the conducting of the research.

Voluntary participation: Participants had the right to withdraw from the study at any stage without any consequences.

3.10. Possible Limitations to the Study:

1. Small sample size: The study's findings may be limited by the number of participants available for data collection.
2. Bias: The researcher's personal biases and subjectivity may unintentionally influence the research process and interpretation of findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Introduction.

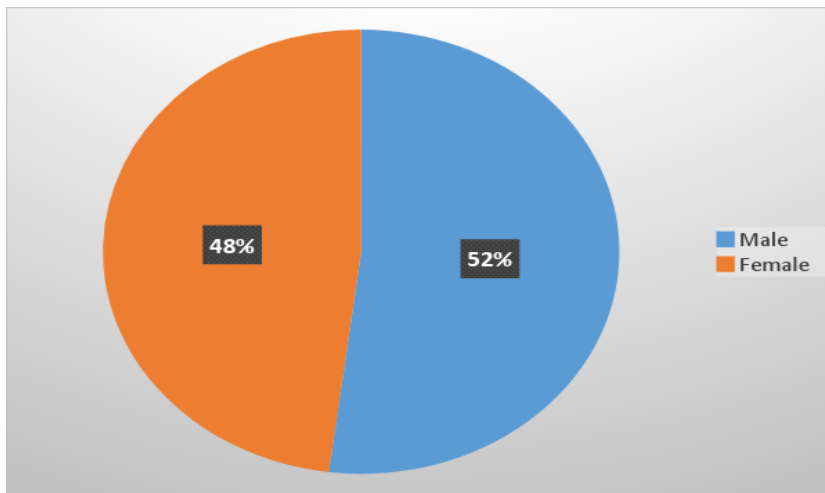
This chapter presents research findings and discussion to explore the use of authentic materials in the teaching English as a foreign language. A case study of Nabumali secondary school at lower secondary level in Mbale district.

4.1: Demographic characteristic of respondents

4.1.1 Sex

Respondent were required to indicate the sex and the results was as in the table below;

Figure 1 showing sex of respondent



Source: primary data November 2023

The result in the above table 4.1.1 showed that the study was gender sensitive, both male and female were involved. It revealed that women account for 48 percent which is a sign that new innovation in improving academic performance is on high gear to improve academic performance. It also indicates males are more aware on the influence of authentic teaching material in improving academic performance in Mbale district.

4.1.2 Age of respondent.

Table 2 showing age group of the respondents

Age group	No. of respondents	Cumulative percentage	Valid percentage
-----------	--------------------	-----------------------	------------------

20-25yrs	10	20.	20
26 -30yrs	60	41	41
31 -35yrs	33	25	25
36 and above	7	14	14
Total	101	100.0	100.0

Source: primary data, November 2023

The above data revealed that most involved age group in were in the age bracket from 26-30 with 60 respondents interviewed representing 41 percent, followed by age group 31-35 with 25 percent, followed age bracket 20-25 represented by 10 respondents representing 20%. the research further showed that people above 36 years of age become demoralize when they reach 36 years with being absorbed in the job market and this was represented the least percentage of 14% . The above findings reveals that people become very productive and absorb in the job market since some of them become responsible in their families and they need to meet the demand of their family members.

4.1.3 Education level of respondents

Table 3 showing respondents educational levels

Education level attained	no. of respondents	Percentage	valid percentage
Ordinary level.	39	51.0	51.0
Advanced level	28	21.0	21.0
Diploma	21	18.0	18.0
Degree	13	10.0	10.0

Total	101	100.0	100.0
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Source: primary data, November 2023

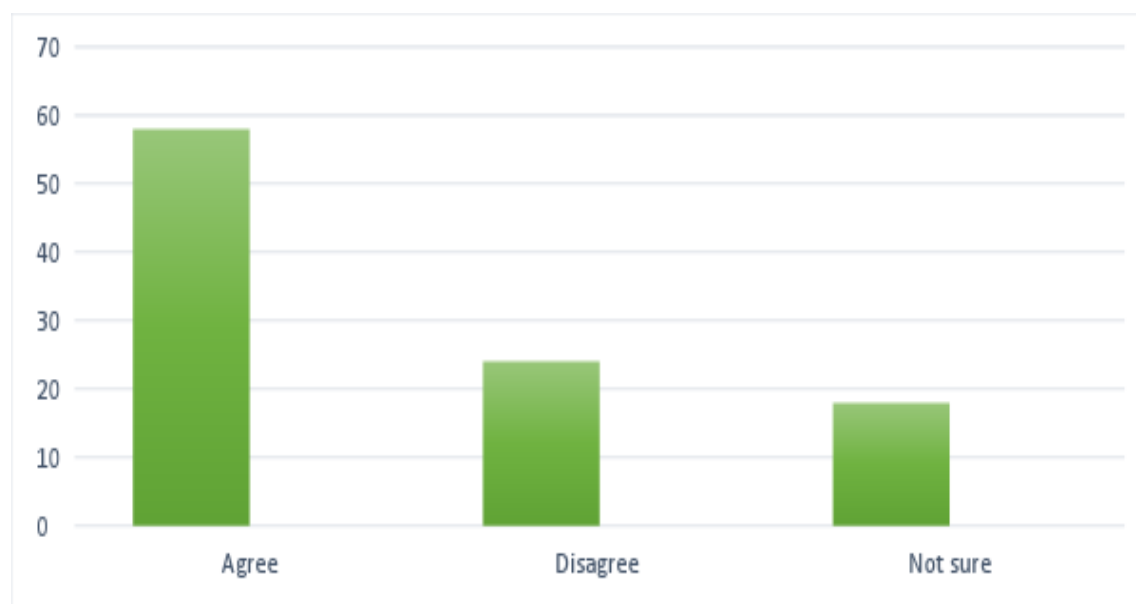
The table 4.1.3 above showing the level of education of respondents during the interview session with respondents, the researcher manages to identify respondents who manage to attain ordinary level. the research revealed that 39 respondents with 51 percent, advance level 28 representing 21 percent, diploma level were 21 with 18 percent, and finally degree were 13 representing 10 percent.

On the other hand during the interview guide the researcher identified 10 respondents with 18 percent as certificate holders. These categories were found to be very active in the villages by acting as village health team, secretary to local council one and parish development committees. According to the research it revealed that 03 respondents with 5 percent were diploma holders.

PART B: To investigate the different types authentic learning materials used by teachers in teaching English as a foreign language.

4.2.1.. Different types of authentic teaching materials are used by teachers in teaching English as a foreign language.

Figure 1: showing whether Different types of authentic teaching materials are used by teachers in teaching English as a foreign language.

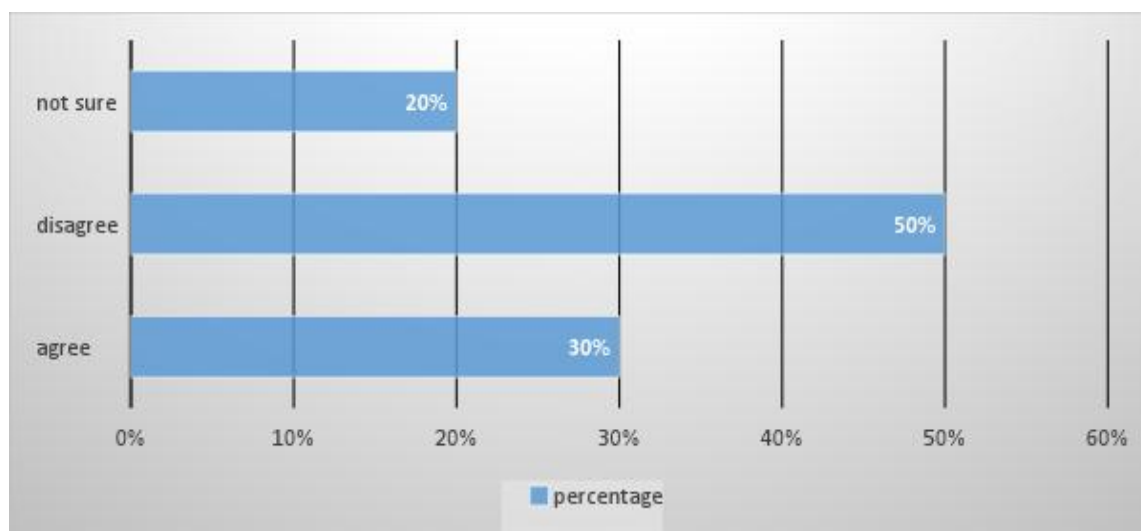


Source; primary data November 2023

The study conducted showed that 50% of the respondents disagreed with the statement of Different types of authentic teaching materials are used by teachers in teaching English as a foreign language. This was seen in many private schools where Different types of authentic teaching materials are used by teachers in teaching English as a foreign language which has improve on the academic performance while 24% of the respondents agreed that Different types of authentic teaching materials are used by teachers in teaching English as a foreign language especially teachers on government school whereas 18% of respondents revealed that they have never used Different types of authentic teaching materials are used by teachers in teaching English as a foreign language. This implies that there is a need by the government to strengthen available laws and policies to regulate the operation of schools in terms of regulating the use of authentic teaching materials and improved performance of students.

4.2.2. Students were given free copies of authentic teaching material.

Figure: 2 showing whether students were given free copies of authentic teaching material.



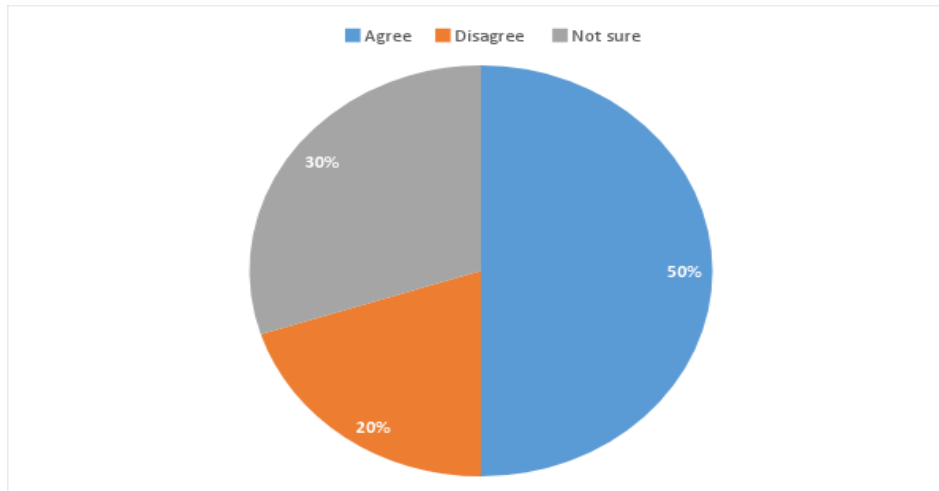
Source; primary data November 2023

From the above figure the study revealed 50% of teachers are not given free students were given free copies of authentic teaching material while 30% of respondents indicated that they are given free students were given free copies of authentic teaching material. This was observed in the schools whereas 20% were not sure whether they used authentic teaching materials and it has never been in their schools especially government schools do not students were given free copies

of authentic teaching material. This calls for affirmative action for government to in place policies that support the use of authentic materials.

4.2.3. School management influences the use of authentic materials.

Figure 3: showing whether School management influences the use of authentic materials.

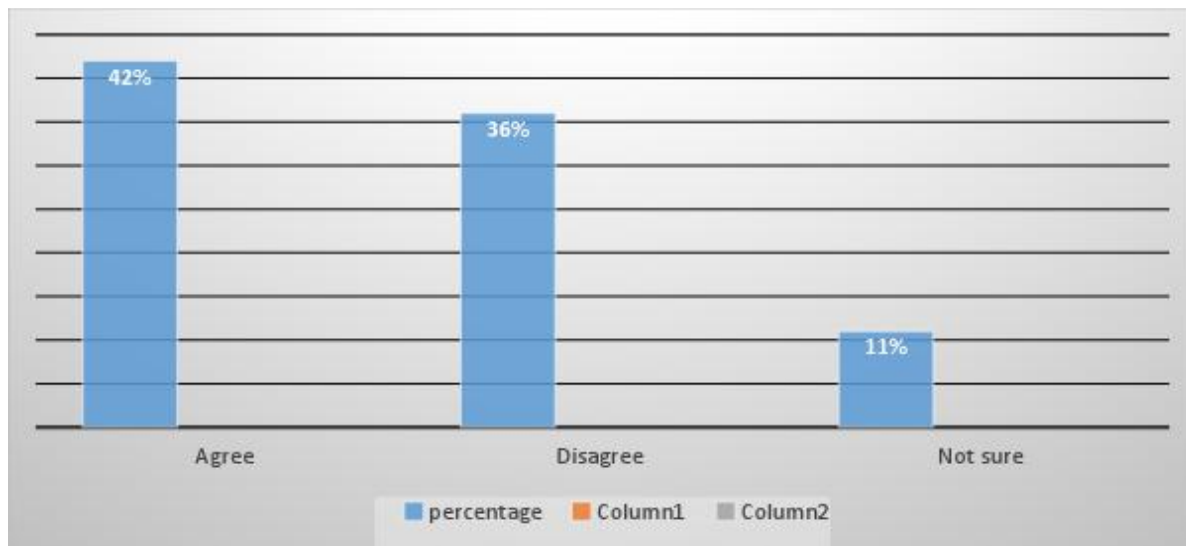


Source; primary data, November 2023

The above results in the table above showed that 50% of the respondents agreed that School management influences the use of authentic materials while 30% of the respondents disagreed with this statement whereas 20% of respondent were not sure whether poor School management influences the use of authentic materials. This implies that authentic teaching material as a tool for improving performance and improve job satisfaction needs to be implemented by the the ministry of education in order to enhance performance.

4.2.4. The school provides teachers with free copies of authentic materials.

Figure 4: showing whether school provides teachers with free copies of authentic materials.



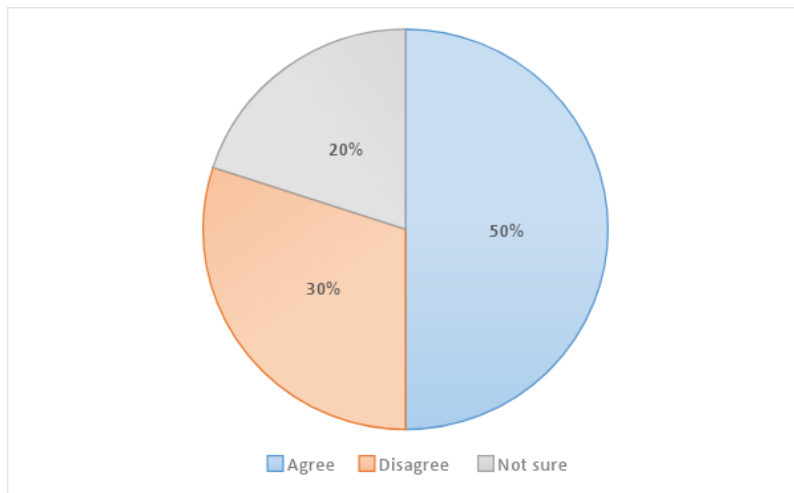
Source; primary data November 2023

From the above figure the study showed that 42% of respondents agreed that their schools provides teachers with free copies of authentic materials while 36% of them disagreed these were respondents from government school where few teachers are given free with free copies of authentic materials and 22% of the respondents were not sure whether there free copies of authentic materials to them by their schools. This implies that many government headed schools provide free copies of authentic materials to their teachers although they are motivated to teach. This has resulted in to improved performance.

PART C: To investigate the various methods used by teachers to enhance the English speaking skill among the learners.

4.3.1. Benefits are offered to best performed teacher using authentic materials

Figure 5 showing whether Benefits are offered to best performed teacher using authentic materials

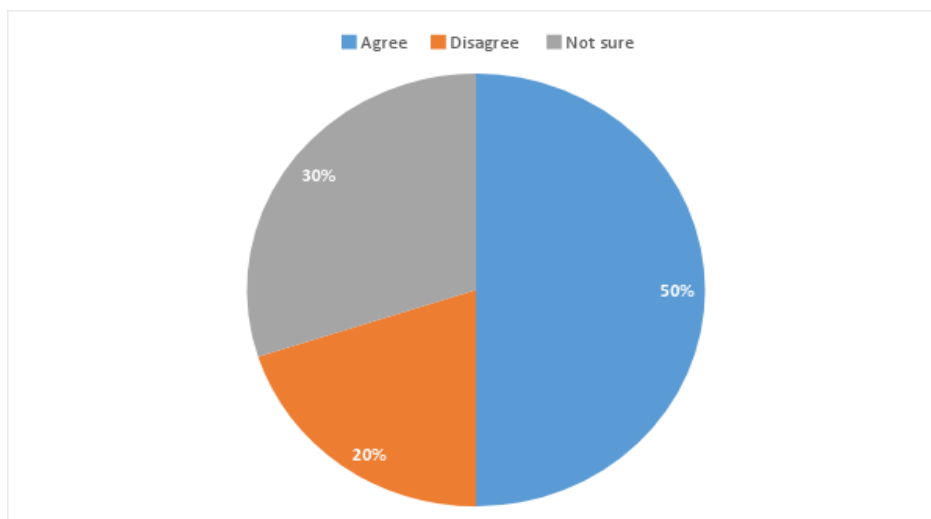


Source; primary data, November 2023

The results in the above figure showed that 50% of respondent's agreed that Benefits are offered to best performed teacher while 30% of the respondents said their schools are not able to offered benefit to best performed teacher whereas 20% of respondent were never benefited in their teaching profession. This is an indication that school free benefit Programme needs to be enforced by the government in order to motivate and improve performance of both teachers and pupils in and government headed school.

4.3.2 When were you given authentic materials?

Figure 6: showing whether when employee was given transport?



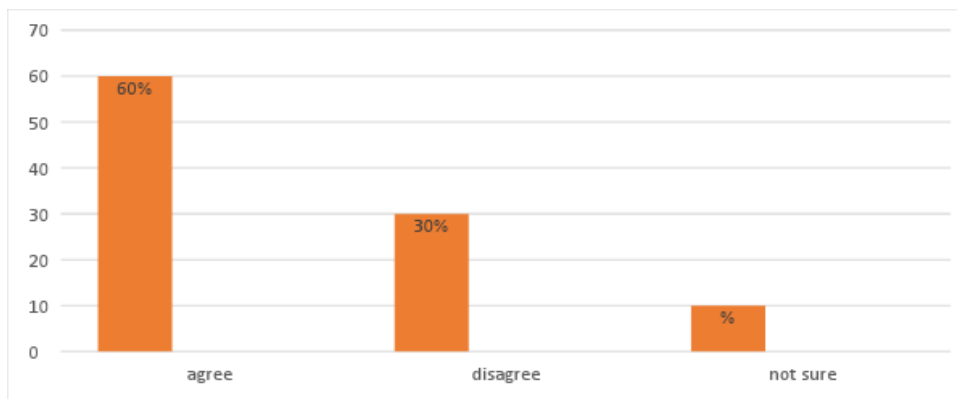
Source; primary data, November 2023

The above results in the table above showed that 50% of the respondents agreed the selected for transport offer based on supervisor recommendation this was seen by most of the head teacher

of private school and staff of non-governmental organization while 30% of the respondents received the transport on joining the company 20% of respondent were Compulsory for all employees. This implies that local government does not value training as a tool for enhancing employee performance.

4.3.3. How often have you been provided with authentic teaching material?

Figure 7 showing how often has employee been provided with transport?



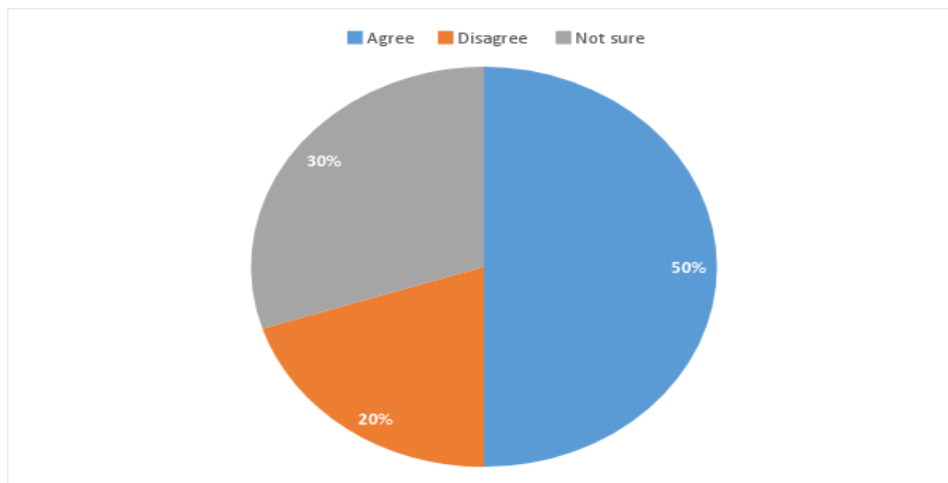
Primary data source, November 2023

From the figure above 60% respondents revealed that they never received transport in the entire period they worked in their work places, while 30% of respondents revealed that they got transport means on joining these were head teachers of private headed school and 10% respondents received transport after six month. This shows that there is a need for provision transport of employee in order to improve on their performance.

PART D: To evaluate the effect of the use of authentic learning aids in teaching English as a foreign language in the classroom.

4.4.1. They have less difficulty in overcoming their work demands.

Figure 8: showing how employees overcoming their work demands.

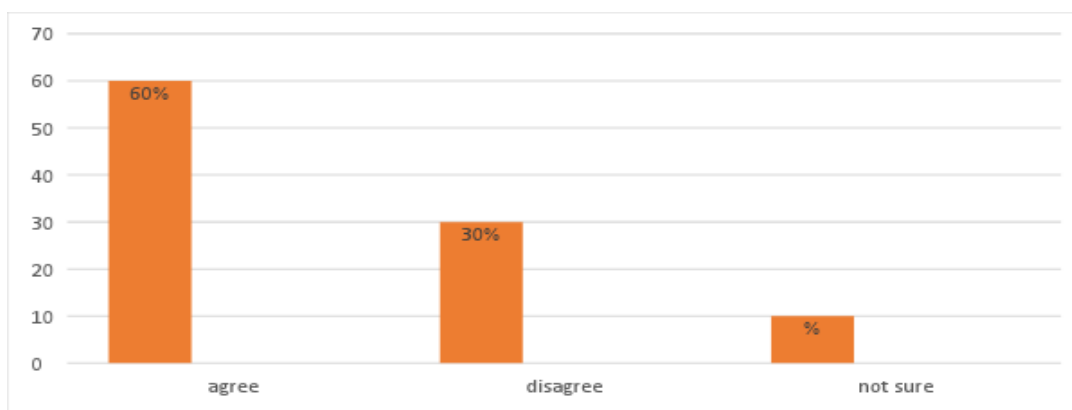


Source; primary data, November 2023

The above results in the table above showed that 50% of the respondents agreed that employees overcome their work demands with the support from the colleagues who continuously supported and counsel them in time of difficulties to help the achieve the organizational goal, vision and mission while 30% of the respondents revealed that their friends did not help them overcome their work demands 20% of respondent were not sure whether their colleague contributed an effort to help them overcome their work demands. This implies that most of the friends at work place are less concern of challenges their friends are going through enhancing employee performance.

4.4.2. How employee fulfill their jobs with high energy and motivation.

Figure 9 showing how employees fulfill their jobs with high energy and motivation.

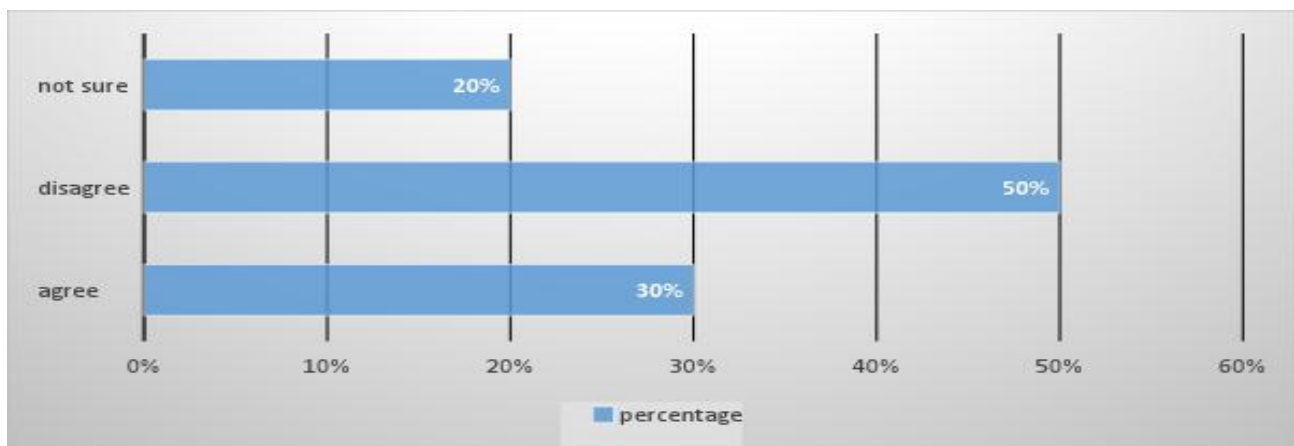


Primary data source, November 2023

From the figure above 60% respondents revealed that employee fulfill their jobs with high energy and motivation this was attributed to high level of freedom given to staff to execute their work with low pressure and minimum supervision, while 30% of respondents revealed that employee were not able fulfill their jobs with high energy and motivation due to poor working condition, pressure given to them by employers to deliver even if condition are not working well for them whereas 10% of respondent revealed that they were not sure whether they fulfill their jobs with high energy and motivation because they were not interested in the job they were doing. This has affected employee performance.

4.4.3. They are excited to go to work together.

Figure: 10 showing whether employees are excited to use authentic teaching material.



Source; primary data, November 2023

The above results in the table above 50% of the respondent showed employees are excited to use authentic teaching material. In the process of their journey they share a lot of issues concerning problem they face when using this approaches and the challenges they face during their work. These also help employees to design strategies to help the overcome challenges they face. 30% of the respondent indicated that they are not excited to go to work together because some of the employee does not relate well with their fellow friend which affect work productivity when they are in bad terms with other employees whereas 20% of respondents cited work place relationship has never been excited to go to work together. This showed that work place relationship that may cause problem should not be encouraged.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction.

In this chapter, the findings of the study were discussed after which the conclusions and recommendations were made. It was arranged by these contents and then by the three Research objectives that the study sought to find out. Thus the chapter was divided into subsections namely, discussion which is related to the theoretical frame work and the literature review.

5.1. CONCLUSION

The study was gender sensitive, both male and female were involved. It revealed that women account for 48 percent which is a sign that new innovation for improving academic performance is on high gear.

The above data revealed that most involved age group in were in the age bracket from 26-30 with 60 respondents interviewed representing 41 percent, followed by age group 31-35 with 25 percent

5.1.2. To investigate the different types authentic learning materials used by teachers in teaching English as a foreign language.

The study conducted showed that 50% of the respondents disagreed with the statement of Different types of authentic teaching materials are used by teachers in teaching English as a foreign language.

50% of teachers are not given free students were given free copies of authentic teaching material while 30% of respondents indicated that they are given free students were given free copies of authentic teaching material.

42% of respondents agreed that their schools provides teachers with free copies of authentic materials while 36% of them disagreed these were respondents from government school where few teachers are given free with free copies of authentic materials and 22% of the respondents were not sure whether there free copies of authentic materials to them by their schools. This implies that many government headed schools provide free copies of authentic materials to their teachers although they are motivated to teach. This has resulted in to improved performance.

5.1.2. To investigate the various methods used by teachers to enhance the English speaking skill among the learners.

50% of respondent's agreed that Benefits are offered to best performed teacher while 30% of the respondents said their schools are not able to offered benefit to best performed teacher whereas 20% of respondent were never benefited in their teaching profession. This is an indication that school free benefit Programme needs to be enforced by the government in order to motivate and improve performance of both teachers and pupils in and government headed school.

5.1.3 To evaluate the effect of the use of authentic learning aids in teaching English as a foreign language in the classroom.

The above results in the table above showed that 50% of the respondents agreed that employees overcome their work demands with the support from the colleagues who continuously supported and counsel them in time of difficulties to help the achieve the organizational goal, vision and mission.

60% respondents revealed that employee fulfill their jobs with high energy and motivation this was attributed to high level of freedom given to teachers to execute their work with low pressure and minimum supervision.

50% of the respondent showed employees are excited to use authentic teaching material. In the process of their journey they share a lot of issues concerning problem they face when using this approaches and the challenges they face during their work. These also help teachers to design strategies to help the overcome challenges they face.

5.2. Recommendation.

The researcher recommends for capacity building of technical staff and school management committee on their roles and responsibility.

The researcher recommend for government to strengthen available labour laws and policies in order to protect the rights of workers.

The researcher recommends for government and schools to enforced compulsory implementation of authentic teaching materials

5.2.2. Recommendation for further research

If better conclusions are to be made, the following areas should be researched upon;

1. The influence of management structure on the use of authentic teaching materials.
2. The relationship between teachers experience and the use of authentic materials performance of teachers.

APPENDIX I: RESEARCH QUESTIONER

My name is **AKWANGA IRENE**; a bachelor student at Busitema University is conducting research about the use of authentic materials in the teaching English as a foreign language in O' level secondary schools

This is for academic purpose and the findings will help to improve on the effective use of authentic materials in secondary school.

Participation in this study is voluntary and refusal to participate will not cause any harm. Therefore, you are kindly requested to participate in the study by answering question that will be asked.

PART A: DEMOGRAPHIC CHARARASTICS OF RESPONDENTS

1. SEX OF RESPONDENTS

- a. Male
- b. Female
- c. Others specify.....

2. AGE BRACKET.

- a. 20-25yrs
- b. 26 -30yrs
- c. 31 -35yrs
- d. 36 and Above

3. EDUCATION LEVEL.

- a. Ordinary Level.
- b. Advanced Level
- c. Diploma
- d. Degree
- e. Other (Please specify)

SECTION B: To investigate the different types authentic learning materials used by teachers in teaching English as a foreign language.

Different types of authentic teaching materials are used by teachers in teaching English as a foreign language.	AGREE	DISAGREE	NOT SURE
Students were given free copies of authentic teaching material.			
School management influences the use of authentic materials.			
The school provides teachers with free copies of authentic materials			

SECTION C: To investigate the various methods used by teachers to enhance the English speaking skill among the learners

Benefits are offered to best performed teacher using authentic materials	AGREE	DISAGREE	NOT SURE
When were you given authentic materials?			
How often have you been provided with authentic teaching material?			

SECTION D. To evaluate the effect of the use of authentic learning aids in teaching English as a foreign language in the classroom.

Please tick the item representing your best level agreement **1-Agreed, 2 Disagree 3-Not Sure)**

They have less difficulty in overcoming their work demands.			
How employee fulfill their jobs with high energy and motivation.			
They are excited to go to work together.			

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APPENDIX III: RESEARCH TIMELINE.

ACTIVITIES	JUNE	JULY	AUGUST	SEPT	OCT	NOV
Identification of						

Topic						
Approval of Topic						
Proposal Writing						
Proposal approval						
Data collection management and analysis						
Writing research report and data analysis						
Submission of Report						

APPENDIX IV: RESEARCH BUDGET.

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	Transport			80000=
02	Photocopying	1 ream	10,000=	20,000=
03	Airtime			10,000=
04	Internet data			25,000=
05	Pens	5	500=	2500=
06	Typing ,printing and binding	2	25,000=	50,000=
07	Data collection			40,000=
08	Miscellaneous			30,000=
09	TOTAL			257,500=

STYLISTIC REQUIREMENTS FOR THE RESEARCH REPORT

Font type – Times new roman

Font size – 12 throughout, including headings.

Paragraph spacing – 1.5

Margins - 1 inch or 2.5 cm all sides

Justify the text throughout.

All Table captions on top of the table

All Figure captions at the bottom of the figure