

# ESL Teachers' Attitudes and Challenges in Utilizing Authentic ELT Materials in the Language Classroom

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Gloria C. Salazar, MA, LPT

Lyceum of the Philippines University-Batangas

Dacanlao Gregorio Agoncillo National High School/ SDO Batangas Province

gloriacsalazar682@gmail.com

*Abstract – The use of authentic materials in English Language Teaching (ELT) has gained prominence as communicative teaching approaches necessitate the teaching of real language to students based on how it is used in the outside world. As curriculum implementers, teachers play a significant role in deciding, selecting, utilizing, and evaluating authentic ELT materials that will foster learners' linguistic development and communicative competence. This study aimed to determine ESL teachers' attitudes and challenges in using authentic ELT materials in the language classroom. This study used a descriptive research design. Participants were chosen using a non-probabilistic sampling strategy with 195 English teachers from public secondary schools within Area 1 in SDO-Batangas Province. The research instrument used in this study was partially adopted survey questionnaires from the studies of Omar & Mekaël, 2020; Huessein, 2012; Canh & Barnard, 2009. The study revealed that most teacher-respondents have a positive attitude toward using authentic ELT materials where exploitability ranked first as one of the indicators. On one hand, most respondents also agreed that a lack of teachers' professional knowledge and technical know-how is the primary challenge that they encounter in utilizing authentic ELT materials in the language classroom. Moreover, there is a significant relationship that exists between ESL teachers' attitudes in terms of ELT authentic materials' readability and the challenges they encountered in terms of teachers' professional knowledge and technical know-how, and environmental factors. A Teacher's Guide for ESL teachers in utilizing authentic ELT materials in enhancing the four language skills of the learners is proposed as the output of the study.*

*Keywords – Attitudes, Authentic Materials, Challenges, Second Language*

## INTRODUCTION

Teachers have been highly regarded as the “source of knowledge” for students. For this reason, it is imperative for every teacher to consider the advantages and drawbacks of his preferences in choosing appropriate and interesting materials for teaching. Richards [1] noted the importance of teachers' materials placement in language teaching. He also further explained how teachers' choices of materials affect the reading development of learners. In the study of Karimi and Dowlatabadi [2], they asserted that authentic materials are helpful in improving the listening comprehension of EFL Iranian learners by activating learners' metacognitive awareness. Richards [1] also stressed the necessity of providing rich resources to learners, such as aiding grammar instruction with the internet and technology. Bajrami and Ismaili [3] postulated that the use of video materials in the ESP classes and EFL classrooms provided motivation to learners and enhanced their

listening skills as well. Likewise, the use of videos, as authentic materials, also widened learners' cultural awareness which led them to acquire emotional attitudes through the pragmatics of the language used by the characters in the videos.

However, with a wide array of choices among localized materials to be used in English language teaching, most ESL teachers in the country do not seem to maximize the use of authentic materials for exposing students to the “real” use of the target language in real-life situations. Exposing the students to “real language” entails showing and allowing students to see for themselves how English, as the universal language, is used in a specific linguistic context. This also means that there is a need to broaden students' knowledge and perspectives on the use of ‘World Englishes’ because there is an existing variety of English used all over the world using authentic materials. Moreover, the essence of using authentic materials in teaching English as a

second language remains to be unclear for most language teachers in the country since students' access to authentic materials is still delimited. There is also a lack in providing suitable language tasks to be performed by the students resulting in students' incompetence in using the target language since authentic materials are "used pedagogically" by ESL teachers in the Philippine classroom contexts. Several researchers and language experts justified the use of authentic materials as an effective way to provide language learning opportunities that mirror the outside world instead of using them for pedagogic purposes.

Several studies have shown that teachers have positive attitudes towards utilizing authentic materials in language teaching. Akbari and Razavi [4] confirmed that 57 EFL Iranian teachers' positive attitudes toward authentic materials are based on their beliefs that authentic materials can be used as tools in improving students' language skills because they connect them to the real language in the outside world. Likewise, teachers' positive attitudes towards the use of authentic materials are based on their usefulness in learning since they connect students to the outside world (Albiladi) [5]. Moreover, in the study of Belaid and Murray [6], he concluded that EFL Libyan teachers preferred to use authentic materials at the intermediate level because authentic materials expose students to everyday language. He also added that teachers considered course objectives and students' language levels, needs, and interests in selecting the authentic materials to be used in their instruction. It was also found that most language teachers have greater preferences in utilizing authentic materials in their reading classes (Soliman [7]; Canh & Barnard [8]; Albiladi [5]. Belaid and Murray [6] also asserted that authentic materials can be used in developing students' listening and reading skills despite the use of textbooks. Because of the essential roles of authentic materials in facilitating second language learning, Mahsefat and Sabet [9] proposed three criteria in selecting authentic materials: suitability of the content, exploitability, and readability. Suitability of Content refers to the study level suitable for the introduction of such materials which contributes to students' demotivation or discouragement when the material being introduced is beyond their level. On one hand, exploitability is the extent to which authentic materials can be used to enhance learners' abilities and exploit them to attain teaching objectives. And the last criterion in selecting authentic ELT materials is readability which refers to the extent of difficulty that students might encounter in

relation to language structures and vocabulary used in the authentic materials.

One of the strong propositions to upskill and reskill teachers' competence in language instruction using authentic materials is based on the results of the Programme for International Student Assessment (PISA) in 2018 which showed that students in the Philippines scored lower in reading comprehension with over 80% of Filipino students who did not reach the minimum level of reading proficiency. This implied that ESL teachers must be more competent in selecting materials keenly and in employing effective strategies that will hone students' four fundamental language skills: listening, reading, speaking, and writing. According to McGrath [10], materials have a pivotal role in the teaching-learning process. In the study of Guariento and Morley [11]; Guo [12]; Hwang, [13]; Kilickaya [14]; Lin [15], and Wu and Wu, [16], they found the use of authentic materials, such as authentic texts improved students' performance and reading abilities. Berardo [17] also discovered that authentic materials like magazines and newspapers increased students' motivation in reading due to their daily exposure to these materials.

However, it is an inevitable fact that language teachers encounter several problems and issues in using authentic materials in the language classroom. Deang [18] postulated that teachers experience these certain problems in using authentic materials: (a) Teachers' Professional Knowledge and Technical Know-How and (b) Environmental Factors. According to Deang [18], teachers' knowledge has an impact on their understanding of the sequential presentation of materials that will address learners' interests, and which must also be suitable for the instructional tasks. Also, teachers' skills and knowledge of the operational functionality of resources like authentic materials affect teachers' instructional delivery. Also, Deang [18] amplified the significance of identifying the target population for whom the materials are to be used *i.e.* the environmental factors these are also considered challenges in using authentic materials. Consequently, it was found out that one of the challenges encountered by ESL teachers in utilizing authentic materials is the complexities in lexical items and grammatical structures; hence, they are not advisable to be used for students in the beginning level. According to Huda [19], students in the beginning level lack grammatical knowledge and vocabulary prowess to be able to grasp the content of the authentic materials. This was concretized by Richards [20] who asserted that

authentic materials contain unnecessary vocabulary and difficult language which pose a problem for students since they are not suitable and relevant to students' needs. For this reason, ESL teachers spend so much time locating and preparing authentic materials that will best suit language learners' needs, abilities, and interests according to Huda [19] and Foppoli [21].

Thus, this study will be anchored on the principles of authenticity by Pinner [22] in identifying what constitutes the utilization of authentic ELT materials by ESL teachers at the secondary level. In the authenticity paradigm of Pinner [22], authenticity is seen as a continuum that can be used in evaluating the authenticity of materials, tasks, and language. Pinner's [22] authenticity principle emphasizes the important roles of the language user or the teacher in selecting the materials and the context of the language use. Therefore, it is important for teachers to have clear goals first before deciding on the materials that should be utilized in the classroom. Deciding on what kinds of ELT materials should be used in teaching English as a second language to learners must be carefully planned, selected, and evaluated. This study aims to strengthen the notion that teachers should set their goals and objectives prior to materials selection. The goals and objectives must be congruent to every learner's needs and interests.

#### **OBJECTIVES OF THE STUDY**

This study aimed to determine ESL teachers' attitudes and challenges in using authentic ELT materials in the language classroom. More specifically, this paper sought to identify the demographic profile of ESL teacher-respondents in terms of sex, age, civil status, educational attainment, teaching position, years in service, and types of authentic materials used; determine ESL teachers' attitudes towards utilizing authentic ELT materials in terms of suitability of the content, exploitability, and readability; determine ESL teachers' challenges in utilizing authentic ELT materials in terms of teachers' professional knowledge and technical know-how and environmental factors; determine the difference of responses on attitudes and challenges in utilizing authentic ELT materials when grouped according to profile; test the relationship between the attitudes and challenges of ESL teachers in utilizing authentic ELT materials and; propose a teacher's guide for ESL teachers to address the challenges experienced by teachers in utilizing authentic ELT materials.

#### **MATERIALS AND METHODS**

##### **Research Design**

This study was conducted considering a quantitative method of research, specifically the descriptive design of research to determine ESL Teachers' Attitudes and Challenges in Utilizing Authentic ELT Materials in the Language Classroom. This method of research, according to Creswell [23], explores the relationship between two or more variables through correlational analysis. This design also determines the degree to which two or more quantitative variables are related using a correlation coefficient. This design can help the researcher identify the extent to which the different variables in this present study are related to each other and the population of interest.

##### **Respondents of the Study**

The researcher utilized a non-probabilistic sampling strategy in identifying the sample for the study. The population comprised 262 English teachers from public secondary schools within Area 1 in SDO-Batangas Province. The distribution was done purposively with a retrieval rate of 74.43%. Conclusively, 195 English teachers served as the respondents of the study.

##### **Research Instrument**

In conducting the study, a partially adopted questionnaire from the study of Omar & Mekaël, [24]; Huessein [25]; Canh & Barnard [8]. The questionnaire is composed of three parts. The first part of the survey questionnaire is for the respondents' demographic profile which also includes the respondents' most used authentic materials. The second part of the questionnaire contains 29 items about ESL Teachers' attitudes toward utilizing authentic ELT materials, and the third part of the questionnaire contains 16 items pertaining to the challenges of ESL teachers in utilizing authentic ELT materials. These questionnaires have undergone face validation and pilot administration of the questionnaire to ensure the reliability and validity of data to be gathered from respondents. Most importantly, the survey questionnaires are also anchored on the study's objectives and the principles of authenticity as proposed by several experts in materials design and evaluation.

##### **Data Gathering Procedure**

Prior to the distribution of the research questionnaire, the researcher sought approval from the Schools Division Superintendent of SDO Batangas Province to ensure full participation of the target teacher-

respondents. The researcher utilized Google Forms in crafting the research questionnaire for easy dissemination since the current situation forbids face-to-face interaction. The Google Forms which contain the survey questionnaire was checked and reviewed by the researcher's adviser prior to the distribution to the respondents of the study. The links of the Google Forms containing the research questionnaire were sent to the target teacher-respondents with the help of the District Research Coordinators in Area 1 with the consent of their Public Schools District Supervisors in Area 1 and of their school principals as well. The researcher also coordinated with the concerned focal persons thru Facebook Messenger and thru phone calls for the distribution of the questionnaire in Google Forms. The distribution of the survey questionnaire to all the target respondents was done for almost three weeks wherein only 195 teacher-respondents out of 262 teachers participated in the study with a retrieval rate of 74.43%.

### Data Analysis

Caldwell (2008) stated that "analysis is at the heart of the collection" (p. 63) [26]. Since this paper was conducted considering descriptive-correlational design, ranking was used to determine the rank of the variables. Weighted Mean was also utilized in identifying the attitudes and challenges of ESL Teachers in utilizing authentic ELT materials. Standard deviation was utilized to identify the attitudes and challenges of ESL Teachers in utilizing authentic ELT materials. To determine the relationship between respondents' demographic profiles and their attitudes and challenges in utilizing authentic ELT materials in the language classroom, Spearman Rank Correlation Coefficient was utilized.

### Ethical Considerations

In conducting the study, the researcher secured consent and approval from the Schools Division Superintendent of DepEd-Batangas, the Public Schools District Supervisors in Area 1, the school heads of the select participants, all target teacher-participants, and research team leaders. The researcher also assured the participants of the confidentiality of their identity and anonymity of their responses in the study. The request letter and approval letter were attached to the Google Forms together with the survey questionnaire for the respondents' and the concerned authorities' perusal. Moreover, the researcher made it certain that the findings of the study will be based on empirical findings while highly acknowledging the intellectual insights of field experts.

## RESULTS AND DISCUSSION

Table 1. Respondents' Profile

Sex	f	(%)
Male	36	18.40
Female	160	81.60
Age		
21-31 years old	79	40.30
32-42 years old	82	41.80
43-53 years old	29	14.80
54 years old and above	6	3.10
Civil Status		
Single	63	32.10
Married	128	65.30
Widowed	5	2.60
Highest Educational Attainment		
Post Graduate Studies (Graduate of Doctoral Degree/Program)	1	.50
With PhD/EdD Units	11	5.60
Graduate Studies	32	16.30
With MA units	123	62.80
Graduate of bachelor's degree	29	14.80
Position		
Teacher I	81	41.30
Teacher II	26	13.30
Teacher III	76	38.80
Master Teacher I/II/III	13	6.60
Years in Service		
1-5 years	64	32.70
6-10 years	85	43.40
11-15 years	23	11.70
16-20 years	9	4.60
21-25 years	8	4.10
26-30 years	6	3.10
31-35 years	1	.50
Types of Authentic Materials Used		
films	73	37.20
movies	103	52.60
dramas	36	18.40
tv commercials	94	48.00
radio news	43	21.90
listening recordings from the radio	51	26.00
video clips	163	83.20
soap operas	21	10.70
songs	138	70.40
newspaper articles	121	61.70
cartoons	58	29.60
advertisements	92	46.90
weather report	66	33.70
tv guides	18	9.20
schedules	15	7.70
tickets	9	4.60
application forms	40	20.40
photographs	122	62.20
artworks	77	39.30
signs with symbols	79	40.30
postcards	33	16.80
picture books	88	44.90

Table 1 presents the demographic profile of the respondents. The results revealed that most of the respondents are female and belong to the age group that ranges from 32 to 42 years old. Data also revealed that most of the respondents rendered 6-10 years of service in teaching. Most importantly, it can be gleaned from Table 1 that most Junior High School (JHS) ESL teachers preferred to use video clips, songs, and photographs as data reveal that it is the most used authentic English Language Teaching (ELT) materials. This implies the notion that the respondents made use of listening, viewing materials, and even realia in their language instruction [27] to cater to the needs of the digital learners who are considered ‘digital natives [28]. The results also showed that JHS ESL teachers preferred to use authentic materials which appeal to the auditory and visual senses of the language learners. This is consistent with what Bajrami and Ismaili [3] postulated as the beneficial effects of using video materials in providing motivation to learners and in enhancing their listening skills as well. Moreover, it was found out the use of authentic ELT materials with the aid of technology and the internet reduced students’ anxiety in language learning Polat and Eristi [29] as cited in Omar and Mekaël [24]. As Tomlinson [30] has noted, “authentic materials can be engaging or instructional.” Relative to this, it can be concluded that most of the respondents preferred to use authentic ELT materials to address learners’ different learning styles and to motivate language learners as well. Selecting the kind of authentic ELT materials which appeal to learners’ interests and needs is an important facet of successful L2 learning since ‘motivation’ serves as a ‘determinant’ in the academic achievement of the learners. According to Huda [19], “If the materials are not engaging and interesting, the learners will learn nothing” (p. 4).

Table 2. ESL Teachers’ Attitudes in Utilizing Authentic ELT Materials in the Language Classroom

Indicators	WM	VI	Rank
1. Suitability of Content	3.44	Agree	2
2. Exploitability	3.46	Agree	1
3. Readability	3.35	Agree	3
<b>Composite Mean</b>	<b>3.42</b>	<b>Agree</b>	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

As shown in Table 2, the results revealed that most JHS ESL teachers have a positive attitude toward

utilizing authentic ELT materials as indicated by the resulted composite mean of 3.42, showing that all the respondents “agreed” with the cited indicators. Among all the indicators cited, “exploitability” ranked first with a mean value of 3.46 and rated agree. Exploitability, as defined in this study, refers to the extent to which authentic materials can be used for teaching purposes in the classroom [9]. Data revealed (as shown in Table 5) that the respondents choose to use authentic materials in language teaching because of their perceived ‘beneficial use’ in helping them and their students attain the target learning objectives. It can be concluded from the results of this study that language teachers have a positive attitude towards utilizing authentic ELT materials because they are fully aware of the beneficial use of authentic materials in enhancing the linguistic and communicative competence of the learners. In the study of Guariento and Morley [11], EFL teachers asserted that authentic materials can effectively help students communicate in real situations and solve problems. Likewise, authentic materials are proven to be effective in enhancing students’ communicative competence in English [31]. However, according to Beresova [32], authentic materials are not produced for teaching purposes; rather, they can be utilized in exposing students to the real language and its community [14]. Moreover, authentic materials are created for real-life goals [17]. When students are exposed to “daily texts” like newspapers, magazines, and the Internet which are all used for communication purposes, students can get information from them, and therefore, provide them with a greater sense. This study also revealed that JHS ESL Teachers have positive attitudes toward utilizing authentic materials in terms of suitability of content which ranked 2<sup>nd</sup> as indicated by the resulted composite mean of 3.44. Suitability of content is considered the most important criterion since it deals with authentic materials’ relevance to learners’ needs, language levels, and interests. Teachers who have clear pedagogical purposes in mind are more sensitive when it comes to choosing and using authentic materials in the classroom. As Senior [33] has stated, “We need to have a clear pedagogical goal in mind; what precisely we want our students to learn from these materials” (p. 71). When students feel that they are directed towards functional and efficient learning as the teachers use the authentic materials in the classroom, students feel more motivated and confident also in handling authentic materials [17]. In using authentic materials, it was found in this study that JHS English teachers also have positive attitudes toward utilizing authentic materials in terms of

readability. Readability stands for the extent of difficulties students may encounter as much as authentic materials are concerned. This includes lexical difficulties, such as complex grammatical structures and the number of vocabularies used in the texts. The mean value of 3.35 in using authentic materials in terms of readability in this study indicated that regardless of the challenges that teachers and students may encounter, it did not hinder them from using authentic materials in the language classroom. Reading is considered one of the most essential language skills because they enable students to write and improve their vocabulary. For this reason, materials that are highly motivating for students are linked to students' development of reading skills and comprehension. This is congruence with the study of Omar and Mekael [24] that emphasized the benefits of using authentic materials in English Language Teaching such as providing a substantial benefit for students' overall language proficiency, increasing students' interest in learning EFL, understanding the culture of the native speakers of the target language, and comprehending texts. Moreover, digital media like videos are proven effective in reducing students' anxiety in L2 learning [29].

Table 3. ESL Teachers' Challenges in Utilizing Authentic ELT Materials in the Language Classroom

Indicators	WM	VI	Rank
1. Teachers' Professional Knowledge and Technical Know How	2.78	Agree	1
2. Environmental Factors	2.66	Agree	2
<b>Composite Mean</b>	<b>2.72</b>	<b>Agree</b>	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Based on the data presented in Table 3, the results of the study revealed that most challenges encountered by JHS ESL teachers in utilizing authentic ELT materials are primarily rooted in a lack of teacher knowledge and lack in technical know-how. The resulted composite mean of 2.78 strongly implies that most of the respondents have difficulty in utilizing authentic ELT materials in the language classroom due to language difficulties that do not suit the language level of students, cultural conflicts that may hinder students' comprehension, and management of student-centered activities and tasks which complement the use of authentic materials, most especially a large class size. According to Ahmed [34], authentic materials usually make use of difficult language and complex structures which make it challenging for teachers to use in teaching students at the lower level. In this study, the challenge of finding authentic materials that are suitable to learners' needs, abilities, and interests, was

found the most common problem of JHS English teachers in utilizing authentic materials. Furthermore, using contextualized and localized authentic materials which can be used in teaching English to L2 learners in the Philippine classroom setting seemed to be an issue to be resolved since it is the schools and agencies that prescribe and provide teachers the textbooks to be used in their teaching. For this reason, there are conflicts that arise on the part of the teachers as the prescribed materials to be utilized may contest their teaching beliefs and professional knowledge as well. In the study of Huda [19], he emphasized that some teachers prefer to teach English by engaging L2 learners in interactive and meaningful language learning tasks. Meanwhile, textbooks written by authors may implicitly suggest introducing grammar rules first before teaching and engaging students in grammar-based tasks. This scenario clearly depicts also how teachers' attitudes towards using authentic materials can affect their execution of the lesson's objectives. Huda [19] stressed in his study that ESL teachers need to be trained in developing authentic materials and suitable tasks that will provide learners with rich and relevant experiences for successful L2 learning.

Table 4. Difference of Responses in ESL Teachers' Attitudes in Utilizing Authentic ELT Materials in the Language Classroom When Grouped According to Profile

Sex	$U/\lambda^2_c$	p-value	Interpretation
Suitability of Content	2088.5	0.010	Significant
Exploitability	2507.5	0.223	Not Significant
Readability	2532	0.244	Not Significant
<b>Age</b>			
Suitability of Content	3.518	0.318	Not Significant
Exploitability	4.316	0.229	Not Significant
Readability	3.685	0.298	Not Significant
<b>Civil Status</b>			
Suitability of Content	9.115	0.010	Significant
Exploitability	8.044	0.018	Significant
Readability	0.061	0.970	Not Significant
<b>Educational Attainment</b>			
Suitability of Content	4.602	0.331	Not Significant
Exploitability	3.119	0.538	Not Significant
Readability	3.573	0.467	Not Significant
<b>Position</b>			
Suitability of Content	1.852	0.604	Not Significant
Exploitability	3.916	0.271	Not Significant
Readability	4.389	0.222	Not Significant
<b>Years in Service</b>			
Suitability of Content	10.62	0.101	Not Significant
Exploitability	12.34	0.055	Not Significant
Readability	4.864	0.561	Not Significant

Legend: Significant at p-value < 0.05

Table 4 illustrates the comparison of responses on ESL teachers' attitudes toward utilizing authentic ELT materials when grouped according to profile. Based on the result, there was a significant difference in utilizing authentic ELT materials in terms of suitability of content when grouped according to sex since the computed p-value of 0.010 was less than the alpha level of 0.05. From the test conducted, it was found that male teachers are more dominant than female teachers in having a positive attitude when it comes to using authentic ELT materials in terms of suitability of content. This might be because male teachers tend to be more objective and practical when it comes to choosing and utilizing authentic materials that are suitable and relevant to students' linguistic abilities and communicative needs.

Conclusively, the difference in responses in ESL teachers' attitudes in utilizing authentic ELT materials in the language classroom when grouped according to profile showed that age and civil status can be considered as factors for teachers' preferences in terms of suitability of content and exploitability. Teachers have a pivotal role in selecting and using authentic materials that will suit learners' needs, abilities, and interests (suitability of content). Prior to the selection and utilization of authentic materials, needs analysis must be conducted to predetermine students' language level and linguistic background for localization and contextualization of materials. Likewise, teachers' viewpoints regarding the purpose of authentic materials in enhancing students' competence can affect students' motivation, most especially if the ESL teachers possess multiple and wide ranges of knowledge and skills about the appropriate tasks and strategies that should be employed in the language classroom. With this, teachers can fully maximize the potential of authentic materials in providing learners with meaningful and relevant language learning experiences.

As shown in Table 5, the result revealed that the comparison of responses on ESL teachers' challenges in utilizing Authentic ELT materials when grouped according to profile, has no significant difference observed since all p-values were greater than the alpha level. This only means that the responses do not differ significantly and the assessment was the same across each profile. This denotes the fact that most of the respondents encounter the same challenges in utilizing authentic ELT materials in terms of Teachers' Professional Knowledge and Technical Know-How and Environmental Factors. It can be inferred from the responses generated from most respondents that JHS ESL teachers encounter challenges in using authentic ELT materials because of the complexities in linguistic structures, cultural conflicts between the speaker and the

user, and integration of suitable tasks in introducing authentic materials.

Table 5. Difference of Responses on ESL Teachers' Challenges in Utilizing Authentic ELT Materials When Grouped According to Profile

Sex	$\chi^2$	p-value	Interpretation
Teachers' Professional Knowledge and Technical Know How	2698.5	0.554	Not Significant
Environmental Factors	2858	0.943	Not Significant
<b>Age</b>			
Teachers' Professional Knowledge and Technical Know How	1.313	0.726	Not Significant
Environmental Factors	0.334	0.954	Not Significant
<b>Civil Status</b>			
Teachers' Professional Knowledge and Technical Know How	1.229	0.541	Not Significant
Environmental Factors	0.456	0.796	Not Significant
<b>Educational Attainment</b>			
Teachers' Professional Knowledge and Technical Know How	3.741	0.442	Not Significant
Environmental Factors	7.48	0.113	Not Significant
<b>Position</b>			
Teachers' Professional Knowledge and Technical Know How	1.325	0.723	Not Significant
Environmental Factors	1.765	0.623	Not Significant
<b>Years in Service</b>			
Teachers' Professional Knowledge and Technical Know How	3.628	0.727	Not Significant
Environmental Factors	5.267	0.510	Not Significant

Legend: Significant at  $p\text{-value} < 0.05$

Regarding the complexities in structures of authentic materials, ESL teachers find it hard to use in the lower levels because of the unnecessary structures. Because of this, students might feel frustrated and demotivated in because of the difficult vocabulary used in the authentic materials [35]. Consequently, teachers would have to find authentic materials with appropriate language levels. For instance, in utilizing authentic materials for listening lessons, teachers would have to listen first to authentic material (songs, audio recordings, debates, and the like) to find out if it matches students' language levels and needs. This is time-consuming on the part of the teachers compared to the fact that they are required to use prescribed instructional materials.

Table 6 displays the association between JHS ESL teachers' attitude and their challenges in utilizing authentic ELT materials. The computed rho-values indicate a weak direct correlation and the resulted p-values were less than 0.01 alpha level between teachers' attitude toward using authentic materials in terms of readability and teachers' challenges. This means that there is a significant relationship that exists between ESL teachers' attitudes in terms of readability and the challenges in using authentic

materials in terms of both the indicators, teachers' professional knowledge, and technical know-how and environmental factors.

Table 6. Relationship Between ESL Teachers' Attitudes in Utilizing Authentic ELT Materials in the Language Classroom and ESL Teachers' Challenges in Utilizing Authentic ELT Materials in the Language Classroom

Suitability of Content	rho-value	p-value	Interpretation
Teachers' Professional Knowledge and Technical Know How	0.065	0.368	Not Significant
Environmental Factors	-0.002	0.981	Not Significant
<b>Exploitability</b>			
Teachers' Professional Knowledge and Technical Know How	0.05	0.487	Not Significant
Environmental Factors	0.023	0.749	Not Significant
<b>Readability</b>			
Teachers' Professional Knowledge and Technical Know How	.195**	0.006	Significant
Environmental Factors	.159**	0.026	Significant

Legend: Significant at  $p$ -value < 0.01

This implies that most of the respondents who have a positive attitude towards using authentic materials encountered more challenges as they utilize authentic materials in language teaching. As defined by Pinner [22] in his authenticity principle, authenticity is seen as a continuum that can be used in evaluating the authenticity of materials, tasks, and language. This explains the challenges encountered by the JHS ESL teachers in utilizing authentic materials as most of the teacher-respondents might have neglected considering the varying levels of students' needs and interests (as shown in Table 11). It is important to note that the teachers play a significant role in selecting the materials to be used and in deciding how these materials should be used in the classroom.

## CONCLUSIONS AND RECOMMENDATIONS

The most used authentic materials in language teaching are video clips, songs, and photographs since video materials can provide language learners with the pragmatic aspects of learning English as a second language. In terms of teachers' attitudes in utilizing authentic materials in language teaching, exploitability ranked first in ESL teachers' assessment. Regarding teachers' challenges in utilizing authentic materials in language teaching, most of the respondents agreed to have a lack of teachers' professional knowledge and technical know-how since it ranked first in their assessment. It was also found out that there is a significant relationship that exists between ESL teachers' attitudes in terms of readability and the challenges in using authentic materials in terms of both the indicators, teachers' professional knowledge, and technical know-how, and environmental factors.

ESL teachers must set their goals first before deciding on what authentic materials, tasks, and activities

should be used in teaching the target language to students. In using authentic materials in the language classroom, ESL teachers should always consider the context and culture of the target language to provide learners with genuine learning opportunities in enhancing their linguistic and communicative competence. This study may serve as a basis for planning teacher training and programs that will further develop ESL teachers' knowledge and skills in using authentic materials effectively and appropriately in the language classroom, focusing on Philippine classroom contexts. Further studies may be conducted on investigating salient factors that ESL teachers highly regard when it comes to planning and executing authentic materials and activities in the classroom and its implications to second language learning.

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