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Use of Authentic Material i.e., Newspapers for the Motivation of 5th grade Learners in English Language Classes in the Government Girls High School of District D. G. Khan, Pakistan

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Abstract
In language classrooms, being in unnatural conversational circumstances, students' understudies need inspiration and motivation more than other learning milieus. Instructors attempt to catch the consideration of understudies through different strategies and methods. Numerous analysts in EFL showing calling have expressed that great inspiration meaningfully affects foreign language learning. This article assesses the relation of authentic materials to the motivation of the 5th-grade students in English language classes in the Government school of Pakistan. It decides the upsides of authentic materials and brings up what care and mindfulness should be taken while utilizing them to get their most extreme advantage. It also helps those who lack motivation and introduce the effect of authentic materials such as newspaper for a fruitful foreign language teaching-learning process. A literature review of the issue is introduced first specifying the upsides of valid materials in an English language class, and afterward, a few techniques are proposed to obtain the best result from their utilization. A qualitative research tool has been administered in this research to get the relevant data. Since the problem of motivating students in the class has been the topic of concern, the qualitative tool helps find the right kind of authentic materials depending on various factors including the situation, the learners and the topic as well as the art of exploiting authentic materials in the class help extend students' motivation and make teaching and learning successful. This paper presumes that by consolidating authentic materials in the English language in Pakistan, a considerable number of positive changes can be made to the English language educational plans being taught at all degrees of schools in Pakistan. It recommends the teachers, administrators, policy makers and syllabus designers to focus on sustaining learners' motivation the best utilization of the authentic materials to advance their learning in an ESL class. This paper is a structure block for the future exploration on the issue of the utilization

of authentic materials in English language classrooms. It recommends the teachers, administrators, policy makers and syllabus designers to focus on sustaining learners' motivation with the best use of authentic materials to optimize their learning in an ESL class.
Keywords: Authentic materials, adult learners, motivation, Government Girls High School, Pakistan.

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Introduction:

English, a foreign language, is a significant medium in various key instructive establishments, the principal language of innovation and global business, has a significant presence in the media, and is a vital method for correspondence among a public tip top. The constitution and the rules that everyone must follow are systematized in English, even though it is destined to be supplanted by Urdu as the official language yet English language plays a significant part in Pakistan. English foreign language is instructed as an obligatory subject up to graduate level in Pakistani schooling system. Despite reading up English for more than 14 years of training, greater part of the understudies coming from non-first-class schools, miss the mark on required measure of order in English language abilities to seek after their advanced education and expert professions. They are adequately equipped to comprehend English language, yet the error occurs in their performance. The principal justification for this genuine absence of target language capability could be that they are shown fantastical tales, peaceful verse and stories exceptionally written with regards to History of Islam and Pakistan, however the useful part of the language is disregarded. Designs of English are shown through the customary Grammar Translation Method (GTM), (allude to Punjab Textbook Board Intermediate English Book 1 and 3). Learning a foreign language is a difficult interaction and understudies generally need motivation and support during this period. The utilization of various materials and methods

carries a great deal of benefits into the study hall. Understudies might get an opportunity to see this present reality in the classrooms and they can be spurred without any problem. Ellis (1994) points out that making testing errands and exercises spur the language students. Compelling language instructors ought to be energetic and imaginative because language students can lose their inspiration and want without any problem. The highlight be noted is that the strategy creators in Pakistan like to assume that the language will drop without anyone else as a side-effect of showing English writing. The analyst has seen the peculiarity (not without misery) of how students, generally in Government foundations, sit with dull, clear faces and stay uninvolved in the teaching learning process. The dated addressing framework has a lot to do with this. Understudies become inactive and oblivious. Thus, they need inspiration which is the method involved with animating individuals to activity to achieve their ideal objectives. In this way, Motivation relies on fulfilling the requirements of individuals. B. Berelson and G. A. Steiner have defined *a motivation as an inner state that energizes, activates or moves and that directs or channels behavior toward goals.* Numerous scholars question the utilization of the authentic material in English language classroom such that makes it fake or unauthentic. The utilization of authentic materials for learning isn't something brought about by language educators only. It has some grounding in well-conceived theories dating back to Descartes with his *"I think, therefore I am"* stance. Cognitivists let us know that the brain of the student has and processes everything. Today, media matters to everybody, to legislators, celebrities, administrators, publicists, educators, guardians, specialists, patients, students and anybody who could rely upon them for data or wind up impacted by their pictures. Print Media invigorate students by propelling them, and they bring the best educator. Biagi Shirley (1996) opines that *"Media inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched."* There is no

question to say that media is a helpful source to the educators as well regarding the understudies with imaginative and useful thoughts. The object of this paper is to concentrate on the role of Authentic materials for example papers in fostering one's language learning capacity. From the beginning, paper was viewed as a cheap and compelling method for upgrading classroom work. From that point forward, papers have given the premise to concentrating on a bunch of subjects, from fundamental proficiency to the most elevated levels of decisive reasoning. Foreign language, geology, math, etc. Progressively, these tasks have involved media education and an appreciation for the requirement for resilience. Newspapers interface people to their nearby society and other unfamiliar social orders also. Moreover, Newspapers are taken a gander at as vehicles of proficiency that convey information to all people matching every one of the distinctions of instruction, age, social class and different interests. Some would consider papers genuine documentation of a country's set of experiences as they offer striking depictions of various parts of a cultural life whether financial, social, strict, instructive or political. Newspapers appear to be an alluring instructing apparatus that connects the students to the truth. This is particularly noted in the language study halls that were familiar with utilizing standard course books that are presumably manufactured and custom-made in a manner that are a long way from the genuine episodes. Newspapers award students the opportunity to manage the real English as well as encountering normal responses because of perusing real-life characters, occasions and episodes. This experience is precious for language students as they get to handle real, genuine English and reach out to a quick source that mirrors the unfamiliar culture which regularly goes with the objective language. In addition, it has been demonstrated that papers upgrade readership, enhance students' vocabulary, further develop their composing abilities, develop decisive reasoning, explain social qualities, expand readers'

viewpoints and reinforce genuine independent direction and critical thinking abilities. (Bankole & Babalola,2011; El-Madwi, 2014; and Brown,1989). Moreover, reading newspapers would lead to and lift students' feeling of phonetic accomplishment as well as helping their certainty and inspiration. The World Association of Newspapers, addresses 17000 papers, puts extraordinary significance on Newspapers in Education and youthful peruser programs as an essential method for expanding perusing among youngsters, elevate their feeling of the imperative significance of newspapers in just society and - the association promptly concedes - urge them to become newspaper readers. The paper, as a pedantic material, enjoys a few benefits: a) openness b) the overflow of language material; c) an assortment of language material; d) steady refreshing of the material; e) having a place with the way of life of the country wherein it distributes and presents, in this association, extra phonetic and social data; e) the presence of various and various language registers. All the above permits the utilization of papers and periodicals in an unfamiliar/second language example with a high coefficient of utility. This study evaluates the connection of credible materials to the motivation of the fifth-grade understudies in English language classes in the Government Girls high school of Pakistan. The limit of this study is that the main variable which is engaged in this exploration is motivation, and not the attenuation span. Be that as it may, this study is critical in many regards since students don't proceed as is normal for them. Most of the abilities of the understudies are created in their initial ages. So, this study will assist with supporting the student's productivity level while learning the second/ foreign language by utilizing authentic material i.e., newspaper. Hence, with the utilization of newspapers in language learning classrooms, an educator or a teacher can meet different critical necessities and interests of their students. With that in mind, the following questions are posed.

Research Questions:

This study addresses the following questions.

1. Is the authentic material i.e., newspaper can keep the students motivated?
2. How effective can the kid section of the newspapers be effective in keeping the motivation?
3. Does the authentic material equally effective for the students with higher marks and students with lower mark?

Importance of the study:

This study plans to change the job of authentic material for example newspaper on motivation and inspiration in the language classrooms and to review the students 'thoughts on the most proficient method to utilize authentic materials for example newspaper successfully. This study can likewise be helpful for ESL instructors to find the role of authentic materials in their teaching and educating process.

Purpose of the study:

The purpose of this study is to be of help to those who lack motivation and introduce the effect of using authentic materials such as newspapers for a fruitful foreign language teaching process.

Literature Review:

Nordquist (2020) said that English language is a significant medium in various key instructive organizations. It is the fundamental language of innovation and worldwide business and has a significant presence in the media. These days, English language is a critical method for correspondence among a public tip top. The constitution and the traditions that must be adhered to are arranged in English, even though it is destined to be supplanted by Urdu as the official language. Ali, S. I., & Devi, V. A. (2013) stated that we have different language styles which are not found in course readings. We can examine the papers in

different ways - for scholastic composition, as the text for semantics and the stylistics. Vocabulary can be taught in the classroom with the assistance of newspapers. Reading newspapers makes the students to be refreshed with the flows occasions simultaneously scholastically they develop command on the vocabulary. All the vocabulary required may not be tracked down in the newspapers but rather the connected words around a specific word ought to be taken and match work ought to be given to foresee the importance utilizing word reference and requested that they figure out the antonym and equivalent for that specific word. The real-life occasions stir student's interest, and they give information, however, give a pragmatic approach to reveling students in learning language. students get propelled and they feel certain to manage everyday life, as the newspapers associate their lives with their environmental elements, and this is the more practical method and the change can demonstrate more powerful, particularly in fostering the vocabulary, equivalents, antonyms, speculating the significance in view of the specific situation, homonyms, homophones and homographs for successful language talking and composing. English language is taught as an obligatory subject up to the graduate level in Pakistani school system. Despite reading up English for more than 14 years, greater part of students coming from non-tip top schools, need expected order in English language abilities to seek after their advanced education and expert professions. It is actually the case that English language educators, rather all educators, should strive to deliver positive outcomes however the showing procedure including the utilization of authentic materials does, as a matter of fact, put the squeeze on the instructor. Choosing, reviewing, smoothing out and working authentic materials in the class are not quite so straightforward as they appear to be at first thought. Scientists characterize authentic materials in numerous ways. Morrow (1977) asserts that an authentic text is a stretch of genuine language created by genuine

speakers or essayists for genuine crowds and intended to pass on a genuine message or some likeness thereof. Breen (1985) talks of four types of authenticities:

1. Authenticity of the text which might be utilized as an information for our students.
2. Authenticity of the students' own translation of such text.
3. Authenticity of the assignment helpful for language.
4. Authenticity of the genuine social circumstance of the language classroom.

Widdowson (1990) contends that authentic material would be what is intended for students of English and utilized in the classroom in a way like the one it was intended for. Taking the term semantically at the start, authentic essentially implies unique, certifiable, regular or not counterfeit. Wilson (1993) contends that authentic activity includes circumstances in which genuine mental processes are produced, as opposed to recreations of the sort utilized in schools. Maybe that is one justification for the ascent of English for Specific Purposes (ESP). authentic materials offer students numerous chances to make and reproduce their own educational programs under the oversight of their educators.

Taylor's (1994) disposes of the view that the classroom is a fake spot that influences the credibility of the material utilized. A study hall is where authentic materials are utilized for authentic or genuine purposes throughout everyday life. Peacock (1997) defines authentic materials as "(those) that are delivered to satisfy some friendly reason in a language local area. Spelleri (2002) contends that authentic materials allude to any things for the overall local area and not explicitly for the ESL people group. As per these definitions, news stories or radio/TV releases of the Pakistani media wouldn't fall in this class. No assurance that what

is being offered is near the sort of discourse or composing created by local speakers of English language. Two components mostly decide the authenticity of the material. The first is the text, composed, spoken or sound-recorded that comes from a local speaker of English language for the audience members or readers. The second is the motivation behind the text which implies control or double-dealing of the material under the utilization that can assist the students with looking for direction for their nearby necessities, in the classroom as well as, in actuality, circumstances for pragmatic purposes. Basically, both the substance of the text as well as its motivation make it true (Purcell-Gates, 2003). IIn a language classroom, these two viewpoints are to be thought of as significant while choosing authentic materials like newspapers. Ongoing investigations have uncovered that information and learning are firmly connected with the specific situation. Ashley Hasting and Brendra Murphy (2002) contend that the greater part of the materials that normal individuals look for amusement and edification are true. Such material is additionally valuable in extending the inspiration and consideration of the students since it is fascinating. A film, narrative, exchange, TV talk, news notice, comic, magazine, supervisor's section, eatery menu or guidance, manual could subsequently be remembered for this classification. With this in view, we can say that pretty much every book lying on the racks of our library is authentic by its own doing. Nonetheless, the right of the student is the genuine test and determinant of authenticity. Maria Spelleri (2002) opines that the greater part of the materials that normal individuals look for amusement and edification are true. Such material is additionally valuable in extending the inspiration and consideration of the students since it is fascinating. A film, narrative, exchange, TV talk, news notice, comic, magazine, supervisor's section, eatery menu or guidance, manual could subsequently be remembered for this classification. With this in view, we can say that pretty much every book lying on the racks of our

library is authentic in its own doing. Nonetheless, the right of the student is the genuine test and determinant of authenticity. Bankole & Babalola (2011) said that newspapers interface people to their neighborhood society and other unfamiliar social orders also. Besides, newspapers are taken a gander at as vehicles of proficiency that convey information to all people matching all distinctions of training, age, social class and different interests. Some would consider papers genuine documentation of a country's set of experiences as they offer clear depictions of various parts of a cultural life whether monetary, social, strict, instructive or political. Trigulova (2019) said that the newspaper, as a didactic material, enjoys a few benefits: a) openness b) the overflow of language material; c) an assortment of language material; d) steady refreshing of the material; e) having a place with the way of life of the country where it distributes and presents, in this association, extra semantic and social data; e) the presence of various and different language registers.

(McMane, 2020, p.105) said that The World Association of Newspapers, addresses 17000 papers, puts extraordinary significance on Newspapers in Education and youthful reader programs as a fundamental method for expanding perusing among youngsters, elevate their feeling of the imperative significance of papers in equitable society and - the association promptly concedes - urge them to become newspaper readers.

Research Methodology:

We used mixed quantitative methods to conduct this study. Quantitative exploration implies gathering and examining mathematical information to portray attributes, track down connections, or test speculations. Quantitative exploration produces objective information that can be plainly imparted through measurements and numbers. We do this in an orderly logical manner so the examinations can be recreated by another person. A questionnaire containing 15

questions was used to record students' responses about the use of authentic material in classes. The participants of this research were the fifth-grade students of the government girls' higher secondary school Kot Chutta, Punjab. 50 students were participants in this study out of 90 students. For the selection of the study, 25 students were those who were high achievers, and the other 25 students were those who were weak in studies according to the previous term results. Their motivation and attendance record will be accessed to understand the current level of motivation of students. Firstly, Saad. H (2013) newspaper's kid section was used to teach the students English Language. Then students were asked to fill out a questionnaire about their experience. To do data analysis, the chi-square method is used and the significant level that was taken as a standard was 0.05. The findings were summarized, and the suggestions were noted to help the education department to improve the level of education.

Data Analysis / Findings:

These are 15 questions asked by the students. Responses to each question are recorded and presented on a separate table.

Table 1: Usage of Authentic materials in ESL classroom enhances my spirit:

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	22	88	2	8	1	4	25	100
Students with higher marks	23	92	1	4	1	4	25	100
Total	45	90	3	6	2	4	50	100

X2=0.02 df=2 p>0.9

According to the survey, of 88% of students with lower marks give this statement that by using authentic material specifically newspaper's children stories that are used in this study motivate them and 92% students with higher

marks believe that authentic materials are the best source of motivation in classrooms.

It is also shown in Table 1 that newspapers are equally effective in motivating students, either they are weak in getting grades or are high achievers. (X^2=0.02, p>0.09)

Table 2: In every ESL classroom authentic material should be used:

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%s	N	%
Students with lower marks	21	84	3	12	1	4	25	100
Students with higher marks	20	80	5	20	0	0	25	100
Total	41	82	8	16	1	2	50	100

X^2=0.023 df=2 p>0.9

Table 2 explains that 84% of students with lower marks want instructions through using authentic material in their classroom. While 80 % of students with higher marks want instruction authentic material in the language learning classes.

Difference in the opinion of students who are high achiever and students who are low achiever is minimum as it is illustrated though Table 2 (x^2=0,023, p>0.9

Table 3: Authentic material taken from newspaper (children's stories) makes me attentive while taking class:

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	23	92	1	4	1	4	25	100
Students with higher marks	22	88	2	8	1	4	25	100
Total	45	90	3	6	2	4	50	100

X^2 =0.02 df=2 p>0.995

Children newspaper and their stories makes the students attentive. 92% of students with lower marks give the opinion that they become active and attentive while taking instruction by using authentic material I.e., newspapers in the classroom. While 80% of students with higher grades show that their attention gets increased in the presence of authentic material while taking lectures.

There is no remarkable difference of opinions between students with higher marks and students with lower marks as it is clear from Table 3 (X^2=0.02 P>0.095)

Table 4: Use of authentic material makes the lectures exciting and entertaining:

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	20	80	3	12	2	8	25	100
Students with higher marks	23	92	0	0	2	8	25	100
Total	43	86	3	6	4	8	50	100

X^2=0.2 df=2 p<0.90

When they are asked about their opinion regarding the environment created because of using authentic material (newspaper), 80% students with lower marks called this experience of using authentic material exciting and entertaining and the 92% students with higher marks called this experience exciting and entertaining.

There is remarkable difference between experiences of students with lower marks classes and experiences enjoyed by students with higher marks (X^2=0.2 P<0.90) It is shown that grades are related to the experience enjoyed by the students with higher marks and students with lower marks.

Table 5: Authentic material can be unnecessary and boring.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	5	20	0	0	20	80	25	100
Students with higher marks	3	12	0	0	22	88	25	100
Total	8	16	0	0	42	84	50	100

$X^2=0.5$ df=2 P>0.10

20% student with lower marks in this study shows that they get bored in the classroom when they learned with the authentic material and considered it unnecessary and similarly 12 % students with higher marks show the exact same opinion about class with authentic material.

There is no huge difference of experience by the students with higher marks and students with lower marks ($X^2=0.5$ p> 0.10)

Grade marks of the students do not affect the opinion of the students. The ideas of students with higher marks and students with lower marks are quite evident in table 5.

Table 6: English as foreign language is easy to pick with using authentic materials.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	22	88	1	4	2	8	25	100
Students with higher marks	24	96	0	0	1	4	25	100
Total	46	92	1	2	3	6	50	100

$X^2=0.08$ df=2 p>0.99

English is easily understandable with the use of authentic materials such as

newspaper. This is the opinion of 88% of students with lower marks and also 92% students with higher marks gave the same remarks.

There is no huge and drastic difference of opinions about the easiness and usability of authentic material between the students with higher marks and the students with lower marks (X^2=0.08 p>0.99)

Table 7: Need for authentic material is permanent in ESL classroom.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	21	84	1	4	3	12	25	100
Students with higher marks	22	88	1	4	2	8	25	100
Total	43	86	2	4	5	10	50	100

X^2=0.5 df=2 p>0.05

There are 84 % students with lower grades who come up with the idea that authentic material should be a permanent part of ESL classrooms and there 88% students with higher marks according to their opinions, authentic materials are a permanent need in SL instructions.

There is no remarkable difference of opinions between the students with higher marks and students with lower marks/grades. (X^2=0.5 p>0.050)

There is no difference of opinion due to the grade difference, it is shown by chai-square statistics.

Table 8: Different authentic materials should be employed in teaching ESL lessons.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	22	88	2	8	1	4	25	100
Students	23	92	1	4	1	4	25	100

with higher marks								
Total	45	90	3	6	2	4	50	100

$X^2=0.02$ df=2 p>0.90

88% of students with lower marks show that they are interested in learning through different authentic materials. Similarly, 92% of students with higher marks show that they desire or want to explore language through different authentic materials in the classroom.

There is no remarkable difference of opinion between the students with higher marks and the students with lower marks.

There is no difference of opinion due to grade difference, it is shown by chai-square statistics.

Table 9: If my instructor applies a newspaper children page, instructions can be more beneficial.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	23	92	1	4	1	4	25	100
Students with higher marks	24	96	1	4	0	0	25	100
Total	47	94	2	4	1	2	50	100

$X^2=0.022$ df=2 p>0.975

The opinions of 92 % of students with lower marks are in the right of using newspaper stories in the learning environment, and 96% of students with higher marks have the opinion that newspapers should be used in a second language or L2 learning.

There is no remarkable difference of opinions between the students with higher marks and the students with lower marks.

There is no difference of viewpoint due to the grade difference, it is shown by chai- square statistics.

Table 10: I get bored using authentic material.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	5	20	5	20	15	60	25	100
Students with higher marks	4	16	1	4	20	80	25	100
Total	9	18	6	12	35	70	50	100

X^2=0.012 df=2 p>0.97

20% of students with lower marks claim that they get bored using authentic material in the classroom and 16% of students with higher marks share the same opinion.

There is no remarkable difference of opinion between the students with higher marks and students with lower marks.

There is no difference in the school of thoughts due to grade difference, it is shown by chai- square statistics.

Table 11: Developing skills of language poems, stories, jokes and riddles can be beneficial.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	20	80	2	8	3	12	25	100
Students with higher marks	21	84	1	4	3	12	25	100
Total	41	82	3	6	6	12	50	100

X^2=0.O24 df=2 p>0.974

80 % of students have the opinion that to develop language different parts of

newspaper like jokes stories should be part of regular class works. 84% of students with higher marks enjoy and get encouraged by the multiple parts of children page.

There is no remarkable difference of thought or opinion between the students with higher marks and students with lower marks.

There is no difference of opinion due to grade difference, it is shown by chai-square statistics.

Table 12: Our language class assignment should be related to authentic material.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	18	72	2	8	5	20	25	100
Students with higher marks	19	76	3	13	3	12	25	100
Total	37	74	5	10	8	16	50	100

$X^2=0.027$ df=2 p>0.95

72 % of students with lower marks and 76 % of students with higher marks give the idea that ESL classrooms involve assignments related to the elements of authentic materials like newspapers.

There is no remarkable difference of opinion between the students with higher marks and the students with lower marks.

There is no difference of opinion and thinking due to grade difference, it is shown by chai- square statistics.

Table 13: It would be challenging to use authentic material in the classroom.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	5	20	1	4	19	76	25	100
Students	6	24	2	8	17	68	25	100

with higher marks								
Total	11	22	3	6	36	72	50	100

X^2= 0.09 df=2 p>0.10

20% of students with higher marks and 24% of students with lower marks claim/ declare that it would be a challenge for them to use authentic material in the classroom.

There is no remarkable difference of opinion between the students with higher marks and students with lower marks.

There is no difference of opinion due to grade difference, it is shown by chai-square statistics.

Table 14: My instructor should make use of authentic material frequently.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	20	80	2	8	3	12	25	100
Students with higher marks	22	88	1	4	3	12	25	100
Total	42	84	3	12	6	12	50	100

X^2=0.0952 df=2 p<0.99

80% of students with lower marks and 88% of students with higher marks want their instructor to use authentic material more and more in learning activities.

There is no remarkable difference of opinion between the students with higher marks and students with lower marks.

There is no difference of opinion due to grade difference, it is shown by chai-square statistics.

Table 15: Authentic material lessons are easier to grasp than the traditional textbook's content.

	Agree		**Neutral**		**Disagree**		**Total**	
	N	%	N	%	N	%	N	%
Students with lower marks	22	88	1	4	2	8	25	100
Students with higher marks	23	92	1	4	1	4	25	100
Total	45	90	2	8	3	6	50	100

$X^2=0.0222 \quad df=2 \quad p>0.975$

88% of students with lower marks and 92% students with higher marks say through their experience state that in comparison with traditional method, they understand better with authentic material.

There is no remarkable difference of opinion between the students with higher marks and students with lower marks.

There is no difference of belief/ opinion due to grade difference, it is shown by chai- square statistics.

Conclusion:

This paper reasons that by consolidating authentic materials, for example, newspapers in English language teaching in Pakistan, a considerable number of positive changes can be made to the English language educational plans being educated at the fifth-grade level of school in Pakistan. In this exploration, one might say that strangely there is a tremendous contrast between the students having good marks and the students having poor marks and their thoughts on utilizing authentic materials most significantly newspaper in the language learning classroom. High-achieving students want to use authentic material in the

classroom more than the low-achieving students and they imagine that newspapers containing real-life events and situations and associating with them in the study halls make the illustrations seriously fascinating and agreeable. As per students participated in this exploration, authentic materials that were accessible in the study hall were successful, charming, fascinating and valuable for them. Students' reactions have shown that there is an incredible connection between language-learning persuasive factors and utilizing authentic materials. All in all, one might say that the utilization of authentic materials in ESL classrooms gives significant and fascinating process with regards to language learning and students can be more persuaded with this advancement in ESL study halls/classrooms.

Suggestions/ Recommendations:

As it is realized that learning a foreign language is a complicated cycle, students need inspiration and consolation in this troublesome field. Utilization of authentic materials in the classrooms might be a decent answer for the dull, uninvolved and de-motivated students. It suggests the educators, heads, strategy producers and syllabus designers focus on supporting students' inspiration with the best utilization of authentic materials to streamline their learning in an ESL class.

According to the results, the following suggestions/ recommendations could be presented:

- The best utilization of authentic materials ought to occur in English language educational programs, which can make an enthusiastic classroom air and work with learning.
- Teachers at colleges ought to focus on the significance of utilizing authentic materials and intuitive exercises for the most extreme outcomes in EFL classrooms.

- Authentic materials that are accessible on the web ought to be chosen according to the necessities and interests of the students.
- The instructor shouldn't feel that utilizing Authentic materials is the main arrangement for good inspiration; the examples ought to be founded on all-around planned reality-based classrooms and academic contemplation.
- A decent educational experience ought to be upheld by authentic equipment, which will furnish students with more interest.

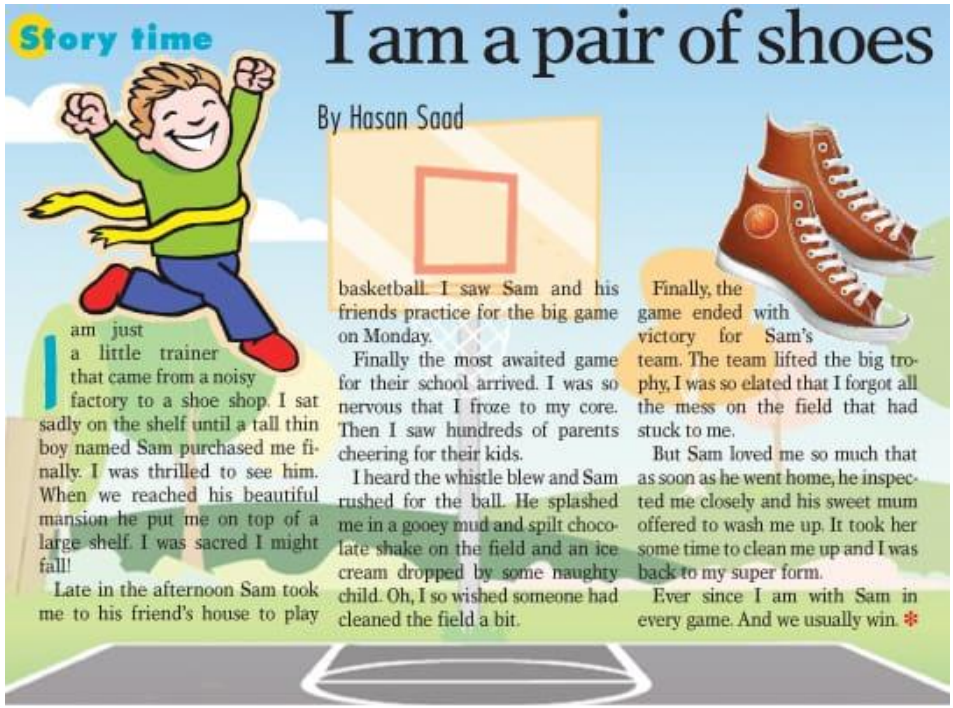
Appendices:

Questionnaire:

	Agree	Neutral	Disagree
Use of Authentic materials in an ESL classroom enhances my spirit			
In every ESL class authentic material should be used			
Authentic material taken from the newspaper (children's stories) makes me attentive while taking class			
Use of authentic material makes the lectures fun			
Authentic material can be unnecessary and boring			
English as foreign language			

is easy to pick with authentic material			
Need of authentic material is permanent in ESL classroom			
Different authentic materials should be employed in teaching ESL lessons			
If my instructor applies newspaper children page, instructions can be more beneficial			
I get bored by the use of authentic material			
To develop skills of language poems, stories, jokes and riddles can be beneficial			
Our language class assignment should be related to authentic material			
It would be challenging to use authentic material in the class			
My instructor should make the use of authentic material			

frequently			
Authentic material lessons are easy to grasp than traditional textbook content			



Story time

I am a pair of shoes

By Hasan Saad

I am just a little trainer that came from a noisy factory to a shoe shop. I sat sadly on the shelf until a tall thin boy named Sam purchased me finally. I was thrilled to see him. When we reached his beautiful mansion he put me on top of a large shelf. I was sacred I might fall!

Late in the afternoon Sam took me to his friend's house to play basketball. I saw Sam and his friends practice for the big game on Monday.

Finally the most awaited game for their school arrived. I was so nervous that I froze to my core. Then I saw hundreds of parents cheering for their kids.

I heard the whistle blew and Sam rushed for the ball. He splashed me in a gooey mud and spilt chocolate shake on the field and an ice cream dropped by some naughty child. Oh, I so wished someone had cleaned the field a bit.

Finally, the game ended with victory for Sam's team. The team lifted the big trophy, I was so elated that I forgot all the mess on the field that had stuck to me.

But Sam loved me so much that as soon as he went home, he inspected me closely and his sweet mum offered to wash me up. It took her some time to clean me up and I was back to my super form.

Ever since I am with Sam in every game. And we usually win.

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