A Study of the Relationship between Authentic Materials and Higher Order Thinking Skills in English as a Second Language Learning

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Abstract: The research studied the relationship between authentic materials and higher order thinking skills amongst undergraduate ESL learners. It further aimed to study how different aspects, factors, perceptions and perspectives support or reject the notion of using authentic materials for the development of higher order thinking skills in the language teaching and learning process. The researcher adopted an interpretivist approach and inductive research method design to execute the research and to find out the answer to the research questions that to what extent the use of authentic materials in English language teaching and learning had been effective for the development of thinking skills and abilities. The researcher made use of a qualitative approach for the data collection. All the qualitative data was analyzed and interpreted through thematic analysis. In conclusion, authentic materials can be beneficial to developing a higher order thinking skills among ESL learners.


Introduction
The purpose of the study was to investigate and scrutinize the effectiveness of authentic materials for the development of higher order thinking skills amongst undergraduate ESL learners.

Inculcation of higher order thinking skills amongst undergraduate ESL learners in language learning classrooms is the need of time. As Nair (2017) also stated, the language curriculum has been going through a rapid change during these recent years. We need to train our students to cope with this challenge. We need to make our students able to realize and acknowledge the importance of developing imagination, decision making and other high order thinking skills to make them successful and to achieve their goals in academic and personal life. Higher education has set the primary purpose of curriculum to inculcate or develop critical thinking amongst students. Development of High order thinking skills has become the dire need of the time to attain academic and professional goals in this fast-changing world.

In the present situation, the skill of critical thinking has been eclipsed by rote learning and memorization in the field of education. Students undergo an exam by using the techniques of memorization and reproducing...
the learnt material after recalling it. Text books that are used for language teaching fail to serve the purpose of developing critical thinking in students. Ahmad & Ahmad (2017) establish their point of view related to teaching and learning strategies used by both the teachers and the students during the teaching and learning process. In the Pakistani context, the teaching and learning process is mainly teachers' centered in most the cases. Students are passive learners and their key role is to accurately memorize the content that is imparted to them during lectures. Students' learning is evaluated and assessed on the basis of knowledge reproduction and how far they are successful in correctly recalling the information during exams. In SSC and HSC examinations, rote learning is the only mode to assess students' learning. This rote learning approach makes its way to tertiary level or education as well. Students' learning strategies play a vital role in determining the outcomes of any educational program.

The use of traditional teaching and learning strategies in the ESL classrooms is refraining students from developing the skills which are required to meet the challenges of the 21st century. According to Christie & Afzaal (2005), traditional learning styles and the slightest use of modern assessments are the key factors that are contributing towards making the education system of Pakistan questionable and of low quality. Ahmad and Ahmad (2017) assert that because of globalization, there is a need to equip students with 21st century skills. Whereas, rote learning is practiced at every educational level in Pakistan. Inculcation of critical thinking skills, lifelong learning skills, problem solving skills and creativity skills are overshadowed by rote learning.

There is a need to develop those teaching strategies and materials which could inculcate high order thinking skills in ESL learners. Asari (2019) asserted that in this age of globalization, higher order thinking skills are significant. Students are not required to be directed. Rather they have to find out the answers themselves. To find out answers and to search out information involves a smart and creative thinking process. Students can be made problem solvers by teaching them how to think instead of what to think. There are many teaching methods, tools and techniques that can be adopted by the teachers to mobilize students' abilities to reach higher level of thinking.

Nurturing students' higher order thinking skills has become the supreme educational objective. Students' higher order thinking can be inculcated when teachers devise and make use of innovative and creative learning activities and materials which boost and forward students' thinking to the next level that is comprehension. Students are forwarded to comprehension level rather than stepping forward towards other higher levels or taxonomies which involve an application, analysis, evaluation and creation tasks. The major educational challenge which is now confronted is to scale up the 'thinking curriculum' for the development of proficiency amongst students. (Singh et al., 2020)

Authentic materials are also considered distinctive teaching resources in order to make the language teaching and learning process more effective. Researchers Al Azri and Al Rashidi (2014) put forward a point of view that authentic materials are used as an influential tool by the teacher in imparting the necessary language knowledge to the students in an effective manner. Authentic materials are considered vital in motivating the learners, arousing their interest and exposing them to the real language they will face in the real world.

Singh et al. (2020) assert that most of the teachers recognize bloom's taxonomy which promotes innovative and creative forms of thinking in the educational domain. These forms of thinking make students able to carry out complete analysis and evaluation rather than just recalling the facts. Teachers are steered through the three main domains (cognitive, affective and psychomotor) of educational activities in Bloom's Taxonomy.
Factors to be Considered while Integrating Authentic Materials for ESL Teaching and Learning

According to Cakir (2006), there are some factors that should be kept in mind while using authentic materials and audiovisual aids in the classroom. Language teaching and learning objectives cannot be achieved effectively if the materials are not selected appropriately. It has been noticed that sometimes the language in these audios and videos are not learners’ level appropriate. Resultantly learners fail to understand the content and that increases the level of their anxiety. For learners who are at the elementary level, content of the materials which is in accordance with their level, age and need are hard to find. If audiovisual aids and authentic materials are not according to teaching and learning content then the learners face confusion and ambiguity. Therefore, teachers should appropriately select authentic materials for language teaching and learning process.

Belet Boyaci & Guner (2018) proposed that teachers should keep in consideration different issues while selecting authentic materials to be used in language learning classrooms. Authentic materials are required to be used in such a way in language classrooms which is similar to their use in real life situation, the way these are used in real-life contexts. This can be termed as 'real world purpose'. When students are instructed to read a recipe, in this way, students are not only supposed to learn new vocabulary and improve their reading speed but they should also know how to prepare the dish. Courses that are planned and instructed by making use of these materials should not only keep into consideration the instructional objectives, but through instructional objectives, the main objective should be attained by integrating and using authentic materials in a way it is used in real life. Teachers should devise authentic tasks to use these authentic materials when these materials are integrated into classroom instructions.

Effectiveness of Authentic Materials in the Teaching and Learning Process

Morocco (1997) suggests that there is a general consensus among researchers in language teaching that "the use of authentic materials in the classroom is beneficial to the learning process". They are effective as they are genuine in time, location and people. In other words, they inform about current events in the real world and thus, it is easy for students to relate the events to their own experience, to what they know, and to what is familiar to them. Authentic materials are considered the most suitable means of showing the real use of English for communication rather than materials that were designed especially for teaching purposes. As a consequence, they represent good opportunities of bridging the classroom to the outside world.

Shlowiy & Lidawan (2019) proposed that curriculum developers and material designers regard authentic materials as beneficial in revolutionizing the traditional methods to communicative language teaching approach as revealed by “students’ acceptable competency levels”. Teaching is transformed into “contemporary curriculum” when authentic materials are integrated into the process of teaching and learning. The study indicates positive outcome on the impact of authentic materials when they are integrated in language classrooms.

When the students come in contact with the materials and examples in the classroom and in their daily lives. Then the teaching instructions go beyond the classroom settings. The language learners when the materials, examples and topics come to their way and being discussed within the class and outside the class then it creates a link between their course and their lives. Such materials and topics would inculcate and develop positive attitudes, behaviour and motivation amongst students and they get able to transfer course knowledge to their real lives. (Dogan, 2014)
and learning. Taspanova & Saprova (2019) assert that different teaching and learning materials are created to expose learners to the English language and to enlighten and enrichen their language teaching and learning experience. When learners are exposed to natural language, then it plays a significant role in the process of language acquisition. Authentic materials are created from the culture of the target language and it provides the learners with a positive approach, opinion and view in relation to language learning as compared to the materials which are specifically designed for the process of language teaching and learning. In most of the situations, during language classes, students are taught through traditional materials and audio material which does not make them able to use language in real life contexts effectively. Authentic materials bridge the gap between English language learners and the target language and it makes them closer and more exposed to the language of the real world. When different examples in relation to speech production by the native speakers serve different purposes, then the articles from the newspapers, songs, cartoons and advertisements are regarded as authentic materials.

**Authentic Materials as a tool to Inculcate Higher Order Thinking Skills**

Different authentic materials can be considered an effective tool to initiate students’ thing processes in language learning classrooms. Raak (2018) puts forward a point of view that problem solving could play an essential role while teaching and developing higher order thinking skills amongst language learners. Newspaper comprises a wide variety of information related to different aspects that can be used in multiple ways in language classrooms to develop problem solving skills through different tasks and assignments. Language learners can be instructed to trace out and observe different registers and use of different vocabulary found in written texts in different sections of newspapers related to sports, opinion writing, advertisements, and reviews etc. They can be instructed to write their own reviews and opinions about the news related to the entertainment section, and to write an article or report by keeping in consideration their own interests and to write a letter to the editor. This will involve a more formal use of language by the learners. Though, problem solving seems an easy task and people need to deal with problems and solve it on a daily basis. It requires different set of knowledge, expertise and skills.

**Previous Research studies related to the use of Authentic Materials for the Development of Higher order thinking Skills**

Fachraini & Sartika (2019) conducted experimental research in Indonesia in order to explore and investigate the effects and influence of video authentic materials to increase learners' higher order thinking skills. Researchers executed pre test and post tests by using a control group design. A conclusion can be drawn that when language learners are taught the English language by using authentic materials such as videos, then it develops, improves and polishes English language skills and thinking skills of the language learners.

Sulyaningsih (2021) executed research to explore and investigate the use of authentic materials in relation to the teaching of reading to improve and promote students' critical thinking. Inculcation of critical thinking abilities is significant because it gives rise to the ability to analyze the problem, make effective decisions and solve problems because these aspects will influence peoples' beliefs and attitudes in their routine and daily life. The researcher opted qualitative method for data collection. The research study found out that authentic materials play a vital role as beneficial teaching materials and they play a significant role in promoting students’ thinking abilities.

**Statement of the Problem**

It is observed that in the Pakistani context, ESL learners at the Undergraduate level remain
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unable to use language creatively and in an analytical manner. At the secondary level and higher secondary level, students are habitual of rote learning and then during assessment, they reproduce the crammed content, after recalling it. When these students are promoted to the Undergraduate level, students fail to use the English language in real life situations and in a creative manner. They lack high order thinking skills through which the information is processed, applied and analyzed. This research intends to address the above discussed issues and problems (rote learning, memorization, inability to use language in the real world and lack of higher order thinking skills) through the use of authentic materials in ESL classrooms at the Undergraduate Level.

Research Questions

• What is the role of authentic materials for the inculcation of higher order thinking skills amongst Undergraduate ESL learners?
• What are teachers’ various perspectives regarding the use of authentic materials in ESL classroom as compared to traditional language teaching strategies and materials?
• What are the different challenges faced while using authentic materials in language learning classrooms for inculcation of higher order thinking skills?

Research Methodology

Interpretivist paradigm provides researchers with various tools and procedures to collect data and to interpret the data to find out answers to research question. The current study was based on interpretivist approach and which followed inductive approach. Researcher used qualitative method research as a strategy to conduct this research and to find out answers to the research questions. Researcher used interviews as data collection tools.

Study Population and Sampling

The study population included all the ESL teachers teaching at Undergraduate Level and all the students enrolled in ESL degree programs at the Undergraduate level in Private Sector in Lahore District. The researcher selected the sample for this study through purposive sampling which is a type of non-probability sampling. The researcher, through purposive sampling selected the sample as per need and purpose of this research. 5 participants took part in the qualitative research data collection. There were 5 teachers as participants who participated in the interviews.

Data Collection

A semi structured interview was conducted for the qualitative research data collection and 5 participants (teachers) took part in this research study.

Data Analysis and Interpretation

What are your views related to language teaching and learning process when it takes place through the use of authentic materials?

Research Participant A

“The initial issue in this is that a lot of teachers are not familiar with the concept of authentic materials. For example, even at the undergraduate level, most of the teachers are confined to teaching through textbooks and they don't pay any heed and make an effort to actually search for those authentic materials and look for that relevant material that will aid the process of teaching their students of that particular course/ subject. In that sense, it is still in the process but not that as common as it should be, but it is definitely important”.

Research Participant B

"In my point of view, the use of authentic materials is quite useful for the students because when we follow the same traditional materials, then students become bored by the use of same methods and same way of teaching. If we introduce some new methods by using newspapers, more video clips, so in this way, they will take more interest in their
Participant E

“I am not much aware of the use of authentic materials for language teaching and learning but I think workshops should be arranged to get teachers introduced with new materials and strategies for language teaching.”

The responses of the participants highlight the lack of familiarity of the teachers with the use of authentic materials in the educational field. Authentic materials were appreciated for being attractive and effective for the students in the ESL teaching and learning process. Authentic materials make language learning fun. Students feel reluctance to use rules while learning a language but authentic materials make it fun. Teachers showed positive views and perspectives related to the use of authentic materials in teaching and learning process.

Do you think that memorization is always preferred by ESL learners in comparison to the use of thinking skills during the process of English language teaching and learning?

Interviewees shared their views whether ESL learners prefer memorization over the use of thinking skills when it comes to English language teaching and learning.

Research Participant A

"I, mostly and definitely agree with this question/statement because even in their own experience even though the learners know that it's a language class where they need to acquire those basic language skills but learners most of the time want to cram stuff and prefer rote learning and where they need materials that they can learn by heart or reproduce."

Research Participant B

"Students do not take it creatively when they have to write on their own and think on their own. If they are going to memorize everything, then it will become so easy for them to produce and re write the same thing. They think there is no need to focus on grammar and structure, so that's why they prefer to memorize the things as compared to being creative."

Research participant C

"Pertaining to the Pakistani context and taking second language learners from Pakistan it
would be said that five years back it could have been the case and it was definitely the case. Again, the teachers were not adapting to this thing. It's hard and not easy for the students to learn language rules and regulations and be abide by the rules themselves and speak the language but, a recent shift and very good transition has been seen in acceptance and taking initiatives to eliminate this memorization.

Participant E

“I think to score good marks in exams, students go for memorizing the whole content. In this way, students think that they will be able to answers the questions easily without wasting time to think about the answer.”

Following themes have been generated after taking responses from the Interviewees related to if preference given to memorization over thinking skills by ESL learners during language teaching and learning process. Participants were of the view point that in some cases, students give preference to memorization over thinking skills. Lack of creativity paves the way for memorization. In the recent years, a shift has been seen towards the development of creativity and thinking skills. Mixed approach using memorization and development of the thinking process for language learning was also focused.

What kind of challenges do you face while you intend to use authentic materials for language teaching and learning?

Interviewees shared variety of issues and challenges that they face while integrating authentic materials in language teaching and learning process.

Research Participant A

“It is easy to integrate authentic materials, any audio clip, video clip and documentary, videos that are feasible enough to integrate in your lesson successfully. It is feasible most of the times, it is desirable for us being teachers especially in language learning settings because we are trying to acquire and develop certain skills, for that we cannot rely solely on text books. Students need to know about how native speakers use language in different contexts. Authentic materials come in very handy.”

Research Participant B

“Kind of challenges that are faced are sometimes reluctance on students' part. They are very skeptic that why the teachers are
deviating from the traditional teaching methodologies and students think that how are they supposed to prepare and learn the things from there you tube videos, and go for Ted talks for example from exam point of view. But, as far as learning is taken into account, they learn more as compared to traditional materials.”

Research Participant C

“When teachers plan lessons and use innovative materials such as authentic materials according to their interest and sometimes it is opposite from the students’ interest. Then it is difficult for teachers to manage the entire situation because teachers have to give them lesson that when they are not cooperating with the teacher.“

Research Participant D

“Sometimes students irritate teachers by asking questions which disturb the class. This results in wastage of time. Teachers may lose the point which teachers are trying to show or impart to the students related to language teaching.”

Research Participant E

“The biggest challenge that the teachers face or have faced over the period of time is the content. Because sometimes even if we take some songs or singers from America or Britain, we can put up some lyrics if we are not showing the video. In some cases, videos are equally important to show to the students but the content of that video might be objectionable in our culture and in our circumstances so that becomes point of hindrance.”

Following are the themes which have been generated when interviewees shared their experiences and challenges that are faced by them when they intend to integrate authentic materials in language teaching and learning process. Research participants highlighted challenges on students’ part. Challenges related to inappropriate content and content which lacks students’ interest were discussed. Disruptions in classroom instructions and different situations related to handling authentic materials were also mentioned while integrating authentic materials in teaching process.
Do you think that various factors (students, institutional and pedagogical/others) influence the development of higher order thinking skills using authentic materials in L2 classrooms?

Research participants shared different issues and situations which impact the effective use of authentic materials for the development of higher order thinking skills.

Research Participant A

“There are multiple factors that have an impact on the development of these skills factors related to students, institutional and pedagogical. The most important factor amongst them is about cramming and rote learning and it is deeply rooted in the educational system, the educational background, and universities where students are coming from since from Grade1 till Grade10 or even till their intermediate have learnt that if they cram a certain paragraph or two paragraphs and simply reproduced the exact same thing in the exam is able to get good marks. So, it is educational system in the background is one of the major factors that impedes the development of these skills.”

Research Participant B

“Institution has got major influence on the use of these strategies. Our course outline is very attractive, they say with modern techniques and modern activities, students can learn in a much better way, they have to gain confidence, how to learn these things and understand these things in a better way. If our course is planned in such a way that caters the demands/ needs of the students, it will alone help them a lot.”

Research Participant C

“They would love to be assessed in relation to HOTS because that it is fun for them and challenging for them. It is fun way for them not challenging in a boring or a mundane one that has been done over a time. Since this is an era of digital transformation that is taking place and students are much ahead of us so testing with regard to their HOTs they would definitely like and enjoy it.”

Research Participant D

“When teachers do not attend the queries and answers of students properly. The biggest hindrance in the development of higher order thinking skills when we stop learners from saying anything he is trying to say in a language class.”

Research Participant E

“In my point of view, sometimes students do not appreciate to be taught by these kind of materials because when they are given different activities to practice their language skills and thinking skills by using these materials then they consider it a tough task to perform these activities.”

By keeping in view, the participants’ answers; following themes have been generated which play a vital role in impacting the development of higher order thinking skills when students are taught language through authentic materials. Lack of quality in educational system/ academic background and cramming can be seen impacting the development of higher order thinking skills. Different modes of assessments for HOTs, students fear of mistakes and lack of attention from teachers’ side, students’ un-willingness when anything challenges their thinking skills and capacities influence the development of HOTS during the ESL teaching and learning process.
What are your views on using varied approaches such as using authentic materials for the development of higher order thinking skills and to make learners use language in the real world as compared to teaching language through traditional methods?

Research participants were of different views and opinions when they were asked about the effectiveness of authentic materials in comparison to traditional teaching materials and approached for the development of higher order thinking skills.

**Research Participant A**

“Language teachers prefer to use authentic materials. It is challenging as we already talked about this. In recent times, it has been seen that once the students are made come out of their comfort zone they start to enjoy language learning as well. They get to see how diverse it is, it is more than just reading and writing and stuff from the internet and they have to think about things by making them see a simple video that promotes a lesson.”

**Research Participant B**

“Use of authentic materials are more useful. Students are fed up of traditional methods of teaching so that they are more interested in teaching and learning through authentic material. Teachers should know more to use authentic materials to make language teaching and learning process more effective. Students get fed up because of the traditional mode of teaching. So, the teachers should focus on authentic mode when students get fed up of traditional methods. So, there is a need to introduce authentic materials where they have to analyze things on the basis of that, they have to grade them on things as well. They can learn in a better way.”

**Research Participant C**

“Language teaching and learning process should be mixture of traditional methods and innovative techniques. It should definitely be a mixture of all of it because adaptability is required in language teaching and learning in the classroom settings or real-life situations. We should be offering them and we should be adapting flexibility within ourselves too. Again, every culture is different, the scenario in which we are making them learn second language it depends on students. It all varies. So, it must be...
an amalgamation of all these things so desired result can be achieved.”

Research Participant D

“Use of authentic materials in such a way that where their thinking process is channelized or challenged, that is activated by different questions. They try to build up their confidence first and help them in multiple situations and help them develop a better understanding on that. As we are having a mixture of students, who are highly talented one and some who are not having much understanding of that concept. This strategy helps them a lot.”

Following themes have been generated after analyzing their responses. Use of authentic materials/diversification and different strategies, appropriate use of authentic materials was proposed. Appropriate use of authentic materials, teachers’ training and exposure to the use of handling authentic materials for learning were appreciated. Mixture of both pedagogies such as teaching through authentic materials and using traditional methods were suggested for the development of higher order thinking skills during teaching and learning process.

On a broader scale, English language teachers and educational institutes have started focusing on the development of thinking skills amongst language learners and use of language in real life context? What are your views?

Interviewees shared a great deal of information related to the use of authentic materials at a broader level for the development of higher order thinking skills.

Research Participant A

“Development of thinking skills and use of language in real life contexts are definitely being brought out by now as compared to past five years or ten years but still there is a huge gap for improvement. I have seen a lot of courses do mention these skill needs to be practiced but that’s only written in the course outlines.”

Research Participant B

“institution and teachers are working hard for that because they want to make students active enough so that the language learning and teaching through the course that they have
chosen themselves, they are working on it and In sha Allah it will serve them in a better way.”

Research Participant C

“Over the period of time again it will refer to what was said before that over the period of 5 to 7 years. It has rapidly transformed and it’s for good. This transformation is surely for good. Teachers would advocate it for sure.”

Research Participant D

“If we look at latest trends in language teaching and learning then it very much advocate the use of real world language by the language learners and development of thinking skills amongst learners. But the thing which matters is its implementation that how far institutions and teachers are actually practicing language use and focusing on the development of thinking abilities amongst learners. (If implemented and practiced)”

Research Participant E

“At a broader level, institutions and teachers are making efforts to bring reforms and changes in the process of language teaching and learning and to equip students with 21st century skills to be used in practical life.”

Following themes have been generated out of the responses. There is a need to bring changes in English language teaching and learning process as per the need of 21st century skills. Development and progress is seen in relation to the inculcation of higher HOTS and use of language in real life contexts but stills things need to be changed at a broader level in educational field. Transformation and positive changes have taken place with reference to the process of language teaching and learning.

What are different aspects/ areas/ elements that you focus on while conducting/preparing a language lesson/assessment? (what do you intend to impart? What do you intend to measure?)

Interviewees shared different techniques and strategies which they opt when they have to assess students’ learning and to conduct a lesson.

Research Participant A

“One thing is very important in any lesson plan is improvisation while you are preparing extra material because you have two different
sections; one might react wonderfully to the lecture and the other might be slow or fast depending on. Teachers should always prepare extra activities, material to be shared with the class because no two classes are the same because it is one lesson that is learnt by teaching experience.”

**Research Participant B**

“First of all, it should be kept in mind by the language teachers what skills they are aiming at; writing skills or communication skills, so all the skills, primarily writing and speaking are involved. These four skills will be involved to develop thinking abilities. For example, to plan a lesson for speaking, first of all, there need to be some authentic materials regarding basic information; speaking and its different aspects. What are the different ways? and then there will be a follow up activity asking them to come in front of the class and speak and talk about something random.”

**Research Participant D**

“Content which is going to be discussed in a class should be understood by the students, apart from course books, teachers try to use some other means such as videos and magazines. Other than that, the participant as language instructor tries to give them some assessments that are based on the same topics but teacher tries to change the statement/situation according to the need of inculcation of higher order thinking skills so that if the question, statement or situation is different they are able enough to solve those queries and those questions.”

**Research Participant E**

“That with priority and then the other thing apart from being level appropriate is, it should be culturally, religiously, philosophically and psychologically appropriate too. Then it should be a blend of some contemporary and traditional methods.”

**Discussion**

Research participants highlighted that most of the language teachers they are not familiar with the concept of authentic materials for language teaching. At undergraduate level, most of the teachers are confined to teaching through text books and they don’t pay any heed and make an effort to actually search for those authentic materials and look for that relevant material that will aid to the process of teaching their students of that particular course/subject. In that sense, it is still in the process but not
that as common as should be, but it is definitely important.

One of the participants posited that Authentic materials are very much useful in exposing the learners to that language which they can use in their daily lives, in real life context. Another interviewee added that the use of authentic material, initiates critical thinking as well and obviously when a person is critically thinking on something, simultaneously he is learning that thing, he is adapting to that thing, situation and concept as well.

Research participants mostly and definitely shared their point of view related to memorization in language classes that even in their own experience even though the learners know that it’s a language class where they need to acquire those basic language skills but learners most of the time want to cram stuff and prefer rote learning and where they need material, they can learn by heart or reproduce in written or oral forms.

It is feasible most of the times to integrate authentic materials in language learning classrooms and it is desirable for us being teachers especially in language learning settings because we are trying to make students acquire and develop certain skills specifically thinking skills, for that we cannot rely solely on text books. Students need to know about how native speakers use language in different contexts.

**Conclusion**

In conclusion, after analyzing the responses from the interviews that language teaching and learning process becomes more effective and beneficial when it makes use of authentic materials. For the teaching of HOTS, teachers make use of different techniques and strategies in L2 classrooms. The use of authentic materials during the language teaching and learning process are considered very handy because they make language learning fun for English as second language learners and for that matter the more fun it is, the better the outcome is. It is a very easy way for language learning not restricting themselves to rules, regulations and grammar, and they tend to pick up the sentence structures, the words, the formation of sentences and language learners learn it in a fun way.

The second objective was to investigate teachers’ various perspectives regarding the use of authentic materials in ESL classroom as compared to traditional language teaching strategies and materials. Use of authentic materials in language classrooms change the role of a teachers. When learning becomes students’ centered, it makes the teaching and learning process more beneficial for the students.

The last objective was to explore and examine the challenges faced while using authentic materials in language learning classrooms for inculcation of higher order thinking skills. Kind of challenges that are faced are sometimes reluctance on students’ part. They are very skeptic that why the teachers are deviating from the traditional teaching methodologies. Then it is challenging for the teachers as well to initiate their thinking process by giving them activities from that language content in which learners are not interested. The biggest challenge that the teachers face or have faced over the period of time is the inappropriate content. Another point had been mentioned that the focus of the teacher is to impart the linguistic knowledge as much as possible and then it challenges the development of higher order thinking skills because without the practice of the application of learnt knowledge to analyze, evaluate and create things, thinking process cannot be channelized and thinking powers cannot be activated.

Researcher has explored the role of authentic materials for the inculcation of higher order thinking skills amongst ESL learners, in what different ways authentic materials are considered effective for the development of higher order thinking skills amongst undergraduate ESL learners. Researcher has investigated students’ and teachers’ various perspectives and perceptions regarding the use of authentic materials in ESL classroom as compared to traditional language
teaching strategies and materials. Researcher has highlighted that how teachers and students deem authentic materials with regards to initiating of students’ thinking processes and abilities. Researcher has explored and examined the challenges faced while using authentic materials in language learning classrooms for inculcation of higher order thinking skills.
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