INCORPORATING AUTHENTIC MATERIALS INTO THE ENGLISH LANGUAGE CLASSROOM

Munojat Umaraliyeva
Senior teacher of the Applied English department
Ismoilova Dillobarxon Kamoliddin qizi
4-th year student, Fergana State University

Abstract: The positive aspects and methods for implementing authentic material into English language classes are discussed in this article. Students' language acquisition and cultural awareness are improved when they are exposed to authentic resources, which provide possibilities for real-world language use and cultural contexts. The article offers an overview of the relevant research, describes a process for using real materials, and identifies useful tactics for putting them into practice. The results imply that actual resources are effective tools for developing students' communicative skills and language ability.

Keywords: authentic materials; authentic learning; communicative approach.

Introduction

Integrating authentic resources into the teaching of English has drawn a lot of attention lately in the realm of language education. Resources like magazines, newspapers, films, podcasts, and novels that were initially produced for reasons other than language instruction are referred to as authentic materials. Since the introduction of Communicative Language Teaching (CLT) in the 1970s, numerous academics have examined the use of Authentic Materials (AMs) in the classroom instruction of English. The purpose was to address the use of written instructional materials in language teaching. The notions of authentic materials are also in line with CLT's requirement for real communication.

Literature review

The activities in the language classroom should, to the greatest extent feasible, reflect real-world situations and draw their knowledge from "authentic" or real-world sources. Richard (2006:20) makes a similar argument: "As much as possible, classroom activities should mirror the "real world." Language is a tool for communication, hence approaches and resources should focus on the message rather than the medium. Additionally, he outlined the justifications for the utilization of real materials, which included:

1.   they offer cultural context for the language of interest;
2.   they offer an opportunity to experience authentic language;
3.   they are more closely aligned with the requirements of learners;

4.	they encourage a more imaginative method of instruction.

Additionally, Richard clarified that some people disagree with the argument for authentic materials in the following ways:

• created resources have the potential to inspire students as well;

• authentic materials frequently use complex and irrelevant language;

• it is a burden for teachers to use authentic resources.

Scholars have debated the pros and cons of using authentic and non-authentic materials while teaching English as a foreign language. One of them claimed that there is a difference between textbooks and authentic language, with Gilmore (2007rax) stating that the language that students are exposed to in textbooks is a poor representation of the real world.

It has long been suggested that instructional materials should inspire students by drawing their interests, encourage them to further explore their capacity for language learning, and give teachers the tools they need to design interesting and motivating activities. They must use suitable teaching resources to inspire the students. They won't learn anything if the instructional materials aren't engaging and inspiring. To enhance their learning process, numerous researchers recommend utilizing authentic materials (AMs). Since this concerns the majority of English teachers, if not all of them, the choice of instructional resources for English language instruction has become an explosive issue in the world of education. There are primarily two categories of materials when it comes to authenticity: authentic and non-authentic. Texts that are "produced by a real speaker or writer for a real audience," like radio broadcasts and newspaper articles, are referred to as AMs by many academics. A few others (Allwright, 1984; Little & Singleton, 1991; Basturkmen, 2001) have supported the use of AMs due to its positive pedagogical effects on students' willingness to learn and communicative skills. On the other hand, some other authors held a different opinion, claiming that AMs' lexical difficulty may demotivate pupils and have a negative impact on their learning. It is suggested that this issue can be resolved by choosing AMs that are appropriate for the student's level and creating achievable learning assignments. However this illustrates an important obstacle with applying AMs: it can take a while to identify relevant AMs and create learning activities that are acceptable (Hughes & McCarthy, 1998.

According to Berardo (2006), it is crucial to use authentic resources because students gain from seeing real language being used in real-world situations. Using real materials also proves to have other benefits, such as increased motivation, a sense of accomplishment upon understanding, and encouragement to read more. One could argue that they perceive themselves as acquiring the "real" language because they are exposed to real language. Thus, the following are the primary benefits of utilizing real resources in the classroom: Having a favorable impact on pupils' drive Providing true

cultural information, exposing students to real language, and establishing a closer relationship with the requirements of the students Endorsing an innovative teaching methodology.

Richards (2006) outlined the drawbacks of using real materials as follows: authentic materials frequently contain complex language structures, difficult terminology, and unnecessary vocabulary items, all of which can lead to issues. An excessive amount of structures can be problematic, and occasionally the vocabulary may not be appropriate for the learner's needs. However, Harmer (1989) pointed out that increasing kids' reading will help them become better readers. It does not follow that teaching reading skills only with authentic materials is a smart idea. If teachers don't play their part and use authentic resources that are suited for their students, it will negatively impact the motivation of their students.

Methodology

The practice of critical reading was implemented in a public senior high school in Fergana, Uzbekistan, according to N.S. The purpose of this study was to help the pupils develop their critical reading abilities. The outcome demonstrates that by employing AMs for critical reading, students can enhance their reading abilities. Critical reading facilitates discussion, allows students to voice their opinions, and aids in their comprehension of the material. It also demonstrates the instructors' positive attitudes on the use of AMs in the classroom, particularly when selecting texts for discussion topics that are hot-button, contemporary issues that encourage participation and engagement from the students.

Learners should approach authentic materials purposefully in order to get the most of them. Setting clear objectives and choosing resources that support them are essential. It might be appropriate to read business publications or listen to business podcasts if the goal is to increase vocabulary related to business communication. Through the selection of resources customized to their unique interests and language learning goals, students can sustain their motivation and sense of personal engagement throughout the process. Additionally, it is advantageous to use a variety of supplemental materials in along with original materials. Additional assistance and clarification when faced with unfamiliar terms, phrases, or cultural allusions can be obtained from dictionaries, online language forums, or language exchange partners. These extra resources can guarantee a more thorough learning process by filling in any knowledge gaps and promoting a deeper comprehension of the subject matter.

Additionally, students can improve their understanding by actually working with actual resources. Taking notes, underlining key details, or summarizing material are useful strategies to improve understanding and memory. Learning can be further reinforced by reflecting on the content and responding in writing or through peer

discussion. These active learning techniques foster critical thinking and analysis in addition to improving language proficiency.

Conclusion

The study's fundamental theories have been expounded upon in this part of the paper. In general, the study follows Richard's (2006) model for investigating the use of authentic materials in communicative language teaching today. More specifically, he argued in the section on classroom activities that authenticity is important because it prepares students for real-world situations where language is used as a tool for communication, and reading should serve the same purpose in the classroom as it does in real life. The study cited CLT in addition to theories regarding effective classroom learning tasks and exercises that give students the chance to negotiate meaning, increase their language resources, observe how language is used, and engage in meaningful interpersonal exchange. Students are absorbing relevant, purposeful, engaging, and exciting content, which is reflected in this meaningful communication. Additionally, the study draws from earlier research on the use of authentic materials in English instruction from the perspectives of Iranian and Indonesian teachers, as well as how it is implemented in those two nations, which demonstrated that teachers in both countries had a positive attitude toward the use of authentic materials in English instruction.

References

•Akbari & Razavi, Iran, 2016 Using authentic materials in the foreign language classrooms: Teachers" perspectives in EFL classes, International Journal of Research Studies in Education, Volume 5 Number 2, 105-116, 2016 April

• Allwright, R. L. (1984). The importance of interaction in classroom language learning. Applied Linguistics, 5(2), 156–171. https://doi.org/10.1093/applin/5.2.156

•Allwright, R. Language learning through communication practice. In C. J. Brumfit and K. Johnson (eds.). The Communicative Approach to Language Teaching. Oxford: Oxford University Press: 167-82. 1979.

•Berardo, S. A, The Use of Authentic Materials in the Teaching of Reading, The Reading Matrix: Vol 6, No.2 September 2006

•Foppoli, J. Ezine articles, Authentic VS Graded Material in Second Languages, 2006 Gebhard, Jerry G, Teaching English as a Foreign or Second Language, USA; The University of Michigan, 2006

• Gilmore, Alexander, Authentic materials & authenticity in Foreign Language Learning, in Language Teaching, 40, pp 97-118. doi:10.1017/S0261444807004144), 2007

• Mashrabovna, U. M. ., & Alievna, B. O. . (2023). COGNITIVE FACTORS IN LANGUAGE ACQUISITION. International Journal of Formal Education, 2(7), 47–51.

• Nunan, D. Designing tasks for the communicative classroom. Cambridge: Cambridge University Press, 1989.

• Umaraliyeva Munojat Mashrabovna, & Bozorboyeva Omina Aliyevna. (2023). THE USE OF SONGS IN INDEPENDENT LEARNING A FOREIGN LANGUAGE. Journal of Universal Science Research, 1(6), 344–349.

• Umaralieva Munojat Mashrabovna, & Yakhyoyeva Sarvinoz Khayotjon kizi. (2023). The modern methods of using games in teaching foreign language. Journal of Universal Science Research, 1(6), 178–180.

• Umaralieva, M. M., & Yakhyoyeva , S. K. kizi. (2023). HOW TO IMPROVE VOCABULARY THROUGH DIFFERENT STRATEGIES. Educational Research in Universal Sciences, 2(6), 445–447.

• Umaraliyeva , M. M., & Bozorboyeva , O. A. (2023). USING AUTHENTIC MATERIALS IN AUTONOMOUS LEARNING A FOREIGN LANGUAGE. GOLDEN BRAIN, 1(15), 44–49.

• Umaraliyeva , M. M., & Bozorboyeva , O. A. (2023). USING AUTHENTIC MATERIALS IN AUTONOMOUS LEARNING A FOREIGN LANGUAGE. GOLDEN BRAIN, 1(15), 44–49.