



## USING AUTHENTIC MATERIALS IN ENGLISH LANGUAGE TEACHING

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**Abstract.** This article highlights the use of authentic materials in English language teaching, addressing both advantages and challenges associated with their implementation in classrooms. The study involves interviews with six EFL teachers, aiming to understand their perspectives on authentic materials and their approaches to task adaptation for different student levels.

**Key words:** Authentic materials, English language teaching, advantages, challenges, task adaptation, EFL classrooms.

### I. INTRODUCTION

Using authentic materials in English language teaching is a popular and effective way to expose learners to real-world language and culture. Authentic materials are any materials that are written or spoken in English and are not designed for language learning purposes, such as newspapers, songs, videos, flyers, etc. These materials can provide rich and varied input for learners, as well as increase their motivation and interest in the language. However, using authentic materials also poses some challenges, such as the difficulty level, the cultural background, and the adaptation of the tasks (1). This paper discusses the advantages and disadvantages of using authentic materials in the classroom, and suggest some practical ways to select, adapt, and exploit them for different levels and skills.

### II. LITERATURE REVIEW

First of all, William Guariento and John Morley describe authentic text as:

“...one ‘created to fulfil some social purpose in the language community in which

it was produced’ With the onset of communicative movement a greater awareness



of the need to develop students' skills for the real world has meant that teachers endeavour to simulate this world in the classroom.” (Guariento, W. & Morley, J., 2001, p: 347)

Authentic materials are texts or audiovisual materials that are produced for real-world purposes and not specifically for language teaching (Nunan, 1999). They are widely used in English language teaching to expose learners to the natural and authentic use of the language, and to enhance their motivation and cultural awareness (Guo, 2012; Peacock, 1997).

There are many benefits of using authentic materials in English language teaching, especially for developing reading and writing skills. According to Singhal (2001), authentic materials can help learners to:

- acquire new vocabulary and grammar structures in context
- improve their comprehension and interpretation skills
- develop their critical thinking and analytical skills
- increase their confidence and interest in reading and writing
- prepare for real-life situations and tasks

Some examples of authentic materials that can be used for teaching reading and writing are:

- ✓ newspaper and magazine articles
- ✓ weather reports and horoscopes
- ✓ brochures and flyers
- ✓ menus and recipes
- ✓ letters and emails
- ✓ blogs and social media posts
- ✓ stories and poems
- ✓ advertisements and slogans

However, using authentic materials also poses some challenges and difficulties for teachers and learners. Some of the challenges are:

- finding suitable and relevant materials for the learners' level, needs, and interests
- adapting and simplifying the materials to make them comprehensible and appropriate
- designing and implementing effective tasks and activities based on the materials
- assessing and evaluating the learners' performance and progress



- dealing with the cultural and pragmatic aspects of the materials

Therefore, teachers need to be careful and selective when choosing and using authentic materials in their classrooms. They need to consider the following criteria:

- ✓ the learners' background, goals, and preferences
- ✓ the materials' authenticity, quality, and availability
- ✓ the materials' language, content, and format
- ✓ the materials' objectives, outcomes, and feedback
- ✓ the materials' integration, adaptation, and supplementation.

### III. METHODOLOGY

For the explanations above, the prior study explained that authentic materials plays important role to teach a foreign language to students. . However, occasionally, teachers can face problems while giving authentic activities. Hence, a good teacher should always have any idea about what to do when students make troubles in being engaged in the activities, because it is undeniable fact that all students have to be busy with activities given. The aim of the research is to investigate teachers' ideas of so using authentic materials associated with implementing activities in EFL classrooms. To achieve the goal, we interviewed from different EFL teachers, and

No	Participants	Work place	Experience	Grades they teach	Level of the teachers
1	X.M	6th school Altaryk region	1 year	4 <sup>th</sup> and 9 <sup>th</sup>	C1 (advanced)
2	J.S	28 <sup>th</sup> school Baghdad region	2 year	5 <sup>th</sup> and 6 <sup>th</sup>	C1 (advanced)
3	H.M	45 <sup>th</sup> school, Fergana region	2 years	7 <sup>th</sup> and 8 <sup>th</sup>	C1 (advanced)
4	O. Sh	8 <sup>st</sup> school Margilan Region	2 months	Only 1 <sup>st</sup>	C1 (advanced)
5	A.O'	29 <sup>th</sup> school, Fergana Region	2 years	1 <sup>st</sup> and 2 <sup>nd</sup>	C1 (advanced)
6	H.O	15 <sup>th</sup> school Fergana Region	1 year	1 <sup>st</sup> and 4 <sup>th</sup>	C1 (advanced)

presented written report.



**Research method:** *interview*. One technique in qualitative research for gathering primary data is the interview. It entails finding out what one or more people think about a business, a product, or a subject. Researchers can get comprehensive data with this strategy that may not be possible with other research techniques. While quantitative research employs numerical data and statistical analysis to explain and measure phenomena, qualitative research uses observation and interviews to explore and comprehend people's experiences and perspectives. Many study domains, such as the social sciences, psychology, health sciences, business, and education, can benefit from the use of interviews. Research findings, theoretical development, and policy suggestions can be informed by patterns, themes, and trends found in the transcription, coding, and analysis of interview data.

**When:** 14<sup>th</sup> and 18<sup>th</sup> of November

**Where:** at Fergana State University

**How:** face to face

**Data collecting tool:** interview

**Interview questions:**

1. What are some examples of authentic materials that can be used in the EFL classroom?
2. What are some benefits of using authentic materials for EFL learners?
3. How can you adapt the tasks to suit the level of your students when using authentic materials?

#### IV. DATA ANALYSIS AND DISCUSSION

The answers of the teachers are given below:

**Teacher 1:**

1. Authentic materials can include newspaper articles, songs, movies, and real-life advertisements.
2. Using authentic materials exposes learners to natural language use and cultural nuances.
3. To adapt tasks, simplify complex texts, provide scaffolding, or focus on specific sections.

**Teacher 2:**

1. Authentic materials encompass podcasts, social media posts, menus, and interviews.
2. They enhance language learning by offering relevant, real-world context.



3. Adjust tasks by pre-teaching vocab, offering guided comprehension questions, or using visuals.

**Teacher 3:**

1. Authentic materials range from online forums, brochures, podcasts, to TV shows.

2. They promote engagement, motivation, and practical language application.

3. Adapt tasks by modifying questions, providing vocabulary lists, and offering varied difficulty levels.

**Teacher 4:**

1. Authentic materials span from short stories, emails, blogs, to product reviews.

2. They foster language authenticity and cultural understanding.

3. Tailor tasks by chunking text, simplifying language, or offering context clues.

**Teacher 5:**

1. Authentic materials include TED talks, online articles, infographics, and emails.

2. They develop real-life language skills and cultural awareness.

3. Adjust tasks by using graphic organizers, highlighting key information, or providing alternative resources.

**Teacher 6:**

1. Authentic materials consist of advertisements, movie trailers, online forums, and news articles.

2. They enhance language proficiency and cultural competence.

3. Adapt tasks by creating pre-reading/listening activities, simplifying language, or utilizing peer collaboration for understanding.

From the results of the interview, we can draw the following conclusion. The six teachers agree that using diverse authentic materials benefits EFL learners by exposing them to real language and culture. They suggest adapting tasks through simplification, scaffolding, and pre-teaching vocab to suit students' levels, enhancing their language learning experiences.

## V. CONCLUSION

The analysis of interviews with six EFL teachers highlights a consensus regarding the efficacy of diverse authentic materials in enhancing language learning. These materials provide an avenue for exposing learners to genuine language usage and cultural elements. Moreover, the teachers emphasize the importance of adapting



tasks through techniques such as simplification, scaffolding, and pre-teaching vocabulary to cater to varying student proficiency levels. This collective perspective underscores the significance of employing authentic materials as a means of enriching language learning experiences in EFL classrooms.

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