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THE USAGE OF AUTHENTIC MATERIALS IN TEACHING A FOREIGN LANGUAGE

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Khodjayeva Nodira Alisherovna

2nd Course Master's Department State World Languages University, Uzbekistan

ABSTRACT

The subject gives general data about authentic materials and their powerful use in classrooms. There are various definitions for authentic materials, however, they do share something. Every one of the definitions features the way that authentic materials imply “exposure to genuine language and its utilization in its local area”. “Authentic materials will be materials that we can use in the classroom and that poor person been changed in any capacity for ESL learners”. Because of the explores completed and the studies directed it has come out that there are many benefits in utilizing real materials. Simultaneously, there are a couple of inconveniences that educators and learners ought to know about while utilizing various wellsprings of authentic materials, for example, papers, television programs, menus, magazines, the web, films, tunes, pamphlets, comics, writing, and so on. The paper demonstrates the way that real materials can be utilized at any level for the learners’ requirements and information.

KEYWORDS

Authentic materials, teaching, foreign languages, EFL classroom, disadvantages, advantages.

INTRODUCTION

The utilization of authentic materials in an EFL classroom is what numerous educators engaged with foreign language instructing have talked about as of

late. Convincing voices are demanding that the English introduced in the classroom ought to be valid, not created exclusively for educational purposes. For the

most part, this means authentic materials include the language that normally happens as correspondence in the local speaker settings of purpose, or rather in the chosen settings where standard English is the standard: genuine paper reports, genuine magazine articles, genuine promotions, cooking recipes, horoscopes, and so on. The greater part of educators all through the world concur that credible texts or materials are valuable to the language-growing experience, yet what is less concurred is when authentic materials ought to be presented and how they ought to be utilized in an EFL classroom. []

The meanings of authentic materials are somewhat divergent in writing composed by various scientists of language. Rogers characterizes authentic materials as “fitting” and “quality” as far as objectives, goals, student needs, and interests and “normal” regarding reality and significant correspondence. Harmer characterizes valid texts as “materials which are intended for local speakers; they are genuine texts; planned not really for language learners, but rather for the speakers of the language”. Jordan alludes to valid texts as “texts that are not composed for language instructing purposes”. Peacock depicts authentic materials as materials that have been created to satisfy some friendly reason in the language local area. What we comprehend that is normal in these definitions is “exposure to genuine language and its utilization in its local area”, as such it is the advantage learners get from being presented with the language in authentic materials. To put it plainly, “authentic materials will be materials that we can use with the learners in the classroom and that poor person been changed in any capacity for ESL learners. An exemplary model would be a paper article that is composed for a local English-speaking crowd”. Carrying authentic materials into the

classroom can be propelling for the learners, as it adds a genuine component to the learner’s growth opportunity.

Authentic materials are huge since it builds learners’ inspiration for learning, and cause the student to be presented with the “genuine” language. We ought to constantly recall that we ought to remember the errand, not the material. This intends that, for instance, rather than requesting that a fledgling learner read a full-page article that is over their heads, we ought to request that they read the title and think about what the article will be about. What can act as authentic materials? In the present globalized world, models proliferate, however, the most ordinarily utilized maybe are: papers, television programs, menus, magazines, the web, motion pictures, melodies, pamphlets, comics, writing (books, sonnets, and brief tales), promotions for occasions, course lists from schools, etc. Such materials enjoy their benefits and drawbacks to classroom learners. Taking into account the benefits and drawbacks of utilizing authentic materials, there comes the topic of when authentic materials ought to be presented and utilized in a classroom; all in all, might we at any point utilize authentic materials no matter what our learners’ level? Guariento and Morley guarantee that at the post-moderate level, the utilization of true material is accessible for use in the classroom.

This may be credited to the way that at this level, most learners ace much jargon in the objective language and the designs as a whole. They likewise note that at lower levels, the utilization of authentic materials might make learners feel de-persuaded and disappointed since they need numerous lexical things and designs utilized in the objective language. Matsuta states that the utilization of authentic materials is a weight for

educators showing starting learners as they need to invest a ton of energy to plan for authentic materials concerning the capacity level of the learners. Do this multitude of mean we can't involve real materials in lower-level classes separated from post-middle-of-the-road and high-level levels? As for the discoveries of the overview completed by Chavez, students appreciate managing authentic materials since they empower them to collaborate with genuine language and its utilization. Additionally, they don't consider valid circumstances or materials inherently troublesome.[]

Notwithstanding, students express that they need educational help, particularly in listening circumstances and while perusing scholarly texts like the arrangement of a full scope of prompts (hearable and visual including composed language). We might infer that students feel significantly improved with authentic materials assisting them with getting engaged with the “genuine” language as long as we, as educators, give them academic help. To accomplish this, we have a great many options. Martinez recommends that educators might involve authentic materials for the students to tune in for the significance of the data introduced furthermore he adds that by utilizing authentic materials educators will have the chance to urge learners to peruse for joy particularly specific subjects of their advantage. Matsuta claims that utilizing general media materials supporting learners' appreciation is useful since it will forestall learners, particularly starting ones from being disappointed about authentic materials. Materials, for example, famous and customary tunes will assist us with establishing a harmless climate. []

Guariento and Moley recommend that authentic materials ought to be utilized for learners' capacity and add that reasonable undertaking can be given to

students in which all-out understanding isn't significant. As for Jordan, in the previous stages, non-authentic materials can be utilized, yet focuses on that upon learners' managing materials from their branch of knowledge, authentic materials ought to be presented. Involving genuine material in the study hall, in any event, when not done in a credible circumstance, and given it is suitably taken advantage of, is huge for some reasons. Some of them are:

- Learners are presented with genuine talk, as in recordings of meetings with celebrities where moderate learners tune in for significance. They give exposure to the genuine language.
- Authentic materials decidedly affect student inspiration.
- “Authentic materials keep learners informed about what's going on the planet, so they have an inborn instructive worth. As instructors, we are teachers working inside the educational system, so schooling and general advancement are important for our obligations”.
- Coursebooks frequently do exclude accidental or inappropriate English.
- Authentic materials can deliver pride, e.g., a leaflet on Britain given to learners to design a visit.
- A similar piece of material can be utilized in more favorable conditions on the off chance that the errand is unique.
- Authentic materials support a more imaginative way to deal with instructing.

Conclusion. Numerous analysts have led examinations of the authentic materials. They support the utilization of credible material and do have various perspectives, yet they share practically speaking one thought: “exposure”, exposure to “real language and reality”,

all in all, the advantage learners get from being presented with the language in authentic materials. The authentic materials ought to be utilized for the learners' degree of information and the learners ought to be assisted by their educators with conquering the hardships they experience.

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