

Developing A Criteria-Based Model For Selecting Authentic Materials For English Language Instruction In Grades 10–11 In Karakalpak Schools

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Abstract: In recent years, English language teaching within the general secondary education system of Karakalpakstan has increasingly focused on developing communicative competence and the practical use of language in real-life contexts. Authentic materials such as newspaper articles, video clips, and audio recordings that are created for real audiences rather than for instructional purposes play a significant role in developing learners' language skills. However, in Karakalpak schools, particularly in grades 10–11, teachers face difficulties in selecting and adapting authentic materials that align with lesson objectives and students' language proficiency levels. This article proposes a systematic model for selecting such materials. Based on an analysis of academic literature and local educational conditions, the model defines selection criteria and stages that take into account learners' proficiency level, cultural appropriateness, curriculum alignment, and adaptability of materials. The proposed approach supports teachers in making pedagogically sound decisions, enhances students' motivation, and strengthens the connection between classroom learning and real-life language use.

Keywords: Authentic materials, English language teaching, material selection, secondary education, Karakalpak schools, EFL, curriculum.

Introduction: In recent years, English as a Foreign Language (EFL) instruction has increasingly shifted from traditional textbook-based approaches toward communicative and contextualized methodologies. Authentic materials, namely texts or audiovisual resources originally produced for native English-speaking environments, enable learners to experience language as it is used in real contexts. Research indicates that the use of such materials increases learners' motivation, improves listening and reading comprehension skills, and helps students perceive English as a genuine means of communication rather than merely an academic subject [5].

Students in grades 10–11 in Karakalpakstan generally possess intermediate-level language proficiency and are preparing for higher education or professional life. For this reason, the use of authentic materials is considered an effective way to help them apply language in natural contexts. However, many teachers

encounter difficulties in selecting authentic resources that both align with the curriculum and remain accessible to learners [2]. In addition, limited access to internet resources and insufficient teacher training in material adaptation further complicate the situation.

Although the benefits of authentic materials have been widely studied, a selection model tailored to the specific conditions of the Karakalpak education system has not yet been developed. Therefore, the primary aim of this article is to design a locally adapted model that provides practical guidance for teachers in selecting authentic materials for grades 10–11.

METHODOLOGY

This study adopts a qualitative, conceptual approach based on literature analysis. The methodology was implemented in three stages:

- 1) analysis of academic literature on the use of authentic materials;

- 2) examination of English language teaching practices in Karakalpak schools;
- 3) development of a selection model based on the collected data.

Academic sources emphasize the effectiveness of authentic materials in increasing motivation, improving listening comprehension, and expanding opportunities for autonomous learning [1]. Analysis of the local

context revealed challenges such as intermediate-level language proficiency, limited resources, and excessive reliance on textbooks [4]. Based on these findings, the following model was developed.

The proposed model consists of two main components: selection criteria (what should be considered) and implementation stages (how the materials should be applied).

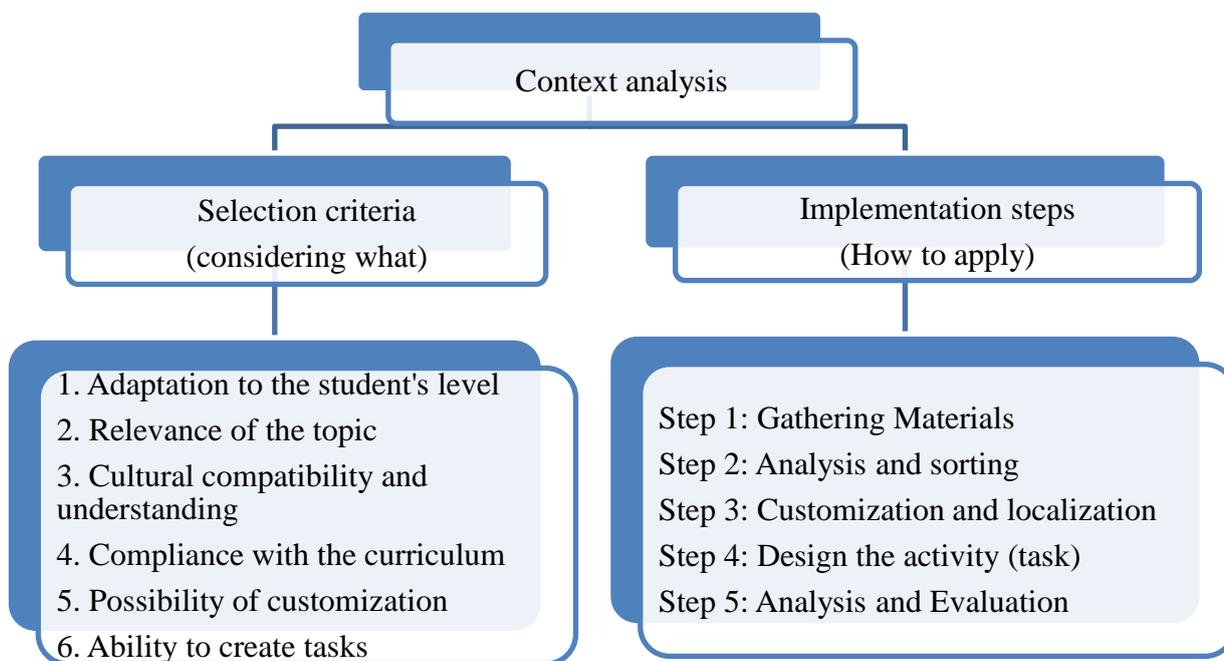


Figure 1. Model for Selecting Authentic Materials in Karakalpak School

Criterion	Main focus	Classroom Application Example
1 Learner level appropriateness	Selecting linguistic complexity and length appropriate for the intermediate level.	Short news articles or simplified interviews.
2 Topic relevance	Selecting topics that are interesting for adolescents.	Articles about technology, ecology, or music.
3 Cultural appropriateness	Reducing culturally unfamiliar expressions specific to foreign cultures.	Replacing them with local equivalents.
4 Curriculum alignment	Consistency with topics in the national curriculum.	Materials aligned with syllabus reading topics.
5 Adaptability	Possibility of simplifying or translating the material.	Using open-licensed online resources.
6 Task creation potential	Possibility of organizing communicative activities	Learners express opinions, conduct discussions, or prepare written responses.

Figure 2: Criteria for Selecting Authentic Materials

DISCUSSION

The proposed model integrates theoretical perspectives with practical classroom needs. Academic research confirms that authentic materials enhance learner motivation and deepen language competence [5]. At the same time, materials that are overly complex may discourage learners. Therefore, the model emphasizes adaptation and scaffolding as essential processes.

This model can serve as a practical guide for English teachers in Karakalpak schools. It enables teachers to move beyond exclusive reliance on textbooks and effectively incorporate independently selected materials. Moreover, the task potential criterion ensures that materials support not only reading skills but also speaking, critical thinking, and creative writing.

Nevertheless, successful implementation requires institutional and professional support. Teachers should be provided with professional development opportunities focused on adapting authentic materials and designing activities based on them. Expanding internet access would further enhance the effectiveness of this approach.

CONCLUSION

This study developed a practical model for selecting authentic materials for English language instruction in grades 10–11 in Karakalpak schools. The model consists of six selection criteria and five implementation stages, offering clear guidance for teachers on material selection, adaptation, and classroom integration.

As a result, students' motivation, communicative competence, and ability to use English in real-life contexts are expected to improve. At the same time, continuous methodological support for teachers and expansion of resource availability remain essential. Future research should focus on empirically testing the effectiveness of this model and examining its impact on learners' academic achievement and motivational engagement.

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