



MODERN REQUIREMENTS OF AUTHENTIC MATERIALS IN TEACHING EFL

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Abstract

The current article discusses priorities and several requirements towards authentic materials to conduct English classes. Using the definition from this paper, we think about authentic materials as any materials that use language to communicate information and meaning. This description opens up a wealth of possible resources, most of which are free and easily accessible on the internet or perhaps in our everyday lives.

Keywords: authentic material, communication, challenges, definition, real-life situation.

Introduction

There are stated that supplementing your traditional ESL materials with native texts brings huge benefits for both student and teacher. and can support language teaching. However, finding and choosing the right materials can be a challenging and even time-consuming process (Bello, S. 2010). Look for high-quality authentic materials is very challenging task, so that instructors have to select materials according to the content, mostly from newspapers, books, magazines and podcasts.

Literature Review

Maksudova G. also states that, the broad usage of the authentic materials during the process of learning languages has begun the new way of creating more relevant atmosphere to the classroom. The investigations have already proved the merits of introducing these aids to learners. It is stated that authentic materials can provide real issues and boost the capacity of students' outlook. Their acquisition to life is improved with the help of them. Additionally, according to some common claim learners' concentration and involvement in society will be increased and their level of on-task behavior is developed by using authentic materials (Maksudova G. 2000).

According to the statement by J. Harmer: " An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort". It may be comprehended as a text or a material





conveyed by a real person to a real audience. It does not mean that the authentic materials should be done for teaching learners on purpose. Authentic materials are regarded as to be only books which gives wrong notion to other people. And more recently Kilickaya gave a definition to these materials "exposure to the real usage of the everyday life language" and the usage of materials which are produced by native speakers to their own purposes in daily life (1991, 104-105).

Methodology

Authentic materials have to be suitable for the students' needs not for the teachers own sake to satisfy the need of the lesson. For instance: many teachers can choose materials without understanding the content and select more general texts which are not interesting for their students or not paying attention to the students' needs. Regarding the state by Shaw (1991:56) the special preparation of this discourse type can be time consuming. "The danger exists that interesting-looking authentic materials are used in an uninteresting way because too much of the preparation time has been spent in looking for the materials and not enough in considering their exploitation " The success of an authentic material is provided by the means of audiovisual equipment. There is a wide variety of authentic material sources which belong to the preference of teachers for instance: literature, computer software, media and others. But it is not an easy task to choose an appropriate and interesting material for the students' level or outlook. Mostly, students are keen on learning a specific information about their profession or special sphere. Magazine articles, books, newspaper advertisements written by researchers to get the professionals of the sphere to be informed. Advances in the specific field for study purposes are given in such kind of materials. While choosing text trainers should be careful in picking up an item from the article because taking all information may cause to the totally waste of time and students get bored easily. In our modern life one cannot assume the classroom without W.W.W as a source of information where in the exchange of information is done by cross-cultural awareness. Kelly reports "Large amounts of texts and sources can be found and they are acceptable to produce attractive, beneficial material. But while selecting materials it should be taken into account that the meaning of the text is important because what students are expected to do with the material is to be clear".

We highly recommend the following sources:

Online newspapers can be a useful source of texts on a variety of topics. Visit the site world newspapers to find materials suited to both British and American English such as The New York Times and The Guardian.





Books. The online books library has links to English language texts and collections of all sizes. You should also consider visiting your local library for both physical books and digital books.

Magazines. Many English language magazines have digital versions that can be accessed online for free. We like reader's digest, Fast Company, People and National Geography and as great sources of learning materials.

Podcasts are a great source of authentic English language materials, especially if they come accompanied by a transcript. We like the BBC's 'The Why Factor', 'This American Life' from the USA, and Canada's 'Tai Asks Why'. If you need a transcript, you can consider using Google Docs' Voice Typing tool (Kelly C. 2002).

D. Nunan also recommends that once you've found some interesting materials, you'll need to bear a few points in mind before you make your decision. These are:

The CEFR level of your students: The materials need to be challenging enough but not overwhelming. The course content you wish to focus on: What topic, vocabulary or grammar point to you wish to cover? Your student's interests: What do your students enjoy reading about or listening to? What are their ethnic backgrounds? Cultures? Traditions?

Your students' ages: This will affect what types of materials they can relate to.

The length of the material: Shorter is usually better, especially with lower CEFR levels.

Understanding the CEFR level tends to be the most challenging and time-consuming of all of these. After all, unless you have an encyclopedic knowledge of the vocabulary used at each level, how can you tell?

If you get it wrong, you risk giving your ESL students a text that is way beyond their current ability levels, harming both their motivation and their confidence. On the other hand, if it's too easy, they could simply get bored, lose interest and not gain any benefit from working through the text. Their skills aren't stretched and they are unlikely to learn anything.

There are some key questions to consider when selecting authentic materials to use with your students:

Thinking about the answers to these questions will help you select materials that will allow students to practice targeted language skills, interact with English in a meaningful and relevant way, and maintain a high level of interest and motivation.

One challenge to consider when using authentic materials is that some of the vocabulary may be unfamiliar to your learners. For this reason, it is important to provide opportunities for students to learn new words and interact with them. Sometimes it is helpful for teachers to pre-select new words to teach students, and





other times it is more beneficial for students to select the words themselves. Regardless, when special attention is given to unfamiliar words, authentic materials can provide a meaningful context for students to increase vocabulary (Purcell Gates, V. Degener 2001).

Well, let's have a look at some of their advantages.

1. Authentic material brings learners into direct contact with a reality level of Business English.
2. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
3. Authentic materials from a particular source, such as The Economist, tend to work in consistent areas of language, so, after a while, students who practice reading The Economist will become experts in reading English language business publications.
4. Authentic materials provide us with a source of up-to-date materials that can be directly relevant to business English learners' needs.

In addition, H. Wrigley claims "Authentic materials bring learners into direct contact with a reality level of English. Real Business English – that is, English as it is used by businesspeople to communicate with other businesspeople – English that has not been made especially easy for learners – can be a great motivator. Constant exposure to real English as it is used to talk about business defines the end of the tunnel – the goal – for many learners." "If I work with and practice real Business English, I am developing a tool that I can use in real life." The other extremely important point here is that many of our learners are already in business so they will have had a certain amount of exposure to the English language that is used to conduct real business. A lot of value can be generated out of a marriage between real Business English and our learners' real business experience (2003, 95-99).

Authentic materials drawn from periodicals are always up-to-date and constantly being updated. Materials that are always up-to-date and topical have their own reason for being read with interest. They not only practice English, they also update our learners so that, at the end of their English lessons, they are better informed – and maybe also better businesspeople.

Overall, the English language itself is constantly developing and changing, so working with up-to-date materials not only means that the content of the material is up-to-date, it also means the language itself is up-to-date. It is also part of the work of businesspeople to be aware of current news issues (they may even have been following these issues in the press in their own languages), so material of this kind will allow your students to bring their own knowledge of the world to their lessons.





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