



## USING AUTHENTIC MATERIALS IN ELT IN THE PROCESS OF CONTINUOUS EDUCATION

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### ABSTRACT

The present article considers the peculiarities of using authentic materials in teaching English. Additionally, given the advantages and disadvantages of using authentic materials in FLT. Reasons to opt for real-world materials rather than classroom ones are analyzed deeply. Being able to use English outside the classroom, using real-world materials is important. It gives students the opportunity to know how English is in the real world. In this study, the positive effects of using authentic materials to enhance students' communicative competence are scientifically proved.

**KEYWORDS:** - Authentic materials, English teaching, communicative competence, real world.

### INTRODUCTION

Today's global digitally developed era, the widespread use of information within their needs and areas require a strong command of foreign languages. This is the purpose of the Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages" No. 1875. As a result of the implementation of this decision, much attention has been paid to the formation and development of communicative competencies of young people, in particular in English, studying in various fields in the country.

### THE MAIN RESULTS AND FINDINGS

The introduction of continuous teaching of foreign languages from primary school requires improvement of state educational standards and international requirements, updating the content of curricula for all stages of the education system, the introduction of new approaches and modern technologies in the educational process. Various methods and approaches have been used in foreign language teaching for many years, and we would like to comment on the advantages of using authentic materials in English lessons in the system of continuous education.

The use of authentic materials in foreign language



teaching is not new to language teachers today, and the use of authentic material in the communicative language teaching approach began in the 1970s. The word authentic is derived from the Greek and means true and real. The first ideas about the use of authentic material, the advantages and disadvantages of their use were given by Henry Sweet (1899).

It is further argued by Martinez (2002), Kilickaya (2004), Bacon and Finnemann (1990), Nuttall (1996), Widdowson (1990), and Harmer (2001) that the use of living materials teaches English to learn effectively, real communication. But there are also views that Freeman (2000), Jordan (1997), and Carter (2001) believe that authentic materials should not be used for educational purposes and that they are information created for language owners. In our opinion, teaching with real-life examples, authentic materials will help to use the language in real life, increase motivation to learn the language, make foreign language lessons interesting and meaningful.

Richards (2001) shows the reasons for using authentic material;

- 1) Prepares the language learner for real life;
- 2) Provides the necessary information to the language learner;
- 3) Motivation arises in the language learner;
- 4) Encourage teachers to use effective teaching methods;
- 5) Authentic information helps to teach culture as well[1].

Konoplianyk Lesia recommends using video materials in ESP teaching, which she believes will develop not only speaking but also listening comprehension skills. Here are a few advantages of using authentic video material:

- Creates a language environment;
- Stimulates motivation in language learning in

students;

- Match the interests of students;
- See a clear example of language use;
- Effective memory and study of the studied material;
- Awareness of culture[2].

To begin with, by being in contact with these materials, students are exposed to real discourse, as in the case of video tapes supplied with Personal Computers with explanations of how to set up the System. These materials can be used in class by asking the students to listen to them and requiring them to number the steps included in a diagram provided. Sources like these and many others, are very useful as class material as authentic texts will include the type of language which the learner may need to be exposed to, to develop skills for understanding, and possibly even to produce. A second reason would be that these materials are instances of the particular register to which they belong, implying the use of appropriate terminology, expressions, grammar structures and tone, in other words, promoting language awareness. In fact, by using these sources, learners gain accuracy in the use of vocabulary and specific terminology to express technical concepts; this means handling specialized dictionaries, which are also sources of authentic material. Besides, students will have the opportunity of acquiring useful rhetorical functions, grammar applications -e.g. passive voice versus active voice, compound nouns versus noun strings, acronyms, abbreviations, false friends, connectives- and coherence and cohesion - transitional markers, references, substitution and ellipsis. They will also familiarize with the conventions and structure of information in their particular areas of interest, according to different types of documents.

Linguists and English teachers also point out that a foreign language proficiency from authentic materials can be used in language learners with B2



and C1 level according to the CEFR, but can be applied at all stages of the continuing education system depending on the language proficiency level. In the primary school or primary grades, even programs and manuals for 1st graders focus on communicating in English, teaching basic phrases and words used in social life. For example, it does not require B2 level of knowledge to understand a map, but the reader will encounter exactly this material in real life in the future. We can cite some types of authentic materials that can be used in English language classes at all stages of the continuing education system:

- Maps;
- Phonebooks;
- Menu;
- Cartoons;
- Ads;
- Recipes;
- Songs;
- Magazines;
- Newspapers;
- Television programs;
- Internet websites;
- Brochures and etc.

## CONCLUSION

Those who support the use of authentic material do so since they reject the teaching materials designed to highlight some selected structures which often are artificial and never representative of the use of language in the real world. Our point has been that using authentic materials complements English classes, helping to bring the real world into the classroom, enlivening it and creating a more positive attitude toward learning. We consider it is necessary to use authentic materials in the system of higher and secondary special education, in English language classes in vocational colleges. We know that in higher education and vocational colleges prepare specialists, owners of the industry

to society, and the foreign language requires training using authentic materials. We believe that the effective teaching of specific terms and expressions, the use of authentic materials in the acquisition of social and cultural competence in the course of professional activity is important in the teaching language for specific purposes.

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