# USING AUTHENTIC MATERIALS IN THE CLASSROOM TO TEACH FOREIGN LANGUAGES

**Набиева Зулайхо**
Наманган Давлат Университети, 1-курс магистранти

**Abstract:** This thesis covers the themes about how to teach foreign languages with real resources like magazines, newspapers, books, advertisement and etc. to make the language learning process more effective and flexible. The advice is directed to teach foreign language in English classroom at Uzbek schools.

**Key words:** authentic material, magazines, newspapers, radio broadcasts, TV advertisements.

**Annotatsiya:** Ushbu tezis til o‘rganish jarayonini yanada samarali va moslashuvchan qilish uchun jurnallar, gazetalar, kitoblar, reklamalar va boshqalar kabi haqiqiy manbalar bilan chet tillarini qanday o‘rgatish bo‘yicha mavzularni o‘z ichiga oladi.Unda keltirilgan maslahatlar o‘zbek maktablarida ingliz tili darslarida chet tilini o‘qitishga qaratilgan.

**Kalit so‘zlar:** haqiqiy materiallar, jurnallar, gazetalar, radioeshittirishlar, televidenie reklamalari.

**Аннотация:** Этот тезис охватывает темы о том, как преподавать иностранные языки с помощью реальных ресурсов, таких как журналы, газеты, книги, реклама и т. д., чтобы сделать процесс изучения языка более эффективным и гибким. Совет направлен на преподавание иностранного языка на уроках английского языка в узбекских школах.

**Ключевые слова**: аутентичный материал, журналы, газеты, радиопередачи, телевизионная реклама.

## INTRODUCTION

Language acquisition has always been an interesting and challenging phenomenon of all the time. By learning languages we understand the world, new cultures and of course by doing so we broaden our horizon. Language teachers play an important role in learning one’s language. There are so many methods and approaches teachers usually use while teaching and one of them is using real acceptable authentic materials. Authentic materials are great resource in any teaching context. Today thanks to modern technologies teachers can find a lot of recourses in English which are available not only in paper version but also in e-version. These kinds of materials are good assistant to any English teacher and can enrich English lessons. There are lots of resources available to English language teachers today: from textbooks to online teaching tools, they can all aid and enrich English lessons. Many teachers also

introduce authentic English material into their lessons to expose learners to the language as it is spoken in the real world.

**What is authentic material?** Authentic material is any material written in English that was not created for intentional use in the English language classroom[1]. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners.

**Why to choose authentic material?** It is true that authentic materials are very easy to find as they are everywhere and one should not forget that they are not only articles or newspapers but also they can be in the form of any material written in English like leaflets, menus, films, songs, TV programs and etc.

Unlike traditional materials that have been created especially for second language learners, they aren’t structured in a special way[2] and they don’t use specific grammar or vocabulary because they assume that the reader can understand the language used to a native level.

There are a number of benefits from them:

1. They bring creativity to the classroom

As it is mentioned earlier, they allow language teachers to become more creative in the materials they use in the classroom, bring the language to life and inspire and motivate their students. An English teacher can use them in different way, as a reading source it is possible to make multiple- choose questions or filling the gap[3], as a speaking task to discuss the given topic[4].

2. They help the student develop a relationship with the language

Using these real-life language materials can also help ESL student to form a meaningful connection with the language and relate better to the content, supporting the entire learning experience.

3. They expose the student to real-world English usage

By integrating authentic materials to the classroom teachers are able to make the lessons more creative and closer to the real life communication as well as to produce variety activities for improving four skills: speaking, writing, reading and listening. Those materials are good source to create filling-gap activities, matching, role plays and many others.

Many more ways and approaches have been adopted to teach English in Uzbek schools and also many books were created too, such as Kid’s English, Fly High, and currently Prepare and Guess What series. First two books were good in particular ways. For example, there were some good activities like song singing, group works, reading materials. They were like primary and experimental textbooks. However, they did not meet the requirement and for that reason, were replaced by Guess What and Prepare textbooks. These two books are new and have advantage of containing a lot of different

activities and resources for the one topic. Besides, those books have many authentic texts which are useful for schoolchildren. They are able to know real life vocabulary which are currently used by millions people worldwide.

**CONCLUSION**

In conclusion, as English is a foreign language in Uzbek schools it is highly recommended to use authentic materials during the lessons. Pupils can use the target language without hesitation if they see the language in real contexts. I believe that when teachers use authentic materials they get enormous advantages and also ready materials to hold their lessons. Of course, it is important to choose authentic material by looking to their students’ level. Not every source can be used in the lessons, teachers should pay attention to the meaning of the source, language (weather it is difficult or not) and reliability. As an English teacher I have been using authentic materials at school and I have seen wonderful results too. Pupils were delighted from the activities which gave them motivation to continue their language learning ambitions.

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