



SHOULD THE AUTHENTIC MATERIALS USED ACCORDING TO LEARNER`S LEVEL

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ABSTRACT

In recent years learning foreign languages especially the English language is becoming popular, toddlers and adults are trying to speak in English. It is a growth that learning languages is not only speaking another language it is also getting information about culture, history, and customs of acquiring language. In addition, it can help to open the doors to the world.

As a teacher, I have been asked by several students "how much time does it take to speak English?" or "After What Time Can I speak fluently?" They are common questions that all starters give every time. My answer always is it is up to individuals. I have a strong position that learners try to learn foreign languages from authentic materials even they do not understand fully. Although they watch or listen to real materials without comprehending, they learn how to pronounce the words and attitude toward the language.

Moreover, using authentic material can give motivation to learn or to achieve their goals with the help of learning languages because learners attempt to look like a native and also speak as they do. When it comes to using authentic materials in the classroom can be useful as learners do not get stress from the traditional grammar-translation method, that is to say, they acquire the language more naturally than they did before, and as a consequence, they feel that language environment. On the other hand, there is an argument to be discussed, using authentic materials also choose the age and level. The present study aims to focus on the importance and as well as for what level can be used the authentic materials in foreign language learners.

Keywords: authentic materials, reading, skills, level, method, vocabulary, language learning and age

INTRODUCTION

It is known by everyone that in the modern busy life English is becoming a popular language in the world. Hence, it is extremely important for youth and adults while most learners want to learn and try to find an easy way of learning. One of the



common way of learning by authentic material. The authentic materials demonstrate how language is utilized in real-life circumstances. They can be utilized to pique the learner's interest. The authentic materials can convey information about the foreign culture as well as the culture's viewpoint on a particular problem or occurrence.

When considering the use of authentic material for language learners, Berardo wrote, "The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context" [Berardo 2006; 3]

As it was mentioned above the level of the student influence to choose a material. In the word of Wilga Rivers the choice of theme and material should be taken into account to achieve using the authentic material properly. [Wilga Rivers 2002:51]

It is critical to emphasize that the source of the authentic materials also belongs to the level of the learner. For instance, authentic writing materials such as articles, newspapers, reports are to be utilized as a source of teaching for upper levels, not beginners as starters can struggle with completing the task of comprehending the idea of the source.

Kilickaya [2004] and Kim claim that teachers can use real materials only in intermediate and advanced language classes. Confirming to Guariento and Morley authentic texts would induce annoyance, confusion, and de-motivation among lower-level learners since they should not be used with them. [Guareinto and Morley 2001:25]

According to Nining Yasrida in authentic materials, there are a lot of unfamiliar words, terms, phrases that lexicons used by native speakers. It makes it difficult for learners to catch the paragraph since teachers should select appropriate materials to teach students as well as they should consider the level of difficulty of the source with the student's level of ability.[Yasrida 2017:26]

The disadvantages of using authentic materials explained by Richards [2006] that: Authentic materials often contain difficult language, unneeded vocabulary items, and complex language structures, which can often create problems. Sometimes the vocabulary may not be relevant to the learner's need and too many structures can create difficulty". While Harmer [1989] mentioned that to help students to be a better readers is by giving them more reading so they will become better readers. It does not mean that using authentic materials only is a good idea in teaching reading skills. The role of teacher and using authentic materials that are



appropriate to their students is very important otherwise it will influence students' motivation.

RESEARCH METHODOLOGY

The notion of teaching a subject is based on an examination of the nature of the topic, its teaching and learning philosophies based on research, and ideas connected to education, philosophy, and psychology. Teaching-learning materials also address methods, techniques, resources, curriculums, and assessments designed by special staff.

In this research, both quantitative and qualitative methods have been used to achieve the research goal.

1. Questionnaire

This study was conducted with the English language teachers and students in Uzbekistan. There were 10 teachers and 10 students as participants. I have chosen the teachers of foreign Languages University and their students because of some reasons. The first prominent reason is to get the English teacher's and students' opinion about the topic of the research, then, collecting the answers to the given question. "Should level is considered to use the authentic materials for teaching foreign languages?" and "Is it easy to learn new things from the authentic materials for beginners who started to learn a new language?" Another reason was that I have been working with this stuff; therefore, I found it easy to take an interview with them and it saved my precious time, mainly not a time-consuming process. As mentioned above ten teacher selected eight females and two males. They were selected according to their rich information in teaching English and they all have more than five-years-experience in this sphere. Before taking an interview formed demographic details not to get confused about the given answers and viewpoints. (Appendix 1)

e.g.

No	Full Name	Gender	Age	Experience in teaching English	Level Certificate	Answers

1. Qualitative

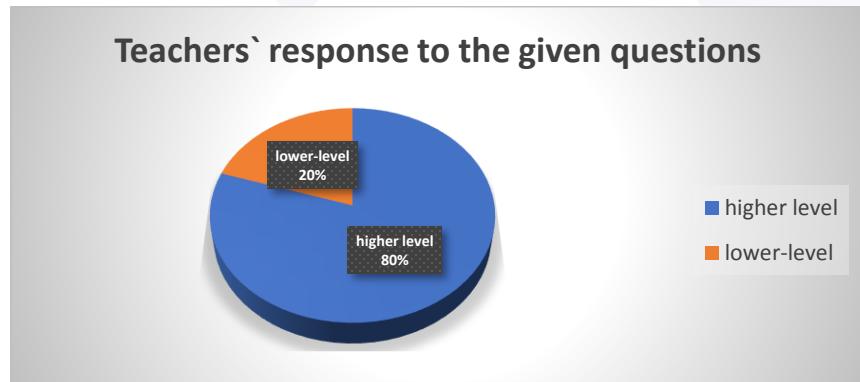
Moreover, designed two reading texts one was authentic, second was taken from syllables that teachers made on their own to teach English as a second language. The instruction of the task was to read the given text and attempt to retell it by

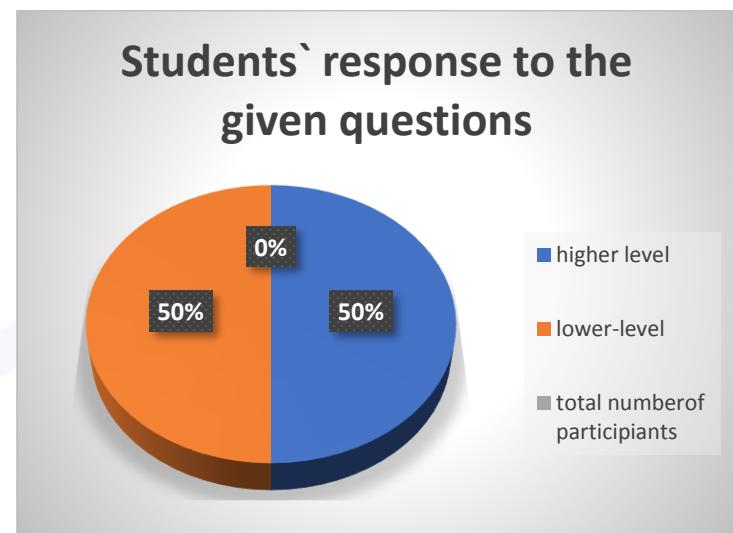
using their sentences. The authentic text was taken from the article which was about Cloning and the second text was designed by the teacher by using easier word structure to make catchable sentences. However, the meaning of the two sources was the same. (Appendix 2)

RESULTS AND DISCUSSION

This section illustrates and discusses the results of the teacher's attitudes towards the given questions and reading task.

Since the authentic resources offer various advantages and disadvantages, it may help to teachers or learners to develop their teaching ability. Therefore, teachers and learners should use the real materials in a proper way to acquire the source and learn the language. Moving to clear analysis of the study, according to the provided questions and task, the most of teachers' attitudes were to utilize authentic materials for upper levels not beginners. As from their perspectives that comprehending authentic materials is not easy work and if teachers are not liable to choose clear and appropriate material that suits learners' level, students lose their moves and even give up studying the language. As fresh learners think about that they cannot learn the language and feel some language barriers while learning one. When it comes to detailed results with numbers, 7 teachers said that using authentic materials for upper levels are more beneficial rather than beginners while three teachers' answer were it is good to use authentic materials to teach pioneers. Next trend was students' answers, five students showed their strong position for teaching the authentic materials to higher-level learners from intermediate level but they assumed that in terms of listening it may be free to use the authentic materials in lower- levels as they also try to acquire some information and learn how to pronounce the words. Furthermore, five students disagree teaching by real materials as they had trouble to cope the tasks and comprehend one.



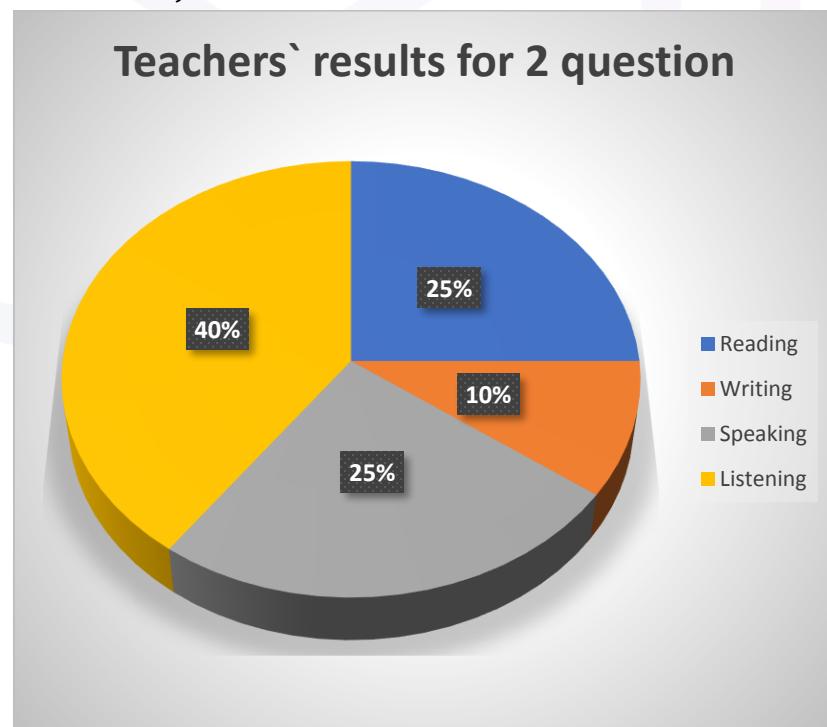


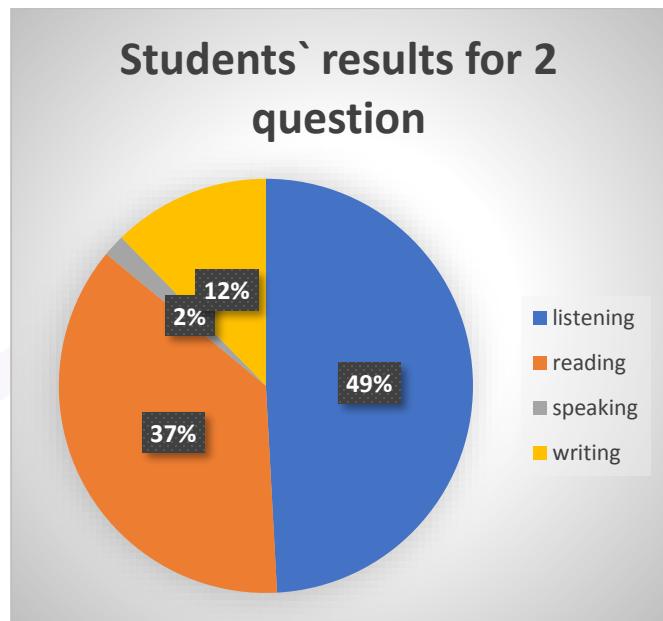
Reasons of disagreement for using the authentic material to the lower levels:

- Losing motivation
- not able to completing tasks
- a lot of new words
- Slangs

Analysis of the second questions' response.

Question 2: For what subject is it useful to utilize authentic materials?





The second task was retelling the given text. Based on answers, 5 teachers who given authentic materials were struggled with speaking information as it was utilized a lot of scientific and unknown words whereas, 5 teachers who given prepared the text successfully spoke about the topic and claimed that the source was easy to catch as it is given some clues to understand learners.

CONCLUSION

In this paper, an attempt has been made to center of attention on the efficient use of the authentic materials by the teachers in English language. From an overall overview it is possible to conclude that using the authentic materials are essential in learning foreign languages and it provide a real cultural information and attitudes toward cultural norm in any language. However, it should be selected appropriate level and effectiveness that learners can take something from it. The authentic materials are not be caused de-motivation for learners, instead of it should give motivation to gain natural native speakers speech patterns.

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