

THE USE OF AUTHENTIC MATERIALS IN ENGLISH LANGUAGE CLASSROOM

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Annotation:

This article discusses the problems of using authentic materials for foreign language teaching. Using authentic materials in the classroom is a useful tool for motivating students and making them comfortable using a foreign language. Authentic materials, when properly used in authentic learning environments, can have a wide range of uses in language teaching, even though they were not specifically designed for language teaching. For this reason, foreign language teachers need to expose students to authentic materials in a constructivist learning environment. In addition, in order to provide examples of future foreign language teachers using real materials in their own classes, it is necessary to create a learning environment using real materials when training future foreign language teachers. In this way, teachers-to-be are given the opportunity to see and experience first-hand the benefits and caveats of these materials. The purpose of this study is to focus on the importance and use of authentic materials in foreign language teacher education and to make some suggestions in this regard. .

Keywords: Communication, foreign languages, skills, authentic materials.

Technology has added new dimensions to almost every field in the current digital era, and the education sector has benefited tremendously by bringing about significant changes in teaching and learning. The internet and technology in the classroom have made the English language more accessible. For instructors and students of all ages, teaching and learning have become simpler and more Teachers can use the Internet to obtain resources, keep up with current events, quickly resolve questions and doubts, show students the pictures, videos, and audios they need, give PowerPoint presentations, and keep track of how their students are learning. To do. The introduction of mobile devices like smartphones has significantly altered how people study. Languages can be learned by students both inside and outside of the school. Language serves as a bridge for human contact. Messages can be sent and

received via contacts. The fact that there are 6,500 living languages in the world fascinates people learning a new language. In order to develop efficient methods of learning new information, linguists working in the area of linguistics created the idea of learning a foreign language. The vernacular of productivity is English. By number of speakers, English is the most commonly used official language and the fourth most common native language in the globe. It is widely used in foreign relations. Teachers have been challenged to develop innovative methods of teaching foreign languages in order to satisfy the needs and expectations of students given the importance of foreign languages in contemporary society. Gaining proficiency in the target language is a requirement for learning a foreign language. Students may find this challenging, particularly when dealing with communication challenges in everyday life. Authentic materials can be used as additional materials to develop the learner's overall learning skills. Given that today's generation of students has the option to study any subject using a variety of information sources, using authentic materials seems to be very helpful in improving their learning skills. Teachers can help students learn more deeply and offer them more challenging assignments by using authentic materials. Additionally, the teachers meticulously choose these authentic teaching resources while taking the students' wants and interests into account, which piques the students' interest. As a consequence, students are more likely to participate in activities and give them their best effort and attention. To get better results when instructing students in the English language, English instructors frequently use authentic materials.

The methodology of instructing a topic typically relies on an examination of the essence of the subject, evidence-based pedagogical and andragogical principles, as well as philosophical and educational psychology theories. Teaching resources and learning tools consistently address techniques, methodologies, resources, syllabi, and evaluation. In her capacity as a language educator, she employs two categories of pedagogical resources: A. Materials specifically created for language education, and B. Textbooks and genuine materials, such as journals, brochures, and pamphlets, that are not originally intended for educational purposes, but are commonly employed in language courses. The materials used in the classes are customized to meet the learners' necessities and requirements by specialists in the English language. These resources provide standardized information, but can be dull. In



terms of engaging learners, materials generated by language experts often fail to reflect genuine and contextual language, which results in teacher exhaustion. Hence, it is increasingly crucial for language educators to develop unique resources for their classes based on the learners' needs and interests, as well as the demands of society as a whole. English teachers can utilize authentic materials for teaching in regular ELT classrooms, as they are easily accessible and cost-effective. These materials include newspapers, brochures, flyers, leaflets, ads, cards, invites, postcards, wallpapers, comics, cartoons, storybooks, opinion columns, directories, maps, magazines, photos, cassette tapes, TV programs, commercials, movies, songs, online resources, bus/train schedules, recipes, menus, stamps, tickets, product tags, real-life objects such as phones and dolls, currency, weather forecasts, etc. Authentic materials are chosen based on learners' interests and needs, to create real-life situations in which they can exercise their English skills both inside and outside the classroom. Authentic teaching materials have many advantages and are very helpful for both teachers and learners to improve their teaching and learning skills. Therefore, English teachers and learners should make the most of authentic teaching materials for better results. The availability of authentic materials depends on the language teacher's process of selecting appropriate materials. As a result, it is imperative to commit to using authentic materials in the ELT classroom.

Newspapers serve as an excellent source of authentic material that works very well in the ELT classroom. They publish fresh and relevant news every day that teachers can use as authentic teaching materials for teaching English learners. The language used in newspapers varies from news article to news article, and learners can perceive and understand language usage in different ways. In addition, the newspaper contains valuable columns on education, sports columns, geographical and historical columns, and cultural activities columns. Additionally, newspapers offer learners the opportunity to improve their language skills by presenting everyday language usage, including all idiomatic expressions of the local culture. The linguistic styles found in newspapers vary and are not found in prescribed textbooks. You can also analyze academic writing, style, and semantics. Newspapers pique the curiosity of English learners because they provide news about real events. Promotional materials such as booklets, booklets and flyers have proven to be very effective in enhancing learners' language skills, and are widely used in



advertising to provide accurate and reliable information to learners. They are also cost-effective and commonly used for English teaching and learning. These materials come in various sizes and shapes, and are often distributed as vouchers, flyers or business cards in half-fold or tri-fold designs. Educators motivate students to gather brochures from a variety of sources, including museums, banks, libraries, travel agencies, and car rental companies, among others. These brochures should clearly display opening hours, which teachers can use to introduce various role-playing scenarios based on students' interests and to determine the day of the week. Additionally, teachers can present students with an array of travel brochures and ask them to discuss their preferred destinations. Students should be allowed to choose a specific location and write about why they enjoy traveling to that particular place. This article focuses on the efficient use of real-world materials by English teachers in the classroom. First, the benefits of real-world materials in teaching are emphasized. And it emphasizes the importance of practical materials in teaching English. In addition, it makes effective use of real-world materials, with a major emphasis on how they can help teachers teach and learners to learn English in a simple and unique way. Finally, this article provides some useful tips for English teachers and learners to greatly improve their teaching and learning skills by using real materials in their English classes.

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