

English Language Instruction through the Use of Both Created And Authentic Materials, Advantages and Drawbacks

Khamroeva Nozanin ¹

¹ Termiz University of Economics and Service

Abstract:

Natural language that sounds like it belongs in the mouths of native speakers should be used while teaching foreign languages in the classroom. When teaching a language in a classroom, authentic texts should be utilized together with resources such as actual articles, publications, recipes, advertising, and the like as a source of knowledge and guidance. The term "authentic language" describes language that is used in its native context. Of course, there are pros and cons to using real texts, with positives outweighing negatives.

Keywords: authentic text, realia, advantages, disadvantages, communication, interaction, communicative competence, language.

According to Little and Singleton (1988, 21), an authentic text is one that was written with the intention of serving a social function within the language community in which it was generated. The term "authentic" has been used to criticize the predefined patterns found in textbooks, whereas "authentic texts" refer to non-pedagogical materials that support students in developing their cultural and communication competencies. Realia, another name for authentic materials, are any resources designed for language learners that we can utilize to teach our students. It is now often understood to comprise concepts, words, phrases, and expressions that are heard and read in everyday contexts due to the blurring of language borders. Some examples of genuine materials are:

1. Documentaries
2. Online videos
3. Podcasts

4. Advertisements

5. Commercials

Genuine texts naturally pique the interest of educators and learners. It is encouraging to discover that you can read material meant for native speakers, and learning how to handle "real" materials helps pupils read more fluently and widely outside of the classroom. However, educators must also take into account how beneficial the real material we select is for our students.

Authentic texts can be helpful at any level. Beginners need simpler types of texts as compared to advanced students who have previous knowledge. That is why teacher should be very critical and take into consideration issues like the difficulty, the interest and the topics. Many of the features of authentic texts are far more complex than we might realize at first glance.

Online resources that are directly from the target cultures of the languages we teach are virtually infinite in number. These tools give our pupils useful cultural information together with "real life" language input.

Via elements including audio, video, books, journals, magazines, newspapers, and internet resources, students can learn about significant subjects.

Multimedia technology also gives students several options for acquiring a language with authentic content. It is a potent fusion of sound, images, video, and computers.

Using authentic texts in the classroom are known to have the following advantages: Firstly, when authentic materials are made available for students, they provide exact examples of how the language is used by its native speakers or of the vast majority of target language users. Secondly, students feel more confident using the language when they know they are performing as expected. With authentic texts, learners are provided with words and expressions used in real-life contexts. When students are confronted with similar situations, they manage better in informal, face-to-face communications. Thirdly, real-life materials are more informal, socially-centered and widely used. They can be a valuable material to complete the rules and patterns of textbooks. Fourthly, Authentic materials foster a more creative approach to teaching and learning. Students perceive that they are learning actual language and perceive "the relevance of classroom activity to their long-term communicative goals" when authentic texts are used in reading and listening comprehension teaching (Brown, 2007, 311). According to Rost (2002, 123), "authentic language is the target of virtually all language learners" when it comes to listening comprehension. However, as many of the texts created especially for use in hearing teaching are ungraded and extremely challenging, appropriate for only the highest levels, employing actual discourse texts can provide a variety of challenges in listening training. Another approach to working with real (or any) listening texts, according to Richards (1983), is to modify the assignment itself to concentrate on the particular listening skill area that students need to improve on need to work on. Many other features of the text itself may go unaddressed, but tasks can be designed (again with learner needs and current proficiency in mind) to focus on a specific skill area.

It is now generally accepted that literary and other authentic texts should not be simplified or modified in order to help students comprehend them. Rather, students should be provided with reading strategies and activities prior to reading the selection. In turn, these strategies and activities will help students comprehend the authentic material. Nevertheless, there are a few drawbacks to employing an original text. Using authentic resources has the main drawback of having more foreign language than students may be able to handle. They are often overly drawn out, thick, and/or intricate.

Another significant drawback of authentic content is that it could exhibit peculiar and quirky native speaker usage. It could also be protected by copyright. Furthermore, writing for newspapers usually does not require an A2 or B1 level. Students wouldn't be able to handle it if you brought in a real

newspaper piece. Furthermore, the information can quickly become out of date. This can be a problem both for student, for whom the language might fly out of their heads at the same time as the information gets replaced with something more important. It can also be an issue for the teacher, who might have spent lots of time preparing the pre-teach and comprehension questions only to have to throw the text away after a couple of days. This is mainly a problem for newspaper news stories, so there is no reason why you shouldn't use more long-lasting formats like magazine articles, newspaper articles with more analysis, fiction or biography instead. Furthermore, in a real document, the vocabulary is not rated. It is improbable that every term in an actual document, no matter how easy it was to locate, is one of the "most used words in English" that are highlighted in learner's dictionaries. This is especially true for children's novels, which can be simple and enjoyable for adults to read but frequently contain a vocabulary better suited for younger readers, with the most redundant and useless terms being ones that are used most frequently. This presents an additional beneficial chance for students to assess their ability to infer language from context. As an alternative, you can provide them a dictionary of the terms you don't think they would understand at that point. something that is sometimes given in graded readers and even test readings. Another technique is to underline the words that are probably new to them that you actually think are useful, so that when they get busy with their dictionaries in class or at home you know they will be somewhat guided in what they learn.

To summarize aforesaid, it should be noted that authentic materials can play multiple roles in language teaching, enable learners to interact with real language and content rather than the form (grammar and vocabulary). In other words, the proper and systematic use of these materials at classes give students understanding that they are learning a language as it is used outside the classroom, prepare them for real communication.

REFERENCE:

1. Jordan, R. R (1997). *English for Academic Purposes: A Guide and Resource for Teachers*. Camxbriage. Cambridge University Press.
2. Lonergan, Jack. (1992). *Video in Language Teaching*. Cambridge: Cambridge University Press.
3. McKay, S. L. (2000). Teaching English as an international language: Implications for cultural materials in the classroom. *TESOL Journal*, 9(4), 7-11.
4. Omaggio-Hadley, A. (1993). *Teaching language in context*. Boston, MA: Heinle & Heinle Publishers.
5. Shoyimova.K.O‘ qizi "Comparative study of pilgrimage names in Uzbek and English toponyms (as an example of the names of the objects of the cities of Termiz and Winchester)"
6. Seelye, H. N. (1993). *Teaching culture: Strategies for intercultural communication* (2nd ed.). Lincolnwood, Ill: National Textbook Company.
7. Tomlinson, Brian (ed.) (2008). *English Language Learning Materials. A Critical Review*. London: Continuum.
8. Richard, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.