



## Exploring the Curricular Gaps between Authentic Materials Used Globally and the Authentic Materials Used in ESL Classrooms of Rural Schools in North-India

*(Comparative Analysis)*

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**Abstract:** This research is going to set new parameters in establishing healthy ESL learning environment in the classrooms of rural schools of India. This is also going to bridge the gap between school education and outside world current practices. It will help students and authorities, government bodies to set an ideal structure of appropriate authentic materials in schools specifically in rural schools of India. More importantly, it will help students to learn ESL in a realistic manner with world-class tact reforming authentic materials to get desired result in ESL classrooms and replace the old-fashioned chalk and talk methods of teaching with authentic materials.

**Keywords:** Authentic Materials, ESL, Realistic Manner, Ideal Structure, Desired Result.

**Introduction:** Authentic materials give the learners the opportunity to gain real information and know what is going on in the world around them. Extracting real information from a real text in a new/different language can be exposing learners to 'real' language (Guariento & Morley 2001). Authentic materials have different implications for different researchers, what is basic in the definitions is presentation to genuine language and its utilization in its own locale. Authentic Materials, as indicated by Genhard (1996), are the materials that contextualize the language learning and help to conquer any hindrance between the language being instructed in the study hall and the language utilized by genuine individuals in genuine circumstances in reality.

This articulates authentic materials as socially arranged materials for social purposes and helps to connect the learners in study hall with the language outside the study hall in reality. Another researcher, Jordan (1997) characterizes authentic materials as materials which are not composed for language teaching purposes and which cause the student to be presented to the genuine language. (Yadav, A Critical Review of Authentic Materials, 2019) Not utilizing relevant Authentic Material for ESL learners result lack of proficiency, productivity in English language just as English relational abilities. In this research we evaluate the profitability, productivity, authenticity and dependability of real materials for ESL learners. (Yadav, A Brief overview of Authentic Materials in ESL/EFL Classrooms, 2019). Authentic materials have real language. In order to achieve the objectives of English language teaching/ learning it is important for the English language teachers to exploit other materials around them according to the needs of learners and to create interest in them. (Yadav, Optimal Learning of Communication and soft Skills, 2022) Be familiar with your material- words and phrases, to inspire your audience's trust and confidence hence it is pertinent to choose AM selectively according to the need of learners.

## Definitions of Authentic Material by ELT Scholars

1. Jordan (1997) defines "Authentic texts as the ones which are not designed for pedagogical aims".
2. According to Herod (2002) "Authentic learning 'materials and activities' are designed to imitate the real world situations".
3. Nunan (1988) defines authentic materials as the materials "which have been produced for purposes other than to teach language".
4. Herrington and Oliver (2000) propounded a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.
5. Jacobson et al (2003, p. 1) sees "Authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life."
6. In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."
7. According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes."
8. According to Dr. Lalit Kumar Yadav "Authentic Material means all available materials in our daily life use ,helpful in any way learning English language are Authentic Materials"

This research mainly focuses on the want of use of appropriate AM in the rural schools of India and status quo of AM used world wide.

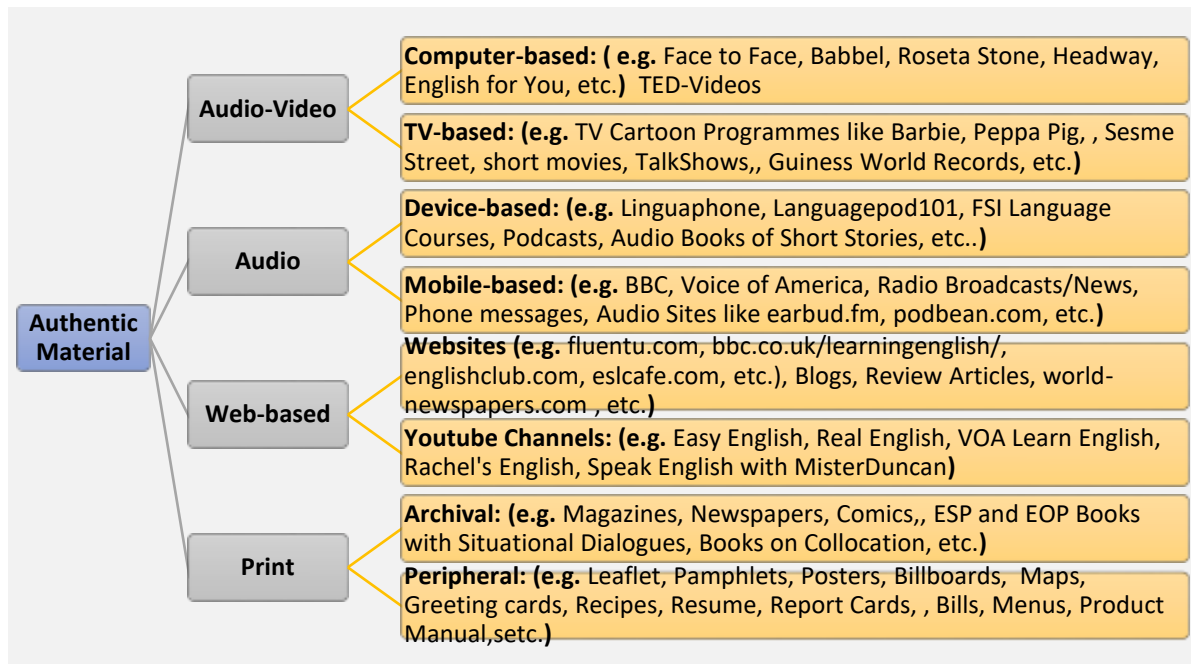
### Available Authentic Materials in the Rural Schools of India

- i. Textbooks
- ii. Language laboratories
- iii. Fast email, fax, letter, and applicative writing practice
- iv. A few class-based events, such as debate and speech contests
- v. Newspapers, journals, and other publications
- vi. Receipts for school fees, diaries, bulletin boards, and other similar items (not being use as authentic material)

### Authentic materials available worldwide apart from available authentic materials in the rural school of India

- I. Print, film, and audio resources that students come into contact with on a daily basis
- II. Radio and video services are the second type of programme.
- III. Menus, ads, checks, and programme labels are all part of the third category.
- IV. Email, the internet, photographs, posts, and repots
- V. Other printed materials – utility bills, packing slips, order forms, ATM receipts, street signs, product labels, coupons, greeting cards, calendars, index cards, television guides, magazines, newsletters, intention boards, and booklets
- VI. Other sensory materials – podcasts, e books, movies, photographs, CDs, and DVDs, to name a few.

Below given are the all possible categories of the AM (Authentic Materials)



**Status quo of Practice of Components/ Skills of ESL in the Rural Schools of north India as per Central Board of Education and State Education Boards:** Below given table presents the current status of ESL Teaching learning components in rural schools of North India.

Components				Skills			
Vocab	Grammar	Structures	Accent	Listening	Speaking	Reading	Writing
Limited	Limited	Limited	No Practice	Limited	Limited	Selected syllabus only	Restricted to Syllabus

**N.B.** all above given data presentation is based on syllabus given on official site of CBSE and State Board schools.

**Conclusion:** The study is primarily focused on exploring the status quo of the use of authentic materials in global and local scenario. Secondly, the study has proposed a conclusive remark to meet the gaps of authentic materials found in north India and outside India.

The study firstly made a comprehensive survey of available online and offline English language learning materials in terms of their focus areas and their emphasis on authentic materials. Secondly, the study found not only componential gaps between authentic materials used globally and in north India but also revealed that the concept of authentic materials is still new among the teachers of rural schools let alone using them. Summarizing the essence of this study, it is apt to say that purpose of an ESL classroom is to hone socio-linguistic competence of the learners rather than simply explaining them sentence structure and giving vocabulary drills.

## References

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