



The Impact of Authentic Materials in the EFL Teaching-Learning

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Abstract: This paper examines whether the use of authentic material in EFL teaching-learning serves ideal contexts for exploring essential skills and efficiency in English language or not? The goal of learning a foreign language is to be able to use the language in the same manner that a native speaker would, which is why we feel that exposing students to authentic materials throughout the educational process is critical. This is also one of the communicative method's main foundations. As a result, after a brief presentation of the main principles on which this teaching theory is based, we attempted to demonstrate some of the ways in which its methods could be successfully applied in our particular case, focusing particularly on the benefits of choosing such an approach, such as meeting students' learning needs and providing them with the opportunity to become truly competent and optimal language learners in that they will be able to effectively communicate an understandable message to a speaker in a wider social and situational context.

Keywords: Authentic Materials, EFL, Language-learning, students' learning needs,

Introduction: 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. Communication is based on the presence of a speaker and a listener, between whom there is an information gap that will be filled during the communication process, resulting in both the speaker and the listener having the same information at the end of the process. To put it another way, the goal of all communication is to transmit an understandable message to a speaker within a wider social and situational context.

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".

Materials and Teaching Plan

This is the overarching premise that underpins the communicative teaching/learning technique, which aims to help students develop communicative competence. Its stated goal is to enable students to use appropriate language in a given real-life-like context (appropriate from the perspective of the communication situation), to make themselves understood by communicating effectively, and to establish the process of negotiating meaning with the listener at the same time.

To achieve this, the communicative method is based on a few clear, well-defined principles that guide the entire teaching/learning process, namely:

1. The goal of all verbal interactions is to communicate;
2. Linguistic competence must be doubled by the competence/ability to adequately convey meaning in various contexts;
3. The communicative method is based on a few clear, well-defined principles that guide the entire teaching/learning process, namely:
4. All forms of communication take place in social and situational contexts, which is why language must be learnt in true, real-life circumstances as well.
5. It is required to learn communication talents and skills, as well as all four communication competencies, namely reading, speaking, listening, and writing, in order to communicate effectively in a language; 5. all verbal encounters have a goal;
6. one recalls circumstances that are familiar, intriguing, and relevant (to the learner);
7. one remembers situations that are unfamiliar, interesting, and relevant (to the learner).

The teaching/learning process is viewed from this perspective as being centred on efficient language usage – with a specific emphasis on content rather than structure - for the reasons outlined above. The focus should be on the students, their needs, interests, and concerns, rather than the book itself. Thus, The focus is on verbal exchanges among students (in the target language) who are working in a group. On the introduction of real-like similar communicative circumstances and on the frequent use of pairs or groups Using discovery techniques in the learning process (students will figure it out on their own) based on the examples provided), as well as genuine materials. One can get real materials by using them recognizes all written or spoken sources that include "genuine" language that has not been processed. a genuine speaker in front of a real crowd. These can be classified as either written (paper-based) content (magazines, journals, etc.) or audio-visual (radio, television) media. available on the internet (a almost endless resource that includes anything from news to the most recent publications) accessible on the internet). The benefits of using authentic materials are significant not only from a financial standpoint. from a pedagogical standpoint, but also from a psychological standpoint: students gain confidence, They will also "survive" in a real-life communication situation now that they have realised they can "survive" in one. see a point in learning (it really is of use to them in real, concrete, veridical situations as compared to the sterile, abstract ones presented in textbooks) and will feel motivated (can find the things they need for themselves). Furthermore, as the students will be exposed to situations they are

Authentic Materials in improving Listening Lessons

Based on multiple earlier research, Hedge (2000) concludes that in normal life, 45 percent of communication time is spent listening, 30 percent speaking, 16 percent reading, and 9 percent writing. To put it another way, approximately half of all conversation time is spent listening. Since listening is by far the most important skill in everyday communication, ESL teachers should stress it and devote significant class time to it. However, according to Hedge (2000), Field (2008), and Siegel (2013), listening has typically been overlooked or given less emphasis than the other language abilities. Listening has gotten greater attention since the early 2000s, and one reason is "because current culture demonstrates a trend away from printed media. Two very important and popular publications led to this increased focus on listening in language classes: Field Notes on Listening in the Language Classroom (2008), as well as Listening in a Second Language (Second Language Listening) (Flowerdew & Miller 2005). Field's principal work was published in 2008. The idea is that, in general, teachers prefer to focus on the product rather than the process of learning. As a result, many teachers only use comprehension questions that are related to hearing rather than teaching them how to listen to texts. Field reacted to the situation by (2008)"We should match the sort of listening demanded by the listener as nearly as possible," he says useful in a genuine conversational setting" (p. 63). In any case, as "We are not enabling her [the learner] to succeed," as the tale in the introduction demonstrates.

Flowerdew and Miller (2005) illustrate several differences between input provided in textbooks and input learners will encounter outside the language-learning classroom. Two In natural speech, elisions (words that are omitted or decreased) and assimilations (where sounds and words are blended in a single utterance) are common, but in written speech, they are uncommon When sounds are given in "their idealised citation forms" in textbooks, they are frequently ignored. In its idealised form, the word "armoured car" is pronounced /:md 'k/, while in reality, it is pronounced /:md 'k/speech that is natural /:mg'k/ is likely to be absorbed. Similarly, in idealised terms, "heading there" Although it is pronounced /o. tu/, it is frequently misheard as "going to" in natural conversation /gənə/. Flowerdew and Miller (2005), for

example, dedicate an entire chapter to examining. Listening tasks in four ESL textbooks and find "that, notwithstanding the books' claims, the books' claims are false." In certain areas of listening skill improvement, the analyses have been successful.

Gilmore (2004) also examines the contrasts between AM and AM encounters, noting that textbook listening materials differ from actual talks. He outlines various variations that he believes might have detrimental consequences, such as the AM. inadequately prepare students for the kind of encounters they are likely to experience in the real world outside the confines of the language-learning classroom. In his research, he discovered that erroneous beginnings, Repetition, pauses, and hesitations, to mention a few, are significantly more common in AM than they are in AM. "If our learners' objective is to be able to act freely in the L2 outside of the classroom, then at some time they must be exposed the genuine nature of conversation," writes Gilmore (2004). (p. 371). This line of reasoning implies that AM does a poor job of preparing students for the types of listening they will encounter outside of the ESL/EFL classroom.

Conclusion: The findings show that use authentic material in their listening lessons, and that the primary reasons for doing so are that authentic material is more interesting to teachers, and that authentic material can better align with students' interests, societal lives, and future working lives. Furthermore, teachers who read this essay will gain a better understanding of why and how they use authentic materials in listening lessons, and will be able to reflect on why and how they do so. This will help teachers better align their teaching and material choices with the English subject syllabus than they could if they did not use authentic materials.

Findings

The communicative method, as previously stated, emphasises the importance of developing all four competences, which is why the student must also be exposed to listening and speaking. Not just reading and speaking activities, but also writing ones. While project-based activities (in groups or pairs) respond to both the reading and speaking questions, project-based exercises (in groups or pairs) do not. First, the instructor needs devise a strategy for introducing listening to actual text –exercises (which can be done in a variety of ways). also available on the web or on CDs/videotapes). Furthermore, the usage of a variety of materials will be beneficial. Assist the pupils focus better and retain their interest alive. Authentic materials can give resources for teachers of contemporary languages such as English, German, and French, as well as the possibility to introduce students to materials created for real-life situations and outside of the classroom. By authentic content, we mean stuff written in "real" language by real people for real people. The emphasis is on the message, which is typically communicated by means other than words, such as format, design, style, and context. If teachers employ genuine texts wisely, they may offer learners with safe passageways into the actual world of authentic, native-like language use. One strategy to achieve communicative goals is to base classroom activities as much as possible on real resources.

Conclusion

To sum up, using actual resources in the teaching/learning of specialist vocabulary is not only possible, but also recommended, because it allows you to learning requirements; to provide them with the opportunity to become fully effective in a foreign language language; to boost personal drive; to provide much-needed emotional comfort and relaxation To facilitate the learning of language as active vocabulary, confidence is required.

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