

A Review Study: The Positive Aspects of Using Authentic Materials to Develop Teaching English Language During the Period from 2001 to 2023

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ABSTRACT

This review examines the use of authentic materials by many researchers over twenty years ago. The researchers have suggested that using authentic materials in teaching the English language has many advantages, with the most effective for students. This study is essential for future teaching that could use authentic resources to improve students' understanding of language. Huong (2020) investigated that "teaching materials play a vital role in the teaching and learning process and proved helpful in fulfilling the goal of communicating in foreign languages and meeting the needs of the learners". Furthermore, these products enhance and strengthen the process of teaching and learning.

KEYWORDS: authentic material, authentic learning, positive aspects.

1. Introduction

Many researchers provided arguments and evidence about using authentic materials to teach English. Most of them indicate that authentic materials are considered to enable students to acquire the language easily and excitingly. Kilickaya (2004) claimed that authentic text increases the students' motivation for learning since it gives the learners the feeling that they are learning the natural language – the target language the community uses that speaks it.

1- Results and Discussion

Over the past years, researchers have been interested in finding the best ways to encourage and qualify students to learn the language. Authentic materials are typically more engaging than artificial ones since their primary purpose is to convey a message rather than emphasize the target language. Senior (2005) found that students have increased confidence and security when working with authentic materials when they receive pedagogical support from their teacher. Students should use authentic materials that match their level of competence, including assignments that do not require complete understanding. One possible option to address the challenges posed by intricate authentic texts is to adapt them to the learner's proficiency level by simplifying their content.

According to Berardo (2006), employing authentic materials in the classroom is important because it exposes learners to the real language used in the outside world, rather than the manufactured language utilized in the classroom. The teacher's role is not to deceive the language student, but rather to provide them with the essential awareness and skills to comprehend the usage of the language.

Laniro (2007) categorizes content into two distinct forms: print and audio. Both types of materials can assist the process of learning English in ESL classes, and they provide significant tools for teachers and students to utilize in their classrooms.

Foss (2011) said that materials must be authentic in order to accurately represent real-life events and requirements.

According to him, authentic materials offer students exposure to genuine language in natural contexts, closely align with learners' needs, bridge the gap between the classroom and real-world requirements, facilitate a more innovative teaching approach, enable teachers to fully utilize their abilities by designing activities and tasks that better align with their teaching styles and their students' learning styles.

Kozhevnikova (2013) asserted that using of authentic materials in the classroom is advantageous for students as it fosters an English-speaking environment, enhances authenticity, and encourages students to delve deeper into the target language and culture. Both educators concur that online authentic resources offer numerous advantages. Kozhevnikova (2013) stated that pupils can greatly benefit from exposure to authentic materials in the classroom, provided that specific conditions are met. The main responsibility of teachers is to curate cultural data and authentic resources in order to offer a diverse range of cultural and linguistic information. Students must acquire a thorough understanding of the nuances in the definitions of words related to customs and traditions. They should also comprehend the underlying reasons for the behaviors exhibited by individuals within their cultural context. Additionally, students should cultivate the ability to analyze and challenge stereotypes and misconceptions, thereby enhancing the effectiveness of their intercultural communication. Kozhevnikova (2014) also asserted that incorporating genuine resources such as videos can yield significant advantages. Authentic video content, particularly when it portrays real-life situations outside of English language teaching, and is intended for entertainment rather than language instruction, is a valuable and thrilling resource for teaching English. It is essential for learners to possess a substantial amount of experience in seeing feature films, TV shows, and sitcoms. The genuine film accurately demonstrates the genuine use of the target language, provides additional context, inspires students, and enables them to make substantial progress in their overall understanding of the target culture through watching videos in the classroom. Students must acquire a comprehensive understanding of the nuances in the definitions of words related to customs and traditions. They should also comprehend the underlying reasons for the behaviors exhibited by individuals within their cultural context. Additionally, students should cultivate the ability to analyze and challenge stereotypes and misconceptions, ultimately enhancing the effectiveness of their intercultural communication.

Styati (2016) employs YouTube videos and photo series as genuine materials in their study. By employing a quasi-experimental methodology, she discovered that the utilization of photographs yielded superior results in enhancing the students' writing proficiency compared to YouTube videos. Sundance (2017) carried out a study to investigate the effectiveness of utilizing authentic resources in the instruction of writing at the university level. He classified the students into two clearly defined groups: the experimental group and the control group. The experimental group supplied the students with authentic resources for creating descriptive texts, such as readers' digest magazines, while the control group did not receive such materials. The study's findings indicate that utilizing genuine resources is highly effective in improving students' ability to write descriptive texts. Ahmed (2017) emphasized the need of using genuine and culturally relevant resources in foreign/second language instruction. They enhance the conventional courses and can be highly captivating to the learners. Arifa (2018) did an empirical investigation to ascertain the impact of genuine materials on the proficiency of senior high school pupils in composing procedural texts. The study's findings revealed that the experimental group had superior performance compared to the control group in generating procedural texts. The study determined that the utilization of actual content significantly enhances students' proficiency in creating procedure literature.

Rao (2019) highlighted the importance of utilizing authentic materials in teaching to enhance English language learning for both teachers and learners. This paper provides practical suggestions for both English teachers and learners on how to significantly enhance their teaching and learning abilities by incorporating authentic materials in English classes.

Mohammed (2023) asserted that authentic materials are highly effective resources for improving language abilities and performance in the classroom. The objective of her research is to determine the utilization of authentic resources in the language classroom and its impact on the language abilities and competency of ELF learners. The study's findings suggest that authentic materials are more suitable for improving English language skills.

Additionally, they can actively involve and inspire pupils, connecting them to the practical use of language in the actual world.

Conclusion

From all the above studies, we can see that using authentic materials in teaching language benefits teachers and students. All researchers indicated positive attitudes toward providing authentic materials in teaching language. Mandarsari (2023) stated that authentic resources facilitate genuine contact by being delivered in the native language. Authentic materials can be categorized into several types, such as visual materials for viewing, audio materials for hearing, visual printed materials, and real real-life objects. Authentic materials, including news, YouTube videos, and blogs, can be accessed online. Utilizing authentic resources is an excellent method to enhance motivation and develop attraction in acquiring a new language. Finally, using authentic materials in teaching the English language allows the learners to acquire various skills and encourages them to participate in tasks actively.

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