



EFFECTIVENESS OF AUTHENTIC MATERIALS IN COMMUNICATIVE LANGUAGE TEACHING FOR ADULT LEARNERS

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ABSTRACT

The Communicative Approach to Language Teaching (CLT) has gained popularity in recent years in promoting communicative competencies in everyday situations. The CLT approach emphasizes the use of authentic materials in language teaching and learning. However, in a developing context such as Uzbekistan, the requirements of the CLT approach may be difficult to achieve due to the lack of suitable authentic teaching materials. This study aimed to establish the availability and suitability of authentic teaching materials used in the implementation of the CLT approach.

KEYWORDS: *Authentic instructional materials; Communicative Language Teaching; English language*

Introduction. The Communicative Approach to Language Teaching (CLT) has gained popularity in recent years as it enables learners to acquire the language skills they need in real life situations. Communicative Language Teaching (CLT) is based on the concept of communicative competence, which assumes that language learners will have the ability to understand a foreign language and use that language for effective communication (Sekiziyivu & Mugimu, 2015).

However, in order for students to learn how to use the language in real life situations, the learning environment in the classroom must be organized in such a way that it accurately reflects the real life situation outside the classroom. This can be achieved through the use of authentic teaching materials.

Various scholars have tried to explain what makes teaching materials authentic (Harmer, 1991; Jordan, 1997; Morrow, 1977; D. Nunan, 1989; D. Nunan, 1991; Taylor, 1994). These scholars argue that authentic teaching materials are resources that accurately reflect the real life situation in any given context.



Methodology. A critical analysis of their work shows that the availability and use of authentic teaching materials in the classroom is not a matter of course. The teacher is required to be creative in selecting and using appropriate authentic teaching materials for specific classroom activities that can improve meaningful language outcomes (Sekiziyivu & Mugimu, 2015).

In arrange to attain realness, tuning in materials ought to be based on genuine circumstance, in which readers do not just studies out materials, they moreover act out the discoursed with rich sound and tones. To mimic the authentic communicative circumstance, a few foundation sounds can be included, since in real life we cannot dodge unsettling influences or clamor. Moreover, all materials are stressed with characteristic speed and compliment, which can offer assistance learners get it discussions in genuine communication that will not be moderated down on reason. Concurring to (Jian, 2005), writings implied for classroom language educating ought to in impact not be direct to fit the diverse levels of language learning, but they ought to be utilized in their characteristic shape. This, be that as it may, makes a challenging within the case of starting English language learners in Uzbekistan, who will discover the comprehension of such writings exceptionally troublesome.

Similarly, Marcella (1998, p.7) gives the taking characteristics of authentic materials for communicative classroom:

- The materials are learner centered and carter for wants and interface of student;
- The writings put more prominent accentuation on the social work of the communication than on syntactic rightness. In other words, the language exercises within the writings lead to free communication. The writings give hone with characteristic and important communication.
- The writings improve genuine life language hone
- The writings permit for an extraordinary bargain of learners` interaction, for illustration gather work and match work, part plays, and issue tackling errands.
- The writings are as a rule went with by tapes for tuning in.

Marcella`s ponder encourage uncover the complexity of creating and utilizing true guideline materials within classroom. Usually so since bringing the genuine life scenarios of



English language utilize into the Uzbekistan classroom setting may not be easily open. For occurrence, in Uzbekistan, it is very impossible to urge English speakers use the language in genuine life situations for dor a instructor to capture. Agreeing to Sekiziyivu and Mugimu (2015, p.43), it could be a broadly acknowledged truth by the instructors of English in Uzbekistan that most of their learners are incapable to engage in significant genuine life communications and interaction. To compound this challenging indeed assist, foundation sounds and pictures may not be so simple to mimic. This suggests that the learner will be distraught in such circumstances that cannot effectively be captured.

On other hand, Liao (2011, p 14) note that “ because bona fide guidelines materials are outlined for local speakers, they may be as well troublesome to numerous foreign language learners with lower proficiency”. He recommends the use of less difficult bona fide materials are realia. This recommendation be that as it may falls brief of the truth that in a nation like Uzbekistan where the English language being presented is not commonly used, as such, getting indeed the easier directions materials may be exceptionally troublesome in case not inconceivable for the educator. I this mannaer, instructor preparing educate have a obligation to get ready in the instructors. Agreeing to Oguz and Bahar (2008, p333) the “ use of authentic materials in outside languages educator preparing programs is valuable both to teach calling adjust to genuine learning environments”.

Furthermore, instructors ought to be situated with the key characteristics of bona fide directions materials. Marcella (1998, p. 7) emphasizes the taking after characteristics of true directions materials for CLT:

- The directions materials utilized take under consideration desires and interface of the learners.
- The language exercises within the writings lead to free communication.
- The writings give hone with characteristic and important communication.
- The writings utilize bona fide directions materials. The writings call for an incredible bargain of student interaction i.e. gather work, match work, part play and issue fathoming assignments.
- The writings are gone with by tapes for tuning in which incorporate bona fide language utilize. The ought to use true directions materials to speak to real-life circumstances within the teaching of languages is ideal, but too remains to be



challenging especially within the case of instructing a uncommon language, such as English in Uzbekistan, where authentic directions materials and offices may not be accessible. This challenge isn't a confined one because it is the case in other nations (Harmer, J. 1991 p. 74).

On this premise, we examine the accessibility and appropriateness of true directions materials utilized for the educating of English, as an outside language in auxiliary schools in Uzbekistan.

Conclusion.

The part of instructor preparing educate in planning well prepared instructors of German in CLT approach and authentic materials reflecting genuine life circumstance is basic. In any case, it ought to be famous that language within the genuine life circumstance, in spite of the fact that utilized in an assortment of shapes, is ordinarily utilized when the questioners are free to move around and express themselves both by word of mouth and by utilize of body language.

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