

USING AUTHENTIC MATERIALS IN ESP CLASSROOMS

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Abstract: *This article deals with the authentic materials in the ESP classroom. Authentic materials are especially important for ESP trainees, since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. Authentic materials increase learners' motivation but are difficult to adapt to the learners' level of language, especially at the beginning level. It is also important to note that preparing such materials can be very time-consuming.*

Key words: *authentic materials, ESP classrooms, communication, competence, motivation.*

Introduction. English for Specific Purposes (ESP) materials should meet with students needs and objectives. With the quick update of the world, students need to be aware of what the real world is. Authentic materials will fill the gap between the formal education with the real world. Students should be exposed to the authentic materials which have connection to the real world in order to be able to practice the language using the authentic one, especially for students of higher education.

Discussions and results. Nowadays, authentic materials must be constantly updated. Many researchers claim that using authentic materials motivate learners because they are more interesting than the artificial materials. Therefore, we investigate the use of authentic materials on students' motivation in ESP Classroom. Everyday classroom activity has revealed problems students have in fields like efficient reading, understanding the overall meaning of the text not just the words, or understanding native speakers' language, communicating in a foreign language.

At present, it seems to be crucial that students be exposed to authentic learning situations which have a connection to the real world in which they can have the opportunity to practice language using authentic materials. Starting from the assumption that authentic materials and media can help students develop and enhance the connection between the language classroom and the outside world. We conducted a study in order to access the impact that the use of authentic materials in teaching ESP classes has on the developing of students' communicative competences.

Higher education has clear objective to make its graduates become professional and skillful person. They are required to use English for any communicative purposes. Having this in mind, of course the teaching and learning process should be able to facilitate the students to expose the real world as much as possible. The materials that the teachers give should represent the language that they will have in real world. An authentic material is exposure to real language and use in its own community.

Many researchers believe that using authentic materials will improve students' motivation. Because by having authentic material in the classroom, they will understand the concept of it in the real world situation. Authentic materials will bring students closer to the target language culture and will make the learning process enjoyable and motivating. Authentic material as source of acquisition which knows no limits: instruction leaflets, journals, manuals, advertisements, Internet links, inscription forms, demonstration, videos, statistics, job offers, etc.

Authentic materials and media can help students to develop and enhance the connection between the language classroom and the outside world. The use of the authentic material will be beneficial for the students. Authentic material offers students the chance to deal with a small amount of print which at the same time contains complete, meaningful messages. Authentic

material can produce sense of achievement where teacher can adapt and adopt the materials depends on the condition and the circumstances. It will then support the creativity of a teacher to build the classroom ambience (Fatimah, 2016: 197).

Therefore, as a language instructor – especially teaching ESP, it is important to create an environment that can provide opportunities for students to display these qualities. To make this environment happen, the teacher can provide an engaging environment for students to explore their passions and interests and foster motivation towards any goals the students may create. Authentic materials motivate learners because they have opportunity to enjoy learning and the language and the culture where the language is spoken, putting into practice of what they have learnt to be used in the real world. Bringing authentic materials into the classroom can be motivating as they add real life element to the students’ learning experience.

Investigating the use of authentic materials on students’ motivation in the ESP classroom. Based on the observation result, students enjoyed the teaching and learning process. It can be seen from their showing interest and their immersing autonomous learning. Moreover, the result of the questionnaire shows the satisfactory result. The outcome of the questionnaire revealed high level of students’ participation in the English classroom. There are total of 101 students (94%) who participate in the classroom when the authentic materials were used. The students also showed positive attitude toward the use of authentic materials stating that they enjoy the teaching and learning process when authentic materials were used. Their self learning or autonomous learning has also immersed as they want to ask their friend for the CV and their questionnaire also shows satisfactory result that most of the students (97 students) stated that they want to learn English more after the authentic materials were exposed. Their attention was also in high state as the questionnaire shows the same result. The level of difficulties from the authentic materials also didn’t bother them. The students will be glad to develop their ability in English as they were exposed to the authentic materials. They stated that authentic materials also help them to understand the use of English in the real world situation. Authenticity has been pointed to by various authors as a relevant feature in ESP and thus, authentic materials constitute an aspect traditionally emphasized in the ESP literature. The learner-centred approach is essential to ESP teaching, and identified learner’s needs are not fully satisfied by published texts. These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. Such materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner’s needs.

Using authentic materials can improve students’ motivation in the ESP classroom. It is an important fact that self motivation can lead to a successful language mastering. It is also believed that the authentic materials that were used in the study proved to be enjoyable, motivating, giving improvement to the language ability and helping students in understanding language use in the real world situation.

Conclusion. In conclusion, authentic materials are important tools for use in ESP classes for, as we have clearly shown, they motivate and immerse learners in specific areas of the target language in which practice is needed. As we have tried to demonstrate, authentic materials can be obtained from many different sources but there is a growing tendency to take them from the internet as teachers need to renew their materials constantly and to adapt them to the changing needs of students. Finally, it is important to point out that while ESP learners often have radically different levels and standards of language ability, the higher their level of language, the more will they profit from their learning process.

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