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Challenges of Real-World Materials in English Language Learning

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Abstract

This article critically examines the challenges of using authentic materials in language classrooms. While real-world resources offer valuable exposure to natural language, they often present difficulties related to level appropriateness, length, cultural bias, and linguistic complexity. Drawing on scholarly perspectives, the study highlights the need for careful selection to ensure effective and meaningful learning outcomes.

Key Words: real-world materials, English language learning; language teaching methodology; learner proficiency level, linguistic complexity, cultural bias, material selection

Kirish

Mazkur maqola chet tilini o'qitishda autentik materiallardan foydalanishdagi muammolarni tanqidiy tahlil qiladi. Haqiqiy hayotga oid manbalar tabiiy til bilan tanishish imkonini bersa-da, ularning murakkabligi, hajmi va darajaga mos kelmasligi qiyinchilik tug'diradi. Tadqiqot samarali ta'lim uchun materiallarni ehtiyotkorlik bilan tanlash zarurligini asoslaydi.

Kalit so'zlar: real hayotga oid materiallar, ingliz tilini o'rganish, til o'qitish metodikasi, o'quvchilarning til darajasi, lingvistik murakkablik, madaniy nomuvofiqlik, o'quv adabiyotlarini tanlash

Аннотация

В статье критически рассматриваются трудности использования аутентичных материалов в обучении иностранным языкам. Несмотря на их ценность для знакомства с естественным языком, такие материалы часто не соответствуют уровню учащихся, отличаются сложностью, объемом и культурной предвзятостью. На основе научных источников подчеркивается

необходимость тщательного отбора материалов для обеспечения эффективного обучения.

Ключевые слова: материалы реального мира**,** изучение английского языка**,** методика преподавания языка**,** уровень языковой подготовки учащихся**,** лингвистическая сложность**,** культурная предвзятость**,** отбор учебных материалов

Alongside with their advantages, authentic sources have some disadvantages that pose a doubt about whether they should be applied amid lesson or not. As it has been stated above, real materials possess a lot of indispensable application, but it does not mean any material considered to be authentic should be introduced to a group of learners. A simple reason is that these sources may not correspond with the objectives of the lesson. In this case, they direct students to another issue distorting a real goal of learning process. Or, if a level of presented materials is higher than the target level individuals have, difficulty that triggers confusion will surely arise. Therefore, instructors should be very careful with using authenticity in classroom. A small proportion of disadvantages has been illustrated here, but scholars have investigated them thoroughly. Some of other factors will be provided

to form general understanding about authentic materials.

One of the disadvantages of using authentic texts, said Alicia Anthony from "Demand Media", is that their level does not match well with learners' one; they can encompass advanced vocabulary which can cause frustration for students. Another disadvantage is considered to be the length of authentic materials. Many authentic texts tend to be fairly long, and they are hard to accommodate in a typical classroom setting.

In addition to these, she adds that some authentic texts can be culturally biased. In this sense, these materials are inclined to provoke controversial situations in class.

M. B. Kyumova cites inappropriateness of authenticity in teaching. She states that real sources may include difficult language or at least vocabulary with rare usage for academic purposes. Authentic materials use sentences too complex syntactically. At this moment not only learners but also instructors suffer from a bothering obstacle.

In other words, when a problem with authenticity has appeared as to degree of difficulty of presented materials, instructors will have to address to the problem. To explain meaning of texts, replay listening extracts several times, or define every colloquial or too formal language unit require much effort and time.

Other experts spanning Richards (2001, p.253) and Martinez (2002) also consider authentic materials to project difficult language and complex structures hard to perceive

for students. They mention that authentic materials urge lower levels to experience hard time deciphering intended meaning. Moreover, Martinez mentioned two other weaknesses of using authentic materials. Authentic listening materials are difficult to comprehend because they have so many different accents learners have not practiced yet. The other challenge is that materials may turn into outdated easily, such as news in newspapers or magazines. Bearing these reasons in mind, some teachers ignore authentic materials deliberately.

Now, returning to writing expert Jill Boy, it is worth discussing some specific features of authentic materials. As it is noticed from his speech (p. 4), the instructor emphasizes the point that students should feel "meaningful experience" in order to foster "self-development" amid lesson. He firmly believes in this premise and supports it in most regards. Continuing with his opinion Jill Boy states that authentic materials lack in providing learners with this opportunity ("But this has little or nothing to do with authentic materials", to be more precise, there is strong tendency for authentic materials to appear meaningless for learners of English. At first glance, the claim may seem unreasonable for some methodologists; because they hold the point that authentic materials are highly valuable to intrigue learners. But, Jill Boy contrived to wrestle with the issue in depth by not only relying on theoretical views, but also conducting some lively empirical experiments. He leaded a small daily experiment in prior to drawing a conclusion about authentic materials. Jotting down all samples of written English in a single day, he managed to create a list constituting some sentences and expressions like "Monetary slowdown lifts hope on MMR"; "£200,000 Yankee not so dandy for tote"; "Insert Queen's head first as shown" and so on.

Patently, it sets challenge for learners of the language to decipher the meaning of these extracts from a single look. Indeed, the illustrated pieces of authentic English are usually improbable to appear in the classroom. The language, of course, can be quite understandable, that's to say, a learner can define all of the words and translate them. However, when it comes to the meaning of the whole message, a challenge emerges in identifying what kind of issue revolves around. These sources not only reveal pros and cons of authentic materials; in turn, they encourage teachers to be very selective while using these materials in classroom.

To conclude, it must be stated that instructors are supposed to choose materials very carefully in order to avert the above mentioned negative consequences. Otherwise, sources they use may set a challenge for learners rather than enhancing their language skills.

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