



# AUTHENTIC MATERIALS AS A MEANS OF DEVELOPING VOCABULARY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

**Urazbaeva Dilbar Turdibaevna**

*Senior Teacher, Foreign Languages Department,  
Nukus State Pedagogical Institute, Nukus, Uzbekistan, Karakalpakstan*

Article DOI: <https://doi.org/10.36713/epra8738>  
DOI No: 10.36713/epra8738

## ABSTRACT

*The article deals with the importance of using authentic materials in teaching English as a foreign language (EFL) in the classroom of Karakalpak students. Also, the article assumptions given by the researchers have been analyzed. The article gives information about the usage of the materials from textbooks specially for learning EFL in the classroom, or whether there is a need to use authentic materials to develop and improve students' speaking skills, especially to increase their vocabulary. The descriptive analysis method has been used to show the effectiveness of game method and its advantages, limitations as well.*

**KEY WORDS:** *English as a foreign language (EFL), education, authentic materials, language learning, teaching.*

## INTRODUCTION

Teaching foreign languages in institutions of higher education involves mastering various types and skills of reading texts of different styles and genres. In addition, optional reading classes are an important part of the English language teaching system, are closely related to the main course and its goals and content, expand and deepen it. Preparing students for the use of a foreign language in real situations of everyday and professional life is considered as a significant goal of modern foreign language teachers. In this case, in 13.00.00 Pedagogical sciences, teachers are searching of suitable teaching materials that can be effective in teaching English as a foreign language (EFL). Therefore, teachers assume that the fact whether it is enough to use materials from textbooks specially for learning EFL in the classroom, or whether there is a need to use authentic materials to develop and improve students' speaking skills, especially to increase their vocabulary skills. According to D. Nunan, authentic materials are information in oral or written form, which is created in the process of natural communication, and not specifically for use in language learning [2, p. 54]. These are original texts that were not created for pedagogical purposes. Considering expediency of using H. Widowson

notes, when learning a language, it is necessary to use simplified materials in the classroom in order to facilitate the perception and assimilation of the language. However, it is currently recommended that the materials be authentic [6].

## LITERATURE REVIEW

According to Professor D. Larsen-Freeman, authentic materials are an integral part of language learning [1]. If the authentic materials used in teaching a foreign language are related to the topic of the direction and profile of training, then the motivation of students to learn a foreign language increases. Authentic content is more effective, interesting and challenging [4]. Furthermore, they can immerse students in the culture of the target language. Inauthentic texts mainly focus on the information that the language teacher plans to teach students, and often contain ideally formulated sentences, to correct structure, interrogative sentences, and correct detailed answers. Specially edited lexical and grammatical structures of sentences make EFL in inauthentic texts little similar to the one that students encounter in communication and which they will have to use in real life situations. The adapted texts are suitable for practicing the learned vocabulary and grammar, but they are



ineffective for improving reading skills, one of the main skills in learning a foreign language. Experts identified the main reasons that determine the need to use authentic materials in the foreign language classroom:

- With the help of authentic materials, students learn the foreign language for real communication;

- Authentic materials meet the interests of students and make a positive impact on the motivation of students;

- Teaching efficiency increases;

- Authentic materials introduce students to the culture of the target language [5, p. 144].

Also, authentic materials help bridge the gap between the language taught in the classroom and the foreign language in which people communicate in various real-life situations. Authentic texts are essential language learning materials for students that they want to understand while traveling, studying abroad, participating in international conferences, or other situations that require the use of the language. Taking the fact into consideration that authentic texts are created not for the purpose of learning a language, but for completely different purposes, it is necessary to correctly select authentic texts for teaching the foreign language. As a source of real language, authentic materials can be inappropriate to study and contribute to a decrease in student motivation to learn EFL. Materials can be original texts taken from newspapers, magazines, television programs, films, songs and literary works. Also, materials from the Internet are often used that provides a different approach to reading. From a practical point of view, the Internet as a modern reality is accessible to most students and teachers and can provide access to an endless amount of materials.

## METHODOLOGY

Authentic materials will create an opportunity for the students to communicate in a lively colloquial language, rather than formal, specially worded phrases. When we choose materials from various sources, we should take into consideration that the purpose of reading them should be to understand the meaning, and not the form of presentation, especially when using the texts of literary works. K. Nuttall distinguishes three main criteria for the selection of texts as materials for the lesson: the relevance (appropriateness) of the content, the possibility of using the text in the lesson and the presentation available for reading [3]. The ability to use text in the classroom implies options for working with the text in order to develop students' vocabulary. Text that does not correspond to the purpose and objectives of the lesson will be useless in teaching. Texts that do not correspond to the

purpose and objectives of the lesson might be useless in teaching.

For effective teaching EFL in optional classes, it is important to select and organize texts and a targeted set of exercises and tasks to develop students' vocabulary and abilities. Students are offered exercises and tasks for teaching vocabulary and reading, which are adequate means of forming reading as an activity, a process and the development of their own reading skills [8, p. 48]. Methodological recommendations will provide for the improvement of communicative skills of vocabulary reading texts in English on programmatic topics, allowing students to navigate in the text, taking into account its specifics and in accordance with the communicative task, to extract information with varying degrees of completeness and depth, use compensatory skills (use: linguistic and contextual guess; dictionaries and various types of reference literature; illustrative and pictorial support) [7, p. 142].

## RESULTS AND DISCUSSION

Vocabulary in the system of linguistic means is the most important component of speech activity such as listening and speaking, reading and writing. Therefore, this determines its important place in every foreign language lesson, the formation and improvement of lexical skills is constantly in the field of vision of the teacher. Lexical units of the language, grammatical ones are the initial and necessary building material with the help of which speech activity is carried out, and, therefore, constitute one of the main components of the content of teaching a foreign language [9, p. 252]. Moreover, in higher education institutions, we can observe the following picture: learned students in the first year of teaching a foreign language 200-250 words and actively used by them in oral speech, at the subsequent stages are forgotten - the vocabulary of students not only does not grow, but even decreases. All this is expressed in the fact that in monologue and dialogical speech, students use monotonous vocabulary, and therefore speech looks unnatural, devoid of lexical variability, due flexibility, which does not correspond to the age of the students and the accepted norms of communication.

The number of words in the foreign language is enormous. The painstaking work required for the assimilation of each word is either not carried out at all, or it covers such vocabulary that is not used in the future in speech, and therefore is forgotten. In order to achieve the assimilation of the vocabulary of a foreign language by students, without which neither expression nor understanding of the content of speech is possible, thoughtful work is needed on such lexical units that are necessary for the development of speech activity. There are a number of important points to consider here. Furthermore, it is related to



the personality of the teacher, his professional qualities. Depending on how interesting it will be planned by the teacher work in this direction depends on students' desire to enrich his vocabulary, the desire to speak a foreign language. The volume of the vocabulary of students, the coefficient of its efficiency in the assimilation of the material is directly proportional to the teacher's creative output, his professional competence. As an effective way of teaching vocabulary in English lessons is the play method. In the form of play activities, we can always easily and quickly explain some materials, work out difficult moments, decorate the boring routine daily study, and also interest students in learning English. This sharpens the thinking activity of students. It is in play that children learn social functions and norms of behavior. Play, as Vygotsky said, leads development. The significance of play is inherent in its very nature, for play is always good emotions, and where there are emotions, there is activity, there is attention and imagination, respectively, thinking works there.

## CONCLUSION

Thus, passive vocabulary should also be introduced in an oral story (or in separate sentences), but possibly in the form of separate lexical units isolated from the context. The disclosure of meaning and explanation are combined in this case. Also, it is necessary to explain the features of the sound and graphic form of a word, the volume of meaning, shades of meaning, grammatical forms that deviate from the rules. Just as with the introduction of units of active stock, when working on a passive stock, the stage of consolidating the sound and graphic forms, pronouncing new words, reading them aloud is required. Vocabulary exercises for passive stock are not very varied. This is a choice from the text (or a separate sentence) of words of a certain meaning, the translation of sentences with new or homonymous words into the native language when reading or hearing. The main speech reinforcement of passive vocabulary occurs in the process listening and reading. Without reading a variety of texts, built mainly on the passed vocabulary, the accumulation of lexical stock is impossible. We should not abandon such a way of consolidating vocabulary, as maintaining students' own dictionaries. Therefore, we assume that when studying EFL vocabulary, it is necessary to use all the above methods and techniques in a complex. In this case, high results are achieved in assimilation vocabulary, speech skills are formed and students' interest in the subject English will develop.

## REFERENCES

1. Larsen-Freeman D. *Techniques and Principals in Language Teaching*. Oxford: Oxford University Press, 2000. 189 p.
2. Nunan D. *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers, 1999. 330 p.
3. Nuttall C. *Teaching Reading Skills in a foreign language*. New Edition. Oxford: Oxford University Press, 1996. 282 p.
4. Shei C. *Follow You! An Authentic Language Lesson Generation System // Computer Assisted Language Learning*. 2001. № 14 (2). P. 129-144.
5. Peacock M. *The Effect of Authentic Materials on the Motivation of EFL Learners // ELT Journal*. 1997. № 51 (2). P. 144-156.
6. Widdowson H.G. *Defining Issues in English Language Teaching*. Oxford: Oxford University Press, 2003. 208 p.
7. Passov E.I. *Foreign language lesson. (in the Russian language) [Text] / E.I. Passov. M. : Education, 1991. 223 p.*
8. Ter-Minasova S.G. *Language and intercultural communication. [Text] /S.G. Ter-Minasova M., Slovo, 2000. 261 p.*
9. Pakshivanova E.O. *Formation of lexical skills at the middle stage of learning in English lessons / Psychology and Pedagogy: Methodology and Problems of Practical Application*. 2016. No. 48. pp. 251-255.
10. Sarsenbaeva, Z.J. *Pedagogical Peculiarities of forming linguocultural competence of higher education students in Karakalpakstan*. EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal Volume: 7 | Issue: 7. Article DOI: <https://doi.org/10.36713/epra7663>. DOI No: 10.36713/epra7663