



A Critical Review of Authentic Materials

(The Case of Adult ESL Learners)

Lalit Kumar Yadav

Assistant Professor (SoLLS)

Jaipur National University, Jaipur, Rajasthan, India

&

Dr. Sanjay Kumar Jha

Amity School of Liberal Arts

Amity University, Gurugram, Haryana, India

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Abstract

According to Jha (2014), lack of authentic materials is one of the major causes which can be held responsible for the degrading state of English in general and poor performance of the learners. This paper examines whether the use of authentic materials in ELT classrooms for adult ELT learners serves ideal contexts for exploring essential skills and efficiency in English language or not? More precisely, the study aims at reviewing authentic Materials being used at school, college and university level as a good teaching-learning aid to meet the desired learning goals.

Keywords: Authentic Materials, Ideal Context, Adult ELT Learners

Introduction

Not utilizing relevant Authentic Material for Adult ELT learners result lack of proficiency, productivity in English language just as English relational abilities. In this research we evaluate the profitability, productivity, authenticity and dependability of real materials for adult ELT learners. Adult understudies regularly counter the double challenge of creating fundamental education abilities just as capability. Adult ELT learners are keen on ELT learning programs for an assortment of reasons. A few people to improve their education and English capability aptitudes all together show signs of improvement employments. Others to have the option to speak with their youngsters' teacher or help their kids with school work. Orem (2000) takes note of that for adult ELT learners, an absence of language capability not just influences their entrance to lodging and business, yet it might likewise obstruct the job that they play in their

kids' instruction (p. 441). The greater part of Adult ELT learners have particular learning objectives reflecting life objectives. So it becomes significant that language instructors intently take care of the necessities of these learners and draw in them in language learning. This article gives an account of an examination study directed to gather information concerning credible exercises and materials being effectively actualized by instructors of adult ELT understudies. In particular, the investigation was intended to look at the inquiry, "What valid exercises and materials are as a rule effectively used in adult ELT study halls

There are numerous orders and instances of authentic materials in English language learning. Gebhard (1996), for instance, recognizes primary classifications:

(a) Authentic Listening/Viewing Materials (for example Television advertisements, test shows, kid's shows and news cuts);

(b) Authentic Visual Materials (for example slides, photos, artistic creations and stamps);

(c) Authentic Printed Materials (for example paper articles, motion picture promotions, soothsaying sections);

(d) Realia or genuine items (for example coins, collapsed paper and manikins) (see likewise Oura, 2001)

“Authentic Material”, From the Point of View of the Following Scholars

1. Jordan (1997) defines authentic texts as the ones which are not designed for pedagogical aims.
2. According to Herod (2002) authentic learning 'materials and activities' are designed to imitate the real world situations.
3. Nunan (1988) defines authentic materials as the materials "which have been produced for purposes other than to teach language".
4. Herrington and Oliver (2000) propounded a new pedagogical term, called "authentic learning". This term is directly related to the learners' real life and prepares them to face and deal with real world situations.
5. Jacobson et al (2003, p. 1) sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.
6. In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."
7. According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes."

Background of the Study

During the previous decades, encouraging an unknown dialect has increased substantially more consideration in many nations around the globe. Accordingly, looking for fitting and compelling encouraging materials consumes an incredible space of educators' reasoning. The motivation behind learning an unknown dialect is to have the option to profit by utilizing it in reality, in genuine circumstances. In this manner, the majority of the language instructors think whether it is sufficient to train the language utilizing the course book assignments, which are respected fake since they are intended for showing purposes just, or on the off chance that they ought to receive utilizing authentic materials to framework learners' learning procedure when all is said in done and create perusing abilities specifically. Along these lines, when instructors are worried about helping their understudies to create understanding aptitudes, they should consider the strategies

for educating being utilized and materials being educated to understudies. Perusing errands ought to furnish learners with an elevated level of autonomy when perusing in an unknown dialect in a genuine setting, which thus implies, utilizing real authentic materials. Larsen Freeman (2000, 129) states that one of the attributes of informative language instructing is utilizing authentic materials. Informative language training approach changes the perspective on schedule creators toward English subjects, from only a language to be scholarly similar to different subjects in the school, to a significant device of correspondence inside and outside the homeroom. Subsequently, the prospectus fashioners are encouraged to consider the learners' needs and give them the possibility, to have the option to convey the educated language in genuine circumstances outside the school dividers. As of late, utilizing authentic materials in showing English language in ELT learning programs increased a lot of consideration from educators. Besides, (Kilickaya, 2004) states that these days there are a ton of voices proposing that English language exhibited to the learners in the study hall, ought to be authentic so as to improve learners' learning procedure. There are numerous references to authentic materials in ELT writing. Discussions are as yet seething on why they ought to or not be remembered for exercises, and how they are to be utilized or best misused. Perusing such writing, unmistakably those writers who bolster the utilization of authentic material share one thought for all intents and purpose: 'presentation', or as it were, the advantage understudies get from being —exposed to the language in authentic materials. As a matter of fact there are a great deal of language specialists, who empower the utilization of authentic materials in instructing as a result of their constructive outcomes on learners. As indicated by Carter and Nunan (2001, p. 68) authentic materials are the sort of "writings" that are not intended for "instructing". In their recent findings, Yadav and Jha (2019) believe that authentic materials bridge the gap between classroom language use and real life language use by bringing familiar linguistic situations and materials right into the classroom.

Statement of the Problem

Authentic Materials designed at various levels for adult ELT learners are not up to the mark or desirable level. These Authentic Materials need to be Assessed and designed in Indian scenario. These Materials are not linked to real-life situations for lack of awareness towards it.

Research Objectives

Having analyzed all factors employed in the proper utilization of Authentic Materials for adult ELT learners this research aims following research objectives.

- i. Exploring ideal authentic materials in Indian /Global Scenario for adult ELT learners.
- ii. Evaluating available authentic materials in Adult ELT classrooms.
- iii. To set parameters for designing need based and real life linked authentic materials for Adult ELT learners.

Research Questions

Conforming to the above objectives, the study frames three pertinent research questions as follows:

- i. What kind of authentic materials are being used in Indian Institutes?
- ii. What are the benchmarks for the ideal authentic materials to be used for adult ELT learners.
- iii. Are available authentic materials used in different institutes useful and relevant to reach desired learning goal.

Significance of the study

This exploration is going to set new parameters in setting up sound ELT learning condition in the classroom. This is additionally going to connect between school training and outside world current practices. It will support understudies and specialists, government bodies to set structure of suitable authentic materials in schools explicitly. What's more, structured authentic materials will assist understudies with learning ELT in a customary route as well as with world class tact changing authentic materials is the key component to get wanted outcome in ELT in homeroom and this inquire about is going to change authentic materials in the school which isn't refreshed in like manner.

Literature Review

Critical Review on Selection of Authentic Materials for Adult ELT Learners

Linguistic and Non-Linguistics Merits of Using Authentic Materials for Adult ELT Learners - Utilizing inappropriate authentic materials makes students counter troubles in learning a language. Students should be spurred to prevail with regards to adapting any language. Authentic materials ought to spur and summon students' advantage. On the off chance that authentic materials are not intriguing and animating, students will adapt pitifully. So as to enable grown-up students to adapt better, various analysts propose utilizing authentic materials (AM). The utilization of AM in instructing has gone under discourse since the 1970-s. Specialists shed light on the unwavering quality of authentic materials to back language learning and instructing (Guariento and Morley, 2001; Paltridge, 2001; Shrum and Glisan, 2000). As indicated by McGrath (2002) there are eight criteria to be viewed as when picking suitable authentic writings. These are: (1) Relevance to course book and students' needs, (2) Topic intrigue, (3) Cultural wellness, (4) Logistical contemplations, (5) Cognitive requests, (6) Linguistic requests, (7) Quality and (8) Exploitability. Most analysts comprehended the job of authentic materials in language learning and instructing. They accept that authentic materials platform students' learning of an objective language all the more adequately (Guariento and Morley, 2001; Wilcox and Oaks, 1999; Weyers, 1999). At the point when instructors decide to utilize authentic materials in the homeroom they "have to have a reasonable academic objective as a top priority: what unequivocally they need students to gain from these materials." (Senior 2005, p. 71) One more point to be expressed here is that students will take in better and advantage from the utilization of authentic materials, on the off chance that they get adequate again from educators.

Advantage and Disadvantages of Authentic Materials

Guariento and Morely (2001) guarantee that we can take a ton of bit of leeway of the utilization of authentic materials, yet we are likewise mindful of the turn-around impacts of it on learners. The significance of utilizing authentic material in language learning has been shown indisputably (Schow, 1998). Wilkins (1976) points out authentic materials ordinarily incorporate coincidental or inappropriate English, which are a piece of consistently discussion, yet can not be found in reading material. This case itself gives educators an incredible motivation to coordinate such materials in ELT classes. Nunan (1999, p. 26) contends "that learners ought to be sustained as rich an eating regimen of authentic information as conceivable in light of the fact that, at last, in the event that they just experience invented ... writings, their undertaking will be made increasingly troublesome". Authentic materials "will help learners since they will encounter the language thing in association with other firmly related linguistic and talk components" (Nunan, 1999, p. 27). One of different points of interest of authentic materials is persuading the understudies. These materials as a rule advance a feeling of accomplishment in the understudies. In addition, changes are typically remembered for these sorts of materials, making it simple for the instructors and the learners to stay up to date with such changes (Guariento and Morley, 2001). Authentic materials give understudies assortment of materials which are not typically accessible in traditional educating writings. These sorts of perusing materials for the most part support perusing for joy. Understudies are generally hesitant to peruse from their reading

material. One of the fundamental issues for learners may happen when understudies learn dialects to accomplish accomplishment on an assessment. In these circumstances, educators have the duty to guarantee that learners amplify their odds of achievement. On the off chance that understudies are given authentic content they may not be given the fundamental introduction to rules, examples, or structures which they should make progress on the assessment. In addition, authentic content might be an interruption to learners since it might be so evident or present or spotlight on more language learning conceivable outcomes than a learner can fathom or merge into assessment related highlights (Murdoch, 1999). It ought to be referenced that the capacity level of the understudy is a significant factor in the selection of materials to be utilized. When training lower level learners, the educator needs to invest more energy getting ready authentic materials. Along these lines, without adequate help materials, utilizing authentic materials can include time requirements for the teacher. It is said that authentic materials may be excessively socially one-sided or they may be hard for lower level learners to decipher (Nunan, 1999). Regularly a decent information on social foundation is required when perusing, just as an excessive number of structures being blended; causing lower levels issues when unraveling the writings (Martinez, 2002). Richards (2001) takes note of that authentic materials regularly contain troublesome language, unneeded jargon things and complex language structures, which can frequently make issues for the instructor as well. They can likewise turn out to be extremely dated, rapidly yet dissimilar to course books can be refreshed or supplanted a lot simpler and more cost viably. The most concerning issue with authentic materials is that if an inappropriate kind of content is picked, the jargon may not be pertinent to the learner's needs and an excessive number of structures can make trouble. Additionally, it is referenced that writings drawn from unmistakably authentic sources might be viewed as not educationally genuine enough (Wallace, 1992). In any case, various researchers, for example, Widdowson (1990), Harmer (1991), and Nunan (2001) accept that the impediments of these materials are in minority, and that they ought to be remembered for ELT classes. Research on learning procedures center around differing issues of the perusing understanding procedure (Li and Munby, 1996; Mason and Krashen, 1997; Schoonen et al., 1998; Sheorey and Mokhtari, 2001). A few Studies are led on the connection between language learning techniques explicitly metacognitive procedures, understanding appreciation and content authenticity in EAP setting for instance Li and Munby (1996), Schoonen and co-scientists (1998), Sheorey and Mokhtari (2001), and Smith (2003). As I probably am aware, comparable investigations identified with this examination have been led in EAP setting, however it has not been recently revealed in ELT setting. The present investigation centers around the impact of guidance on arranging and self checking procedures on the ELT learners' perusing perception execution. Additionally, it plans to investigate the impact of content (authentic or inauthentic) on their perusing appreciation execution.

Some researchers points out merits of using authentic materials, especially in language learning contexts (e.g. Brinton, 1991; Gebhard, 1996; Nunan, 1999; Berns & Erickson, 2001; Berardo, 2006; Gilmore, 2007), which assort from common modelling of the goal language to increasing learners' motivation and setting appropriate contexts for significant language learning and practice.

Particularly, Authentic Materials can: (a) give a natural model that encourages learners to be efficient readers/ listeners (Nunan, 1999; Berns & Erickson, 2001), and form a comfortable, stress-free English Language Learning environment.

Proclamations against the Use of Authentic Materials for Adult ELT Learners

Albeit numerous researchers assert that authentic materials have made a huge commitment in English Language Teaching and Learning, there are a few researchers who are against the utilization of this sort of materials guaranteeing that they have no worth. For instance, Kilickaya (2004) claims that authentic materials increment a weight on instructors, as they may contain troublesome jargon and structures which need more exertion to be streamlined and clarified, so

as to make them proper for their students. Mihwa (1994) found that the degree of perusing appreciation of feeble ELT students was not influenced by the content, paying little respect to its sort, authentic or non-authentic. Kienbaum et al. (1986) states that there are no critical contrasts in students' exhibition: between students utilizing authentic materials and other people who utilize conventional materials. Moreover, it is a moving issue for educators to look for fitting authentic materials to configuration undertakings for grown-up ELT students. Mill operator (2005) likewise expresses that authentic materials are "excessively troublesome and tedious to choose, alter and plan." Guariento and Morley (2001, p. 347) declare "At lower levels... the utilization of authentic writings may not just keep students from reacting in significant manners, however can likewise lead them to feel disappointed, confounded and... de-inspired" Martinez (2002) contends that authentic materials are respected excessively socially one-sided and hard to understand by students in the study hall. He additionally includes concerning the social impact, that "authentic writings from one culture may give a bogus impression to students from another, except if they are exhibited in an authentic setting which makes it obvious exactly what they represent."

Conclusion

In end and in the wake of having broke down upsides and downsides of utilizing authentic materials for adult ELT learners and the related writing, we can vouch that the benefits of utilizing authentic materials for adult ELT learners 'study halls exceed the negative marks. Consequently, researchers ought to think of them as truly as a huge instrument for adult ELT learners. The authentic materials and applicable exercises revealed inside this investigation can be utilized as both an asset for instructors and a springboard for producing new thoughts. It is likewise clear that the utilization of authentic materials for adult ELT Learners is bolstered by numerous specialists. They respect the utilization of this sort of materials as a huge way to inspire learners, stir their advantage and open them to genuine language they will look in reality. Also, authentic materials urge learners to get familiar with a specific language effectively, in light of the fact that they see that AMs are managing swath the language, in actuality. As indicated by Guariento and Morely (2001), authentic materials help to rouse learners gain proficiency with the language by making them feel they are learning the 'genuine' language. Likewise, Hyland (2003, p. 94) states that one of the most significant preferences of utilizing authentic materials, is that it builds learners inspiration and considers emphatically their learning procedure.

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