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## **In Quest of Authentic Materials for ESL Classrooms**

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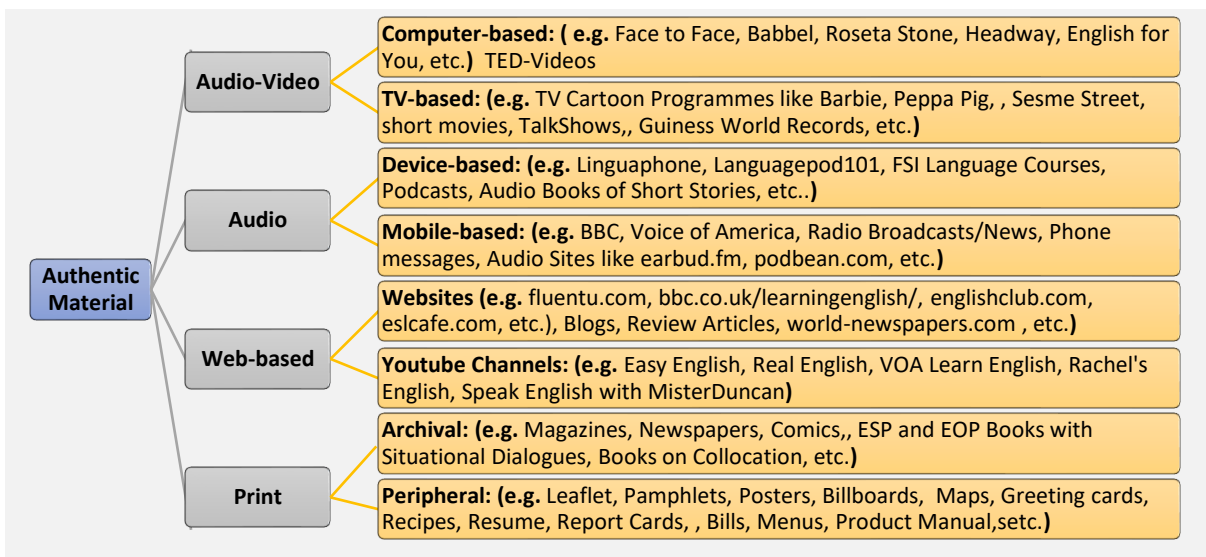
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### Abstract

The prime objective of this study is to explore widely used online and offline English language authentic materials in terms of their (a) types and sub-types, (b) essential components, and (c) their intents on honing any particular language skills or sub-skills. Using document analysis as a method of data collection and analytic induction as a method of data analysis, the study revealed 32 authentic materials used profusely by ELT practitioners. The study also revealed four major types of authentic materials and six essential components that they ought to have.

### 1.1 INTRODUCTION

Authentic materials (AMs) are any materials that bring real-life communication for the students in English language classrooms. Here is a classification of AMs in terms of types and sub-types.



**Figure 1: Types of Authentic Materials**

It is important to note in the above figure that there are eight types of authentic materials. In other words, AMs are normally used in eight different forms under four broad categories as follows: (see figure-1), namely audio-video, audio, web-based, and print. Except print authentic materials, most of the sub-types are multimedia-enabled. As for print authentic materials, they normally come either in archival form or in peripheral form. The archival materials are normally books on situational dialogues of daily use along with books on communicative words, phrases and collocations. On the other hand, peripheral authentic materials are the materials which are not supposed to be archived rather used for some time only. The books like Master your English Using Collocations, Test your Professional English (Marketing) , English Vocabulary in Use, Oxford Press (Print), Test your Professional English (Management), Oxford English for Information Technology, English vocabulary in banking,, English in workshop practice, English for International Tourism, English for Business Communication, Email English, Business vocabulary in use, How to learn any language, Wordwise Dictionary by Longman Press are examples of print archival authentic materials:

## 1.2 Essential Components of Authentic Materials

The AMs were further studied in terms of their distinctive features and the study found six essential features, components or characteristics of AMs (see figure 2).

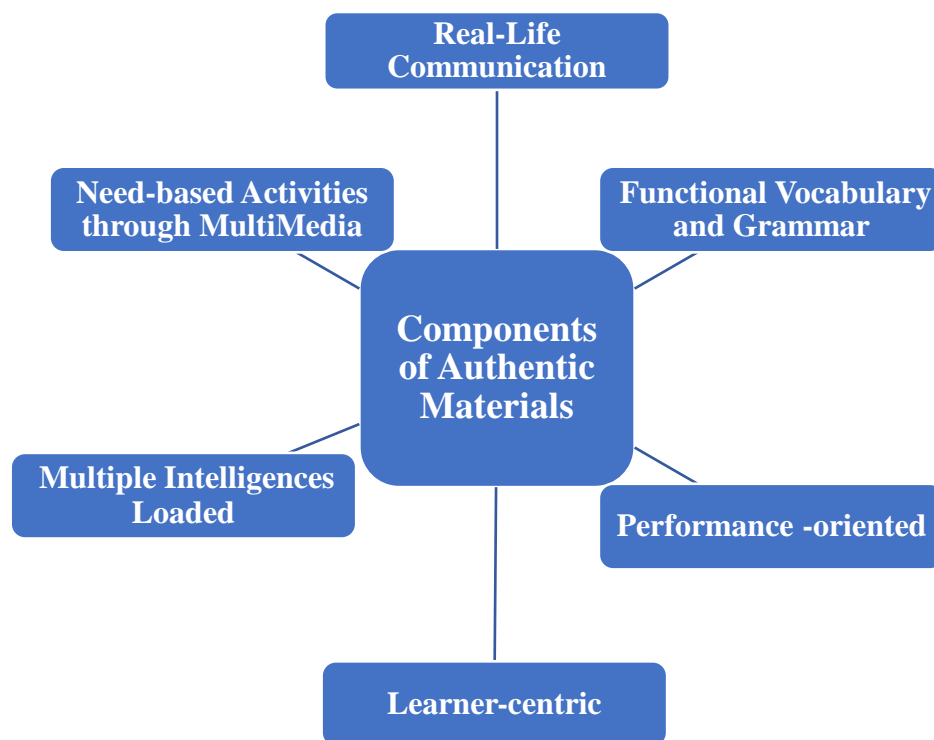


Figure 2: Essential Components of Authentic Materials

The following are brief descriptions of the aforementioned six generic components of authentic materials.

**A. Real-Life Communication:**

Real life communication is the first prerequisite for an authentic material. While selecting appropriate authentic materials, the teachers should keep in mind learners' levels of English and skills to be achieved. Apart from learners' interests, the teachers should choose easier authentic materials such as videos of short stories, songs, clips of interview, movies, speeches, conversations, discussions, cricket commentary, etc. that reflect a real-life situation found in an English-speaking environment or real world. Such an effort grooms learners not just on linguistic aspects but also on cultural aspects and makes learners learn the conversational etiquettes and body language. A teacher should not make any authentic materials part of his/her session plans or lesson plans irrationally. To be more precise, a learner for example of Pre-production level or speech emergence level should not be exposed to printed authentic materials as they may find them monotonous to get through.

## **B. Functional Grammar and Vocabulary:**

The theoretical underpinning of functional grammar lies in the systemic linguistic theory of Halliday (1960 and 1994). In the field of language teaching, functional grammar finds its relevance to two important skills namely speaking and writing. Functional grammar is more sociological in nature. Functional grammar tells us how language is used for different purposes and in different situations, rather than knowing merely a set of grammar rules of traditional grammar. Functional grammar is opposed to rule learning and memorization. The learners through functional grammar are expected to use language in different situations (Feng, 2013). Therefore, to learn and master English language, the learners must be exposed to authentic materials of all types. The main reason is that functional grammar serves the communicative purpose of EFL students' learning the English language and provides the opportunity for EFL students to recognize the linguistic features of the language, which they need to learn for success at school (Schleppegrell, 2004).

Like functional grammar, functional or communicative vocabulary is imperative. English language has nearly one million words; whereas a native speaker uses maximum 5000 words only for communicative purposes. Therefore, we need to expose our learners to these functional or communicative words in the form of their usage. To this end, a number of activities can be carried out such as listening to songs with English lyrics. The learners can then be asked to write down a few lines of the song and useful vocabulary, phrases and expressions for everyday language that includes colloquial speech. Similarly, the learners can be exposed to videos of short stories to understand functional use of communicative or functional words.

## **C. Performance Oriented:**

An authentic material is always performance-oriented in a sense that it will engage learners and make them interact through speech and writing and teachers can see genuine responses and difficulties of learners in the learning process. Pertinently, Kelly (2019) remarks that [performance-based learning](#) is when students participate in performing tasks or activities that are meaningful and engaging as they help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits and let the learners demonstrate evidence of understanding through a transfer of skills..

Performance-based activities are of great interest to the students especially in today's skilled India where everyone tries to be skilled in some fields or others. Performance-based activities help learners improve their [creativity, innovative thinking, critical thinking, communication, team spirit, and problem solving abilities](#). Like [performance-based activities](#), [performance-based assessment](#) should also be thought of as it is often open-ended without any right-wrong feedback or grading/scoring. In other words, performance-based assessment can be viewed as formative assessment. Teachers can expand the

idea of performance-based activities by creating exhibits or fairs, by having debates, by preparing portfolios, etc.

**D. Learner-centric (LC):**

The theoretical underpinning of the component learner-centric lies in the hypothesis of learner-centeredness of Nunan (2012) and Hall (2017). The notion of LC expects learners to create and negotiate language by themselves. Learner-centred content is a central principle in many different theories and approaches related to second language teaching and learning. For example, ‘Making the teaching materials relevant to learners’ is a basic strategy used to generate initial motivation, as a part of an overall motivational teaching practice (Dörnyei, 2001). The classroom content that is not centred around students, and where students are not able to see the relevance of the tasks they are completing to their lives outside of the classroom, can act as “one of the most demotivating factors for learners” (Dörnyei & Ushioda, 2011: 116; Kikuchi, 2015). If we see comparatively, we find that motivation in the teacher-centric learning, is largely extrinsic, with teachers using both reinforcements and punishments to encourage student learning (Frith, 1997). But, in learner-centric classrooms focus is on enabling student autonomy in learning, working on the students’ intrinsic motivation for learning new ideas, skills and knowledge (Meyer & Turner, 2006; Skinner & Belmont, 1993). Here it is apt to cite in table-1 the difference between teacher centric and learner-centric approaches of ELT as discussed by Jacobs and Hangs (2013).

Table-1 Selected Continua Where Teacher and Student-Centred Learning Differ

<b>Teacher Centred Learning</b>	<b>Student Centred Learning (SCL)</b>	<b>Classroom Tips for SCL</b>
Teachers and course materials are seen as all knowing; knowledge is seen as fixed	Teachers and course materials can be wrong; teachers are co-learners along with students; knowledge is changeable and subject to debate	Invite students to search for and add new information
Student talk is mostly directed at teachers, i.e., teacher-student	Students also talk to peers, i.e., peer interaction	Give doable tasks to students to work on in groups of two to four
Teachers and administrators are the only ones who decide what will be studied and how it will be studied	Students also have a voice in what they will study and how they will study it	Invite students to contribute examples for discussion during the lesson

Assessment is done only by teachers	Students also do peer and self-assessment	Provide peer and self-assessment using rubrics
Learning tasks are seen as preparation for what students will do after their education	Learning tasks can also connect to students' lives in the present	Use examples from students' environment and interests
Extrinsic motivation is the dominant form of motivation	Teachers attempt to build students' intrinsic motivation	Provide opportunities for individual reflection at the end of a lesson to help students link the lesson to what matters to them
Most questions/tasks have only one correct answer; students are to repeat what they have been taught	Many questions/tasks have multiple correct answers; students are to go beyond what they have been taught and to thereby develop thinking skills	Invite students to explain knowledge learnt to others
One way of teaching predominates	Multiple way of teaching are used	Invite students to create visuals based on key ideas
The focus is almost exclusively on cognitive outcomes, such as test scores	Affective outcomes, such as enthusiasm for learning and empathy, are also important	Promote mutual respect between teachers and students and among students

Thus, an authentic material has to be learner-centric firstly because we come to know how students learn regardless of how teachers teach and secondly because teachers need to know the type of learning that students need to prepare themselves and society for a better future, the learning of the 21<sup>st</sup> Century skills (Silva, 2009; Trilling & Fadel, 2009).

### **E. Multiple Intelligences Loaded:**

An authentic material is generally loaded with multiple intelligences. An ELT lesson loaded with multiple intelligences helps teachers better understand the learners and helps learners to be in control of their own learning (Guignon, 1998). The MI theory opens an array of opportunities to widen modern teaching strategies by using various assignments and activities (Armstrong 2000:51). Since, students have different strengths, different learning styles, and different learning potentials, the idea behind MI theory is to help learners excel not just in one skill or any particular intelligence like reading or writing but it aims to

develop different intelligences like linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-Kinesthetic intelligence, musical intelligence, interpersonal intelligence, naturalistic intelligence, and intrapersonal intelligences. The teaching with the help of MI becomes more like the real world.

### **F. Need-based Activities through Multimedia (NAM):**

The theoretical underpinning of need-based activities lies in the Task-based language teaching (TBLT). In NAM, students are expected to do meaningful tasks using authentic materials. Such a task can be visiting a doctor, conducting an interview, meeting bank officials for necessary information, meeting airport officials to undergo immigration check, talking to officials in taxi booth for hiring a taxi, calling customer service for help, talking to personnel in a conference for necessary information, ordering your favorite dish in a restaurant, and so on. An ideal authentic material comes with multimedia support in the forms of both transcripts and audio-visuals of situational dialogues. Such an activity is delivered by teachers and students by pretending or by assuming different roles to perform all the need-based activities. More importantly, such an activity can be integral part of lesson plans to hone skills like speaking and reading. Thus, the learners experience as if they are in a real world. Next, the study tried to list up the most preferred authentic materials used globally.

#### *1.4 Popular Authentic Materials*

The following are 32 authentic materials available in virtual forms. The tabular data provide brief description, focus area(s) of the authentic materials and their emphasis on essential components in terms of three degree: (H)igh, (M)oderate, and (L)ow.

Table-2: Learn Stream (Video-based ELT Classes)

Developer / Publisher / Web URL	by Jamie Keddie <a href="https://legacy.lessonstream.com/">https://legacy.lessonstream.com/</a>					
Brief Description	Learn Stream is a video-based ELT resource website to improve engagement of learners and add variety to their English language classes. It keeps learners engaged through <b>multi-level lesson plans</b> and supporting worksheets.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=M	NAM=H

Table-3: Ted Ed (Lesson plans based on TED videos)

Developer / Publisher / URL	https://ed.ted.com/					
Brief Description	A range of interesting and insightful lesson plans are uploaded daily based on TED talks.					
Focus Area(s)	Listening, Speaking, and Reading					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=M	MIL=H	NAM=H

Table-4: Film English (English classes based on short films)

Developer / Publisher / Web URL	by Kieran Donaghy			https://film-english.com/		
Brief Description	Film English is an <b>award-winning TEFL website</b> providing dozens of interesting ESL classes. All the well thought out lesson plans are aimed at improving a range of abilities.					
Focus Area(s)	Listening and speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=H	MIL=M	NAM=H
Existence of Essential Components in RSH	Nil	Nil	Nil	Nil	Nil	Nil

Table-5: FluentU

Developer / Publisher	FluentU					
Brief Description	FluentU is a creative website to teach English using real-world videos, movie trailers, news, music videos, commercial jingles, and inspiring talks by turning them into personalized language learning lessons.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=M	MIL=H	NAM=M

Table-6: Study Zone

Developer / Publisher	University of Victoria English Language Center ESL Lab					
Brief Description	Study Zone is an exceptional ESL website with an easy, interactive homepage for intermediate and advanced levels of learners.					
Focus Area(s)	Reading, Vocabulary, and Grammar					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=H	MIL=M	NAM=H



Table-7: Grammar Girl

Developer / Publisher / URL	by Mignon Fogarty <a href="http://quickanddirtytips.com/grammar-girl">quickanddirtytips.com/grammar-girl</a>					
Brief Description	Grammar Girl is a unique website to improve one's English grammar.					
Focus Area(s)	Writing					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=H	MIL=M	NAM=H

Table-8: Guardian TEFL

Developer / Publisher	<a href="https://www.theguardian.com/education/tefl">https://www.theguardian.com/education/tefl</a>					
Brief Description	The Guardian, a national newspaper in the UK, has a <b>comprehensive TEFL section including</b> lesson plans based on current events.					
Focus Area(s)	Reading and Writing					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=M	MIL=H	NAM=H

Table-9: Breaking News English

Developer / Publisher	by Sean Banville <a href="https://breakingnewsenglish.com/">https://breakingnewsenglish.com/</a>					
Brief Description	Breaking News English is unique website boasting of thousands of lesson plans for English teachers and learners. Each plan focuses on varied aspects of English language.					
Focus Area(s)	Listening, Speaking, Reading, and Writing					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=H	MIL=M	NAM=M

Table-10: BBC Teaching English and BBC Learning English

Developer / Publisher / URL	<a href="https://www.teachingenglish.org.uk/">https://www.teachingenglish.org.uk/</a> <a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a>					
Brief Description	BBC is an indispensable site for ESL learners and teachers where all the skills and sub-skills are given due emphasis using					

	games, lessons, videos, news and more.					
Focus Area(s)	All the Four Skills, Best for Grammar					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=M	MIL=M	NAM=H

Table-11: Dave's ESL Café

Developer / Publisher	By Dave <a href="https://www.eslcafe.com/">https://www.eslcafe.com/</a>					
Brief Description	Dave's ESL Cafe is a wealth of resources and information for English language teachers and students containing a range of lessons plans, tips and advice.					
Focus Area(s)	All the Four Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=H	MIL=H	NAM=M

Table-12: TOEFL Go Anywhere

Developer / Publisher	<a href="http://www.toeflgoanywhere.org/">http://www.toeflgoanywhere.org/</a>					
Brief Description	TOEFL Go Anywhere is the ESL website to improve one's listening, speaking, reading and writing. The site is also special for the reason that we get to know various study tips and materials for the test preparation using a TOEFL TV channel, TOEFL crosswords, TOEFL lesson plans and PDF practice tests.					
Focus Area(s)	All the Four Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=H	MIL=M	NAM=M

Table-13: English Club

Developer / Publisher	<a href="https://www.englishclub.com/">https://www.englishclub.com/</a>					
Brief Description	English Club is an effective ESL website touching upon all the major components of English language. The website is useful for all levels of learners. There are separate links for teachers and students namely Teach English and Learn English <a href="#">respectively</a> .					
Focus Area(s)	All the Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=H	MIL=M	NAM=M

Table-14: ISL Collective

Developer / Publisher	<a href="https://en.islcollective.com/">https://en.islcollective.com/</a>					
Brief Description	ISL Collective is a useful website in the sense that it not only provides us with lesson ideas or materials for all levels of learners but also lets you download the material in Word format and edit them as per your needs.					
Focus Area(s)	All the Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Table-15: Duolingo

Developer / Publisher	<a href="https://www.duolingo.com/learn">https://www.duolingo.com/learn</a>					
Brief Description	Duolingo is an engaging language learning app by earning points for correct answers, racing against the clock, and moving to the next level with the help of its bite-sized effective lessons. It is said that 34 hours of Duolingo is equal to one university semester of language courses.					
Focus Area(s)	All the Major Four Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=M	MIL=H	NAM=H

Table-16: Rosetta Stone

Developer / Publisher	<a href="https://www.rosettastone.com/">https://www.rosettastone.com/</a>					
Brief Description	Rosetta Stone is an effective English learning app designed to teach us English in a more natural and instinctive manner. Another feature of Rosetta Stone is its optional tutoring sessions and a new live streaming. Rosetta Stone is highly immersive as it makes learners talk to native speakers in English.					
Focus Area(s)	All the Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=H	MIL=H	NAM=M

Table-17: Mango Languages

Developer / Publisher	<a href="https://mangolanguages.com/">https://mangolanguages.com/</a>					
Brief Description	With its intelligent technology and quality content, Mango is a useful language learning tool to learn real life communication in a phased manner as per learners' proficiency levels.					

Focus Area(s)	All the Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=H	MIL=M	NAM=H

Table-18: Memrise

Developer / Publisher	<a href="https://www.memrise.com/">https://www.memrise.com/</a>					
Brief Description	Memrise, a British language platform, is against textbook learning: This app helps learners kickstart their learning in a fun-loving manner with its vocabulary and phrases which can be used in real life communication.					
Focus Area(s)	All the Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Table-19: Babbel

Developer / Publisher / URL	<a href="https://www.babbel.com/">https://www.babbel.com/</a>					
Brief Description	Babbel is an effective online and offline language learning interface available in 14 languages. It is primarily aimed at improving one's communicative skills in business. Its focus is mainly on vocabulary and grammar lessons. It is good for acquiring basic conversational skills. It has four different approaches - Sound Recognition, Picture Recognition, Spelling and Fill in the blanks. It also lets users monitor their progress. Babbel lessons are chosen from real-world topics like self-introduction, ordering food, making travel arrangements, etc. with the purpose of immersing learners into real, meaningful, and purposeful interactions					
Focus Area(s)	All the Major Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=M	MIL=M	NAM=H

Table-20: Hello-Hello

Developer / Publisher / URL	<a href="http://www.hello-hello.com/index_home.php">http://www.hello-hello.com/index_home.php</a>					
Brief Description	Hello-Hello.com is an innovative mobile language learning company that combines language learning with social networking, allowing users to connect					

	and learn from native speakers around the world.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=M	LC=H	MIL=H	NAM=H

Table-21: Transparent Language Online

Developer / Publisher / URL	<a href="https://transparent.com/personal/transparent-language-online.html">transparent.com/personal/transparent-language-online.html</a>					
Brief Description	The Transparent Language Complete Edition combines the two methods needed to achieve language proficiency. This interactive self-study program delivers both vocabulary and real language in natural context.					
Focus Area(s)	All the Four Language Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=M	MIL=M	NAM=H

Table-22: eLanguage

Developer / Publisher / URL	<a href="https://elanguage.com/">https://elanguage.com/</a>					
Brief Description	eLanguage is a unique software system that makes learners speak at a faster pace.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=H	MIL=M	NAM=H

Table-23: Yabla

Developer / Publisher / URL	<a href="https://www.yabla.com/">https://www.yabla.com/</a>					
Brief Description	Yabla's Smart Subtitle Technology Helps You Learn Faster. Dual-language, interactive subtitles and playback controls immerse you in authentic video including TV shows, music, interviews, documentaries, lessons, and more. Learn from the best teachers—native speakers using their language in everyday situations.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=H	MIL=M	NAM=H

Table-24: Living Language

Developer / Publisher / URL	<a href="https://www.livinglanguage.com/">https://www.livinglanguage.com/</a>					
Brief Description	Living Language offers language learning in over 21 languages and in a variety of formats including online courses, apps for mobile devices, audio CDs, course books, or integrated into a Language Management System. Living Language was developed in 1946, based on language courses developed by the US State Department to be used by overseas diplomats.					
Focus Area(s)	All the Four Language Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=M	MIL=M	NAM=H

Table-25: LingoDeer

Developer / Publisher / URL	<a href="https://www.lingodeer.com/">https://www.lingodeer.com/</a>					
Brief Description	LingoDeer is unique in that it teaches language as a whole rather than parts by making learners understand the relationships between vocabulary, grammar, pronunciation and sentence structure, and tying them all together. Another feature of LingoDeer is its teaching of everyday topics in a structured, contextualized, entertaining, and strategic manner using engaging stories, gamification, notes for quick reference, and the feature of customization to maximize learning potential. Ideal for elementary and intermediate learners, LingoDeer provides frequent access to its activities.					
Focus Area(s)	All the Four Language Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=M	LC=H	MIL=H	NAM=H

Table-26: ELSA Speak

Developer / Publisher / URL	<a href="https://elsaspeak.com/en/">https://elsaspeak.com/en/</a>					
Brief Description	ELSA is a very useful tool from the perspective of learning and mastering English fluency. Its advanced speech recognition technology helps one learn and master American English. Its main focus is on pronunciation, common idiomatic expressions, phrases of daily use including many					

	cheesy pick-up lines.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=H	MIL=H	NAM=M

Table-27: English Speaking Practice

Developer / Publisher / URL	<a href="https://elanguage.com/">https://elanguage.com/</a>					
Brief Description	English Speaking Practice is an effective app for elementary and intermediate learners as it builds up confidence of speaking in them with its speaking practice and real-time conversations.					
Focus Area(s)	Speaking, reading, and listening					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=H	LC=M	MIL=M	NAM=H

Table-28: Cutting Edge

Developer / Publisher / URL	Book by Sarah Cunningham and Peter Moor, Pearson Press					
Brief Description	Cutting Edge is a unique English communication course available in print and electronic forms taught at six levels. This course has been designed using task-based approach that helps students achieve their goals by engaging them in contextualised practice of grammar and vocabulary. Its wide range of needful topics and video materials immerse learners in real life communication					
Focus Area(s)	All the Four Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=M	PO=H	LC=H	MIL=M	NAM=H

Table-29: Headway

Developer / Publisher / URL	Book by Oxford University Press					
Brief Description	Headway is also a six-level English communication course available in print and electronic forms. This course is well-designed to teach listening, speaking, reading, and writing with real life topics and examples. It is a must-read book for all.					
Focus Area(s)	All the Four Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Table-30: English for You

Developer / Publisher / URL	<a href="http://learnalllanguages.weebly.com/english-for-you-course.html">http://learnalllanguages.weebly.com/english-for-you-course.html</a>					
Brief Description	English for You is also a six-level English communication course available online and offline.. This course is well-designed to teach listening, speaking, reading, and writing with real life topics and examples. It is a must-read book for all.					
Focus Area(s)	All the Four Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Table-31: Effortless English

Developer / Publisher / URL	A. J. Hogg <a href="https://effortlessenglishclub.com/">https://effortlessenglishclub.com/</a>					
Brief Description	Effortless English is an audio-video based very engaging English learning course spread over six months. The lessons are mostly in the form of stories and social issues.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Table-32: Hello English

Developer / Publisher / URL						
Brief Description	HelloEnglish is Asia's 'largest English learning app. The learners find it very interesting due to its interactive modules where most of the lessons are carried out through language games.					
Focus Area(s)	All the Four Skills					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Table-33: Bob the Canadian

Developer / Publisher / URL	Youtube Channel					
Brief Description	Bob the Canadian is an amazing Youtube channel to learn English in the form of audio and video. All					



	the lessons are enacted by Bob to describe important phenomena of real life.					
Focus Area(s)	Speaking					
Emphasis on Essential Components of AMs	RLC=H	FVG=H	PO=M	LC=M	MIL=H	NAM=H

Summarizing the findings of 32 ELT Materials available in the form of websites, software/system, books, it is desirable to point out that learning a foreign language has become easier than ever before when we learn it using software or system. Almost all the softwares provide more immersive learning experiences for the learners. In Indian scenario, what teachers sometimes use as print authentic materials are authentic materials like books, newspapers, magazines utility bills, packing slips, order forms, ATM receipts, street signs, food labels, coupons, greeting cards, calendars, menus, advertisements, applications, few class-based activities like debate, role play of situational dialogues, practice of email writing, message, letter and applicative writing. Moreover, it is also imperative to mention that out of 34 % authentic materials, only 6% authentic materials are available with the teachers in their laptop and mobile devices for reference but not readily available for practices.

## 2. CONCLUSION

To sum up, although authentic materials are not normally found as imperative part of syllabus, but they are imperative part of ELT activities. If we talk of Indian ESL classrooms, it would not be exaggeration to say that Indian ESL classrooms are completely devoid of authentic materials. Thus, this study aims at drawing the attention of ELT practitioners towards the gap perceived between authentic materials used in Indian ESL classrooms and authentic materials used in global scenario. To maximize optimal learning, maximum use of authentic materials is encouraged in ESL classrooms of India.

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