

THE ROLE OF AUTHENTIC MATERIAL IN CLASSROOM SET-UP

by:

Camelo A. Maiquez

Teacher I, Renato L. Cayetano Memorial School

Authentic materials are a priceless tool for enhancing language acquisition in the classroom. Teachers may give students authentic language experiences by combining texts from the real world, such as social media postings, films, magazines, and newspapers. This allows students to see language use in real-life situations. These resources expose students to various vocabulary, grammatical rules, and linguistic functions and insights into the cultural quirks inherent in the language. Furthermore, genuine materials raise student motivation and engagement by offering pertinent and engaging information and encouraging a stronger bond with the language being studied. Teachers may foster a better awareness of language and culture in their students while facilitating the growth of language competency across all skill domains through task-based activities and guided investigation of genuine literature. Therefore, natural materials are essential to developing engaging and dynamic learning environments in the classroom that support significant language learning and cross-cultural understanding.

Martinez (2002) asserts that authentic resources are not intended for educational purposes but for native speakers. The concept of genuine resources may be expanded to include any resource, in any form, that is likely to exist and play a part in specific professional contexts when the context is English for Specific Purposes. A further definition of authentic materials provided by Kilickaya (2004) defined original materials as those that disclose natural language and are used in their actual community. Teaching materials not created explicitly with pedagogy in mind are known as authentic material. They are frequently compared with the resources, textbooks, and other educational materials produced.

Herod (2012) states that authentic learning resources and activities are made to mimic real-world circumstances. The original resources that instructors select should serve the following purposes: a. Instrumental: it aids pupils in obtaining necessary resources. b. Regulatory: it includes the data or information that the pupils can use. c. Interactional: it maintains and forges a private or solitary bond with a person. d. Personal: It can convey the ideas and thoughts of the pupils. e. Heuristic: it enables pupils to learn about the outside world. f. Imaginative: it supports pupils in building worlds they can imagine for others. g. Informative: it gives the knowledge that the students require. Said, genuine materials are those that are derived from native speakers of the language and are utilized in everyday conversation rather than resources that are created explicitly for teaching and learning.

In the language classroom, authentic materials are essential because they expose students to language use in everyday situations, cultural insights, motivation, and possibilities for communication and critical thinking. Teachers may create engaging and dynamic learning settings promoting intercultural competency and comprehensive language acquisition by incorporating objects into the classroom design. Authentic materials are priceless resources that improve language fluency and enrich learning environments in language classrooms. Original materials come from real-world situations, such as newspapers, websites, movies, and casual conversations, instead of artificially manufactured resources. There are several advantages to including them in the educational environment.

References:

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