

ADAPTING AUTHENTIC MATERIALS FOR PRE-INTERMEDIATE LEARNER

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Annotation. The main purpose of this articles explaining the notes of using authentic materials in teaching English language for the pupils who are in pre-intermediate levels as learning language as is crucial thing that those pupils need to develop for academic success in their life. This paper also provided practical methods that teachers can use them to develop pupils’ skills in teaching classroom.

Key words: authentic materials, cultural context, adaptation, pre-teaching, vocabulary.

Annotatsiya. Ushbu maqolalarning asosiy maqsadi pre-intermediate darajasida bo‘lgan o‘quvchilar uchun ingliz tilini o‘qitishda haqiqiy materiallardan foydalanish eslatmalarini tushuntirish, chunki bu o‘quvchilar o‘z hayotida akademik muvaffaqiyatga erishish uchun rivojlantirishlari kerak bo‘lgan hal qiluvchi narsadir. Ushbu maqola, shuningdek, o‘qituvchilar darsda dars berishda o‘quvchilarning ko‘nikmalarini rivojlantirish uchun foydalanishi mumkin bo‘lgan amaliy usullarni taqdim etdi.

Kalit so‘zlar: haqiqiy materiallar, madaniy kontekst, moslashish, o‘qitishdan oldin, so‘z boyligi.

Introduction

Many researchers have interpreted the concept of authentic materials. Firstly, Marrow gave own definition to authentic materials as “stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort” (Brown, H. D, 1991). Tomlinson says “an authentic text is one which is produced in order to communicate rather than to teach. The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication” (Swaffar, J. K, 1985). Zyzik and Polio determined as “those created for some real-life purpose other than language learning, and often, but not always provided by native speakers for native speakers” (Xan S, 2018). Authentic materials — like newspaper articles, menus, or blogs written for native speakers — can make language learning more engaging and meaningful. They give learners a taste of how the language is really used, from everyday vocabulary to cultural references. But for pre-intermediate learners, these materials can sometimes feel too difficult because of complex grammar or unfamiliar topics. That’s why it’s important to adapt them in a thoughtful way — simplifying where needed, while keeping the original flavor — so learners can enjoy the benefits without feeling discouraged.

Authentic materials make learning more engaging and meaningful by connecting classroom activities to real-life language use. They help students move beyond textbook English and experience how the language is used in everyday conversations and professional environments. Because these materials reflect real-world contexts, learners often find them more relatable and motivating, boosting both their interest and confidence in using the language. The use of comparative examples of phraseological units is of particular importance in English language teaching. Notably, the studies conducted by S. Xakimova (2024) in this area can be used effectively.

Some of the experts' emphasis that authentic materials play a crucial role in teaching progress, due to some of them: Kim (2000) indicate that listening comprehension in language students improves with increased exposure to authentic speech. Weyers (1999) investigated the effect of authentic video on learners' communicative competence, making the claim that authentic television programming is a valuable tool in improving not only students' listening comprehension but also students' output. In contrast, some scholars, especially, Richards (2006) criticized what he called the 'myth' of authenticity by arguing that it is neither realistic nor necessary to base second language instruction on 'authentic' texts especially in the case of listening materials because learners generally find authentic texts too complex for use in materials if without proper adaptation. While authentic materials can be interesting, they are not always easy for intermediate learners. The language is often very advanced, with difficult vocabulary and expressions that are not easy to understand. Listening materials can be fast-paced and difficult, while written texts can be very long or filled with unfamiliar cultural references. In addition, teachers often have to spend extra time preparing and adapting the material, which can be very demanding.

Real materials can be a capable instrument for dialect learning, advertising real-world setting and locks in substance that spurs understudies. For pre-intermediate learners, be that as it may, these materials must be carefully adjusted to coordinate their dialect level. By rearranging dialect, giving setting, utilizing visuals, and making steady exercises, instructors can make bona fide substance both available and important. At the same time, it's critical to recognize the challenges involved — such as complex dialect, social references, and the additional planning time required. When adjusted astutely, true materials can enhance the learning involvement and offer assistance understudies construct the certainty they got to associated with English within the genuine world.

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