

AUTHENTIC MATERIALS IN TEACHING A FOREIGN LANGUAGE

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This paper deals with the technique of teaching foreign languages based on authentic materials, assessing their effectiveness in developing linguistic dexterity, their ability to reproduce real-world discourse patterns, idiomatic complexity and contextual pragmatics. The role of authentic materials in the process of formation of foreign-language culturological competence is revealed.

Key words: authentic materials; authentic material integration; teaching a foreign language; professional interaction; information technologies; professional skills; authenticity; pedagogical innovations.

АУТЕНТИЧНЫЕ МАТЕРИАЛЫ В ПРЕПОДАВАНИИ ИНО-СТРАННОГО ЯЗЫКА

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В данной статье рассматривается методика обучения иностранным языкам на основе аутентичных материалов, оценивается их эффективность в развитии языкового мастерства, способности к воспроизведению реальных дискурсивных моделей, идиоматической сложности и контекстуальной прагматики. Раскрывается роль аутентичных материалов в формировании иноязычной культурологической компетенции.

Ключевые слова: аутентичные материалы; интеграция аутентичных материалов; обучение иностранному языку; профессиональное взаимодействие; информационные технологии; профессиональные навыки; аутентичность; педагогические инновации.

The expansion of international contacts, the emergence of new communication technologies, professional interaction with representatives of other countries determine the availability of highly qualified specialists with certain competencies that allow them to choose the most successful communication strategies in certain business situations. The education of future engineers and economists occurs today in the context of constant dynamics of the information field. To start their own business, promote products, expand connections abroad, the graduates of the faculty of marketing, management, entrepreneurship must have professional skills that they will help them in their professional lives.

Nowadays due to new educational standards teachers take completely new approaches to the process of teaching a foreign language. Successful study of foreign languages today cannot occur without taking into account the socio-political situation in the world, since this is what determines the vector of application of the acquired knowledge.

The aim of any educational process is to provide students with knowledge and develop certain skills that would help them to apply this knowledge in a professional communication situation. Today information technologies have made it easier for both the teachers and the students to look for and process information in almost any professional field.

The integration of authentic materials - podcasts, films, news articles and social media - into language teaching has changed the view on the development of communicative skills. Authentic materials are materials taken from original sources, which are characterized by the naturalness of lexical content and grammatical forms, situational adequacy of the language means used, illustrates the cases of authentic word usage, and which, although not specifically designed for educational purposes, can be used in foreign language teaching [1]. For example, in a class in Seoul, students analyze interviews with K-pop musicians to break down insignia and slang. In Madrid students discuss environmental policy using excerpts from European Parliament broadcasts [2]. These scenarios reflect a paradigm shift: the rise of authentic materials - materials created for native speakers - as a central tool in language education.

As a result of the information reviewed, we can say that the value of authenticity lies not in mere exposure, but in systematic pedagogical design. Drawing on cognitive psychology, computational linguistics, and adaptive learning technologies, we propose a framework to capitalize on the strengths of authenticity while mitigating its challenges.

Authentic materials have a great number of advantages. One of the most significant ones is mimicking real-world communication. Authentic materials immerse learners in the unvarnished rhythms of language—hesitations, contractions, and idioms absent from scripted exercises.

The critical breakthrough, however, lies in pragmatic competence—the ability to adapt language to context. For example, dissecting a scene from the British series *The Crown* teaches learners how formality shifts in royal vs. public discourse. Similarly, analyzing a Japanese talk show demonstrates how humor relies on wordplay. Platforms like FluentU enhance this by annotating videos with linguistic and situational notes, enabling learners to decode subtle cues. A Tokyo pilot program found that students studying BBC documentaries on climate science not only improved their English but also mastered technical vocabulary [3].

Innovation Spotlight: Artificial intelligence (AI) tools like PlayPhrase.me mine film databases to showcase vocabulary in varied contexts, allowing learners to hear the word "sustain" in a scientific lecture, a political debate, and a casual conversation.

Another advantage is pragmatic scaffolding: structured decoding of complexity. Pragmatic scaffolding—a three-tiered framework to systematically unpack authentic content—addresses the cognitive challenges of raw materials. A 2024 Stanford study demonstrated that learners using this method improved situational fluency 27% faster than peers relying on passive immersion [4].

Cognitive personalization: adapting materials to learning styles.

Learners process authentic content differently, necessitating cognitive personalization. A 2024 Journal of Educational Psychology meta-analysis found tailored materials improved retention by 33% across auditory, visual, and kinesthetic learners [5].

The synthesis of global pedagogical innovations, cognitive science, and emerging technologies reveals a clear roadmap for optimizing language acquisition through authentic materials. To achieve faster and deeper learning, educators and institutions must adopt a multi-dimensional approach that balances exposure to real-world content with rigorous methodological scaffolding. Below are the empirically grounded solutions derived from the analysis: It is necessary to adopt a three-phase framework for all authentic material integration.

Phase 1: Observation

This phase involves using short, context-rich clips (e.g., 2-minute news segments, film dialogues) to minimize cognitive overload.

Phase 2: Deconstruction

At this phase a teacher has to break down materials into linguistic (grammar, vocabulary), pragmatic (tone, register), and cultural components. The teacher can use such tools as AI-powered apps like LinguaDecode auto-annotate videos with notes on idioms, cultural references, and speech patterns.

Phase 3: Application

A teacher simulates real-world tasks: role-plays, debates, or writing responses (e.g., a rebuttal to a podcast's argument). For example, after analyzing a TED Talk on AI ethics, students draft policy recommendations using the speaker's rhetorical strategies [6].

The students of the faculty of marketing, management, entrepreneurship study such disciplines as a business course in a foreign language, business administration in a foreign language, and the basics of marketing in a foreign language. The technical equipment at the faculty of marketing, management, entrepreneurship allows using modern technical appliances to watch authentic

thematic videos on various economic topics, read and study a lot of authentic economic articles.

The future of language education lies not in discarding textbooks but in curating authenticity—strategically selecting, scaffolding, and personalizing real-world content. By merging AI’s analytical power with human empathy, teachers can create immersive ecosystems where learners rapidly internalize not just words, but the worlds those words inhabit. As generative AI evolves, its greatest promise may lie in democratizing access to these methodologies, ensuring that a student in any country can decode a Parisian podcast or a Seoul street interview with equal precision and cultural insight.

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