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TEACHING AUTHENTIC MATERIALS IN ENGLISH TO ECONOMICS STUDENTS

Abstract: This paper examines the theoretical foundations and practical implications of using authentic materials in teaching English to economics students in higher education.

Аннотация: В данной статье рассматриваются теоретические основы и практические последствия использования аутентичных материалов при обучении английскому языку студентов-экономистов в высших учебных заведениях.

Annotatsiya: Ushbu maqolada oliy o'quv yurtlarida iqtisodchi talabalarga ingliz tilini o'rgatishda haqiqiy materiallardan foydalanishning nazariy asoslari va amaliy oqibatlarini ko'rib chiqiladi.

Keywords: authentic materials, ESP, economics education, content-based instruction, higher education

Ключевые слова: аутентичные материалы, ESP, экономическое образование, содержательное обучение, высшее образование

Kalit so'zlar: haqiqiy materiallar, ESP, iqtisodiy ta'lim, mazmunli ta'lim, oliy ma'lumot

INTRODUCTION

The integration of authentic materials in English language teaching for specific purposes has gained significant attention in recent decades. For economics students, mastering English has become crucial due to globalization and international business communications. This paper aims to analyze the theoretical framework and practical applications of using authentic materials in teaching English to economics students, focusing on the benefits, challenges, and best practices identified in the academic literature.

This study employs a systematic literature review methodology, analyzing scholarly works published. The review encompasses academic journals, books, and conference proceedings focusing on ESP teaching methodologies, particularly in economics education.

The concept of authenticity in language teaching was first popularized by [1], who argued that authentic materials provide realistic language exposure. In economics education, authentic materials include financial reports, market analyses, economic journals, and business news [2]. These materials serve dual purposes: language acquisition and subject knowledge enhancement.

The comprehensive analysis of literature reveals several significant findings regarding the implementation of authentic materials in teaching English to economics students. The research indicates three primary areas of impact: benefits of authentic materials, selection criteria, and implementation strategies.

The benefits of authentic materials are well-documented across multiple studies. According to Zhang and Crawford [3], students demonstrate increased motivation and engagement when working with real-world economic texts and materials. This finding is supported by Richards [4], who notes that exposure to authentic business and economic content

helps develop practical language skills that are directly applicable in professional settings. Furthermore, students show improved understanding of economic concepts when these are presented through authentic materials in English, as they simultaneously develop both their language skills and subject knowledge.

The literature also highlights crucial selection criteria for authentic materials. Brown [5] emphasizes that materials must align with course objectives while maintaining appropriate language levels for the target student group. Current economic content is essential, as outdated materials may present incorrect or irrelevant information. Petrov [6] particularly stresses the importance of cultural sensitivity in material selection, noting that economic texts often contain cultural references and assumptions that need to be properly contextualized for learners.

Regarding implementation strategies, successful integration of authentic materials requires careful consideration of several factors. Islamov [7] points out that scaffolding is crucial when introducing authentic materials, particularly for students at lower proficiency levels. The research demonstrates that effective implementation depends on systematic planning and integration with curriculum objectives. Martinez [8] emphasizes the need to balance linguistic and content goals, suggesting that teachers should develop clear frameworks for using authentic materials that support both language acquisition and content learning.

The literature review reveals both opportunities and challenges in using authentic materials for teaching English to economics students. The findings suggest that while authentic materials offer significant pedagogical benefits, their successful implementation requires careful consideration of several factors.

One key insight emerging from the analysis is the dual nature of authentic materials in economics education. As noted by Abdullaeva [2], these materials serve not only as language learning tools but also as vehicles for professional knowledge development. This dual functionality makes them particularly valuable in the ESP context, although it also presents challenges in terms of material selection and adaptation.

The research indicates that teacher preparation and support systems are crucial factors in successful implementation. Brinton and Snow [1] emphasize that teachers need adequate time and resources to select, adapt, and implement authentic materials effectively. This includes developing supplementary activities and scaffolding materials to support student comprehension and engagement.

A significant challenge identified in the literature is the need to balance authenticity with accessibility. While authentic materials provide valuable real-world language exposure, they can be overwhelming for students if not properly scaffolded. The solution, as suggested by multiple researchers, lies in careful material selection and systematic implementation strategies that consider both linguistic and content-related learning objectives.

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