

## BENEFITS AND CHALLENGES OF USING AUTHENTIC TEXTS, AUDIO, AND VIDEO MATERIALS TO ENHANCE THE STUDENT'S MOTIVATION IN TRANSLATION

*Khodjaeva Saodatkhon Saidullayevna,*

senior teacher of the Translation faculty,

English Applied Translation department,

World Languages Uzbekistan State University, (Tashkent, Uzbekistan)

*Mrs. Rasha Aldeeb,*

Podcast producer, scientist from Alexandria, Egypt

**Abstract:** This study explores the benefits and challenges of integrating authentic texts, audio, and video materials into practical translation as a means of enhancing language learning. Authentic resources expose learners to real-world linguistic patterns, idiomatic usage, and diverse registers, thereby enriching their linguistic competence. They also foster intercultural awareness, pragmatic understanding, and professional readiness by simulating real translation contexts. Moreover, the inclusion of audio-visual materials promotes multimodal skills such as subtitling and dubbing, aligning with the demands of the modern translation market.

**Keywords:** authentic materials, translation studies, language learning, audio-visual translation, intercultural competence, linguistic enrichment, teaching challenges

**Аннотация:** В данном исследовании рассматриваются преимущества и проблемы интеграции аутентичных текстов, аудио- и видеоматериалов в практическую работу по переводу как средство повышения эффективности изучения языка. Аутентичные ресурсы знакомят учащихся с реальными языковыми моделями, идиоматическими выражениями и различными регистрами, тем самым обогащая их языковую компетенцию. Они также способствуют развитию межкультурной осведомленности, прагматического понимания и профессиональной готовности, имитируя реальные контексты перевода. Более того, включение аудиовизуальных материалов способствует развитию мультимодальных навыков, таких как субтитрование и дубляж, что соответствует требованиям современного рынка переводов.

**Ключевые слова:** аутентичные материалы, переводоведения, изучение языка, аудиовизуальный перевод, межкультурная компетенция, языковое обогащение, проблемы преподавания

**Аннотация:** Ushbu tadqiqot til o'rganishni yaxshilash vositasi sifatida amaliy tarjimaga autentik matnlar, audio va video materiallarni integratsiya qilishning afzalliklari va qiyinchiliklarini o'rganadi. Autentik resurslar o'quvchilarni real dunyodagi lingvistik namunalar, idiomatik iboralar va turli registrlar bilan tanishtiradi va shu bilan ularning lingvistik kompetentsiyasini boyitadi. Ular, shuningdek, haqiqiy tarjima kontekstlarini simulyatsiya qilish orqali madaniyatlararo xabardorlik, pragmatik tushunish va professional tayyorgarlikni rivojlantirishga hissa qo'shadi. Bundan tashqari, audiovizual materiallarni kiritish zamonaviy tarjima bozori talablariga javob beradigan subtitrlar va dublyaj kabi multimodal ko'nikmalarni rivojlantirishga yordam beradi.

**Kalit so'zlar:** autentik materiallar, tarjimashunoslik, til o'rganish, audio-vizual tarjima, madaniyatlararo kompetentsiya, lingvistik boyitish, o'qitishdagi qiyinchiliklar

In the modern era of globalization and intercultural communication, translation pedagogy requires not only linguistic proficiency but also cultural competence and contextual awareness. Traditional classroom resources, such as textbooks and artificially simplified texts, often fail to reflect the dynamic and multifaceted nature of real communication. Therefore, the integration of authentic texts, audio, and video materials into translation training has become a significant pedagogical trend.

Authentic materials, defined as real-life language resources created for native speakers rather than for pedagogical purposes, serve as effective tools for bridging the gap between academic learning and professional translation practice. However, while *they offer considerable benefits* for developing linguistic and cultural skills, their use also entails certain *challenges* that educators and learners must carefully address.

- ✚ *Linguistic Enrichment.* Authentic texts expose learners to natural vocabulary, idiomatic expressions, stylistic variations, and discourse structures. Unlike simplified pedagogical texts, they reflect the actual complexity of language in different registers, allowing students to practice translating materials that resemble professional assignments [2, 2007].
- ✚ *Cultural and Pragmatic Competence.* Authentic audio and video materials present the cultural context in which communication occurs, enabling learners to interpret meaning beyond literal translation. This exposure strengthens intercultural competence, which is essential for accurate and context-sensitive translation.
- ✚ *Professional Relevance.* Translation students must be prepared to work with diverse genres such as news reports, technical manuals, films, or online media. Authentic materials simulate real-world professional tasks, fostering problem-solving skills and strategic thinking [3, 2005].
- ✚ *Motivation and Engagement.* Working with authentic sources enhances students' interest and motivation, as they encounter texts and media directly connected to real-life issues, events, and cultural products. This relevance makes the learning process more dynamic and interactive [Nunan, 1999].
- ✚ *Development of Multimodal Competence.* With the inclusion of video and audio, students engage in multimodal translation practices such as subtitling, dubbing, and audiovisual translation. These activities extend learners' skills beyond traditional text translation, preparing them for the demands of the modern translation market<sup>1</sup>. However, the use of authentic materials also presents challenges, including linguistic complexity, cultural barriers, preparation demands, technological limitations, and assessment difficulties.

*Here are some challenges of Authentic materials:*

- *Complexity and Difficulty.* Authentic materials are often linguistically dense, containing idiomatic language, jargon, or culturally bound references. For students with limited proficiency, this complexity may result in frustration and cognitive overload<sup>2</sup>
- *Cultural and Contextual Barriers.* Learners may face difficulties in understanding socio-cultural allusions, humor, or implicit meanings embedded in authentic resources. Without adequate cultural background, translation accuracy can be compromised<sup>3</sup>

<sup>1</sup> Díaz Cintas, J., & Remael, A. (2021). *Audiovisual Translation: Subtitling* (2nd ed.). Routledge.

<sup>2</sup> Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford University Press.

<sup>3</sup> Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.

- *Time-Consuming Preparation.* Teachers must invest significant effort in selecting, adapting, and scaffolding authentic materials to align with learners' proficiency levels and learning objectives. This preparation can be demanding in terms of time and resources<sup>4</sup>
- *Technological and Accessibility Issues.* Using audio and video requires technical infrastructure such as reliable internet access, playback equipment, and digital platforms. In some contexts, these resources may not be readily available<sup>5</sup>
- *Assessment Challenges.* Evaluating translations of authentic materials can be complex, since multiple valid solutions may exist. Teachers must develop flexible yet reliable criteria to fairly assess learners' performance.

### **Some practical examples of Authentic materials in translation teaching include:**

1. *Texts:* News articles from international media outlets such as BBC or The New York Times are used for translation exercises to expose learners to journalistic style, political terminology, and idiomatic expressions.
2. *Audio:* Radio interviews, podcasts, or speeches provide learners with exposure to natural speech, accents, and discourse patterns, which are later transcribed and translated in class activities.
3. *Video:* Film clips, documentaries, and commercials are incorporated into lessons for subtitling or dubbing practice, helping students to master timing, cultural adaptation, and multimodal translation strategies. These examples demonstrate how authentic materials bridge the gap between theoretical learning and real-world translation practice, while simultaneously developing linguistic, cultural, and technical competence.

The use of authentic texts, audio, and video materials in translation pedagogy offers a powerful means of enhancing language learning and preparing students for the realities of professional practice. By providing exposure to authentic linguistic input, fostering cultural and pragmatic awareness, and motivating learners through real-world relevance, these resources significantly enrich the teaching and learning process. However, the challenges of linguistic complexity, cultural barriers, resource availability, and assessment must be addressed through careful selection, scaffolding, and pedagogical mediation. Ultimately, the effective integration of authentic materials requires a balanced approach, where their benefits are maximized and their challenges strategically managed. The study concludes that the pedagogical integration of authentic resources is most effective when balanced with appropriate scaffolding, adaptation, and careful material selection.

### **References:**

1. Díaz Cintas, J., & Remael, A. (2021). *Audiovisual Translation: Subtitling* (2nd ed.). Routledge.
2. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118.
3. Kelly, D. (2005). *A Handbook for Translator Trainers: A Guide to Reflective Practice*. Routledge.
4. Khodjaeva Saodatkhon Saidullayevna. National Characteristics in Translations from English to Uzbek. *American Journal of Education and Evaluation Studies*, Vol. 2, No.1 (Jan, 2025) <https://semantjournals.org/index.php/AJEES/article/>
5. Nunan, D. (1999). *Second Language Teaching and Learning*. Heinle & Heinle.
6. Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford University Press.

<sup>4</sup> Kelly, D. (2005). *A Handbook for Translator Trainers: A Guide to Reflective Practice*. Routledge.

<sup>5</sup> Nunan, D. (1999). *Second Language Teaching and Learning*. Heinle & Heinle.

7. Бахтияров М.Я. Инглиз тилидаги предикативликни контекстуал воқеланиши. Ёш олим 2013. ЎзДЖТУ, Тошкент-2013.

8. Yo'ldoshev U.R. Badiiy tarjimani o'qitishda qo'llanadigan mashq va topshiriqlar tizimi. Til va adabiyot ta'limi. 2022 № 138-40- 8. betlar.

