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Based on the review of Associate Professor M. Ruzmetova

HISTORICAL SURVEY OF USING AUTHENTIC MATERIALS IN TEACHING IN THE FOREIGN LANGUAGE CLASSROOM

Annotation

This article focuses on revealing the methodical problem related to the effective organization of the English language teaching process, actively using authentic materials related to the speech activities of reading and listening comprehension. Foreign experiences related to this issue, results of effective research achieved in recent years, and practical and theoretical ideas implemented by scientists and researchers in our country will be discussed.

Key words: Authentic Materials; Advantages of Authentic Materials; Language Skills; EFL; educational resources.

ИСТОРИЧЕСКИЙ ОБЗОР ИСПОЛЬЗОВАНИЯ АУТЕНТИЧНЫХ МАТЕРИАЛОВ ПРИ ОБУЧЕНИИ НА КЛАССЕ ИНОСТРАННОГО ЯЗЫКА

Аннотация

В данной статье основное внимание уделяется раскрытию методической проблемы, связанной с эффективной организацией процесса обучения английскому языку с активным использованием аутентичных материалов, связанных с речевой деятельностью по чтению и аудированию. Будет обсужден зарубежный опыт по данному вопросу, результаты эффективных исследований, достигнутых в последние годы, практические и теоретические идеи, реализованные учеными и исследователями в нашей стране.

Ключевые слова: Аутентичные материалы; Преимущества аутентичных материалов; Языковые навыки; Английский как иностранный язык; образовательные ресурсы.

CHET TIL SINFIDA O'QITISHDA AUTENTIK MATERIALLARDAN FOYDALANISH TARIXI

Annotatsiya

Ushbu maqola ingliz tilini o'qitish jarayonini samarali tashkil etish bilan bog'liq uslubiy muammoni ochib berishga, o'qish va tinglab tushunish nutq faoliyati bilan bog'liq autentik materiallardan faol foydalanishga qaratilgan. Bu boradagi xorijiy tajribalar, keyingi yillarda erishilgan samarali tadqiqotlar natijalari, mamlakatimizda olim va tadqiqotchilar tomonidan amalga oshirilayotgan amaliy va nazariy g'oyalar muhokama qilinadi.

Kalit so'zlar: Autentik materiallar; Autentik materiallarning afzalliklari; Til bilimlari; EFL; ta'lim resurslari.

Introduction. Nowadays it is very important to know at least one foreign language. Students at school in Uzbekistan study English as foreign Language (EFL) and we should not only rise their learning interest but also give knowledge of the subject. There is no doubt that today English teachers have a lot of choices in terms of teaching materials. Choosing them we are to keep in mind that we should focus students' attention not only on vocabulary and grammar but prepare them for real communication where the knowledge of culture is sometimes crucial. Thus, the use of authentic materials can help to solve this problem.

Literature analysis on the topic. There are different views on the research of Authentic Materials at home and abroad Ferit Kilickaya from Middle East Technical University in Ankara, Turkey answers the questions of when and how authentic materials should be used in EFL classrooms, and how cultural content may be included in the curriculum. To address these questions, the research is organized in two parts. In the first part, the definition of authentic materials is given. Then advantages and disadvantages of the use of authentic materials are discussed. In the second part, the definition of culture is given and then, why and how cultural content should be used is discussed.

Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes by Omid Akbari and Azam Razavi from Imam Reza International University, Mashhad, Iran. Their work attempted to

investigate Iranian EFL teachers' attitudes and beliefs regarding the use of authentic materials at high school level in Iran according to communicative language principles, focusing on both reading and listening skills.

Scholars of Uzbekistan are also conducting their researches in Teaching English to young learners and problems of foreign language teaching at different stages of continuous education for instance, J.J. Jalolov, T.Q.Sattarov, G.T.Mahkamova, L.T.Ahmedova, M.J.Djusupov, D.U.Hoshimova, H.S.Mukhiddinova and studied in detail in the research of others.

One of the influential researcher docent G. Sh. Tajibayev made a great contribution to the development of this new area. His dissertation work was dedicated to investigate the effectiveness of communicative approach in teaching English in the primary classrooms. Also, M.SH. Ruzmetova made a significant research on the Technologies of Developing Competences in Teaching English to 5-7 Forms.

Research Methodology. Using Authentic Materials (AMs) in teaching English has been examined by many scientists since the approach of Communicative Language Teaching (CLT) introduced in 1970s.

The idea was to acknowledge to the use of written pedagogic materials for language teaching. The task with authenticity has its etymology in ethnographic intention of elicitation, description, and explanation of linguistic data.

The use of authentic materials in the language classroom has been extensively discussed to be productive to the language learners in different points. Achievements have been made in studying the advantages that the authenticity of language materials could bring and beneficial results have been described.

Harmer, J. (1994) states that authentic materials can provide great benefits to learners in the production and acquisition of language with a boost in their confidence in real-life use [1]. Additionally, Peacock, M. (1997) claims that learners' levels of on-task behavior, concentration and involvement can be increased by using authentic materials greater than employing artificial ones [2].

Setting too much emphasis on the elements of authenticity in selecting teaching materials, some researchers and teachers prefer to take the influence of native speakers in the creation of the selected materials for granted. Consequently, they ignore using those not produced by native speakers in their research and teaching practice. The ideas of using authentic materials are also in order with the need of real communication that is the characteristic of CLT. The language classroom activities should be a mirror of the real world and use the real world or "authentic" sources as the basis for classroom learning. This idea is also argued by Richards, C. (2006:20), "Classroom activities should parallel the „real world“ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium [3]. Using authentic materials in language teaching is recommended among references and many scientists in the field of language pedagogy. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Guariento, W & Morley, 2001; Wilcox et al., 1999) [4].

Authentic materials are the most important and useful tools for teachers in order to make his/her teaching in the class go interesting and be effective in giving the knowledge to all students. The use of authentic materials is considered to be a useful means to motivate learners, expand their interest and show them the real language they will face in the real world. Authentic materials are identified to be an important component in language learning and teaching at all levels. It is

argued by most of experts as an emotive and a debated notion. It reviews the history of using authentic materials, identify the most suitable authentic materials for the learning purposes since it will bring many advantages. The use of authentic materials gives to learners a lot of interest and motivation in order not feel bored and tired. Authentic materials reduce the boringness of text material. The importance of educational quality in today's globalizing era needs to be modernized. To reach this quality, more effective, creative and arguable approaches should be taken. As well as, regarding the language learning classes, authentic atmosphere of target language should be created with the usage of authentic materials. Martinez, A. (2002), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Kilickaya, F. (2004) has another definition for authentic materials, which is "exposure to real language and use in its own community [5]. Nowadays, preparing students for real life situations is of almost concern for English language teachers, especially in EFL classes. Teachers especially in places where English is a foreign language, need to use effective teaching materials, in order to help their students to learn English better, as well as prepare them to communicate with the outside world. Bacon, S. M and Fineman, M. D (1990: 459), state that teachers need to "find ways and means of exploiting authentic materials in classroom instructions." Many researchers state that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. Researchers claim that when authentic materials are used with the purpose of students learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating (Lee, 1995; Little, Devitt & Singleton, 1988; Peacock, 1997; Shei, 2001).

There is a considerable range of meanings associated with authenticity, and therefore it is little surprise if the term remains ambiguous in most teachers' minds. What is more, it is impossible to engage in a meaningful debate over the pros and cons of authenticity until we agree on what we are talking about. We showed four possible meanings from the literature below:

a) Authenticity relates to the language produced by native speakers for native speakers in a particular language community (Porter & Roberts 1981; Little 1989).	b) Authenticity relates to the language produced by a real speaker for a real audience, conveying a real message (Morrow 1977; Porter & Roberts 1981; Nunan 1988; Benson & Voller 1997).	c) Authenticity relates to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson 1978/9; Breen 1983).	d) Morrow (1977: 13): defines "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort."
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The definition of authentic materials is a bit different in literature. The similarity of definitions is exposure to real language and its use in its own community. Authentic material is any material written in English that was not created for intentional use in the English language classroom. Using these materials to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to obtain true responses from learners. Rogers, C.V (1998, pp 467-478) defines it as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" in terms of real life and meaningful communication [6], Jordan, R. R. (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes [7]. Authentic materials are

significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento, W & Morley (2001, p.347).

When people first think of authentic materials, they usually think that we are talking about newspaper and magazine articles. However, the term can also include such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unchanged in the classroom. The materials used, will of course, depend on the "usual" factors: topic, target language area and students need and interest. It's no good trying to get your students fascinated by a text on the latest art movie if they are all fans of action films. You might as well save your time and energy and just use the text book.

Gebhard, J.G (1996) classified the authentic materials as below:[8]

1. Authentic Listening-Viewing Materials:	2. Authentic Visual Materials:	3. Authentic Printed Materials:
TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.	Slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.	Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist telephone books, maps

As the essential aim of teaching process is to encourage learners to learn the target language well, teachers try to fill necessity into teaching process by sharing different sources with classroom. A language teacher should be very careful and selective in choosing teaching materials and presenting them to learners. However, it is not an easy task to deal with selection of teaching materials since it is a major challenge for teachers regarding appropriateness and reliability of sources.

Teachers are looking for such appropriate materials with the help of which learners come close to using language in real life situations. In other words, learners should experience actual usage of the language with the help of sources generally referred as "authentic" materials. In fact, the term "authentic material" is a central point of heated debates for the last period as scholars hold diverse opinions concerning whether to present these materials into classroom or not. The premise derived from the above-mentioned definitions can be expressed that "authentic" implies something created for real purposes and free from imitation. Bearing this in mind, scholars provided their own explanations for authentic materials. According to Harmer. J (1991), authentic texts are «real designed not for language students, but for the speakers of the language in questions».

The idea can be implemented in a way that authentic text is created to fulfill some social intentions rather than teaching learners. M. Peacock pays a close attention to social aspect of the term while defining it: "Authentic materials are the materials that have been produced to fulfill some social purpose in the language community"[9].

In our opinion, Peacock, M (1997, 51 pp. 2-6) tries to generalize the notion of authentic materials by deliberately excluding the implication to classroom usage, more patently, the idea of accomplishing "social purpose" denotes that it is not intended for teaching. Coming out of the above-mentioned scholars' opinions, it can be emphasized that authentic materials are considered to be sources that are produced by native speakers of the language and not initially designed for the purpose of teaching. At the same time, according to Clark, J.L (1987:178) authentic reading and listening materials (such as announcements, instructions, timetables, pricelist, newsflashes, weather reports, etc.) are incorporated into a variety of multi-skill communicative activities such as games, simulations, projects, and drama activities [10]. Without doubt, authentic materials are valuable sources of information to arise learner's interest and motivation if they are applied

appropriately during lessons. Nuttal, C (1996) puts the term of suitability a little bit differently that sources should correspond with learning needs (so suitability is merely confined to learning needs) [11]. Exploitability means a source is supposed to be useful for enhancing skills and adequately interesting to elicit learners' attention while readability refers to coincidence of materials with students' current level. Additionally, motivation and interest serve to enhance learning process in most respect. Mc Grath also mentions about learners' level when explaining linguistic demands [12]. Concerning all opinions, it can be concluded that an instructor should bear in mind the following criteria while choosing authentic sources for class:

- a) To be relevant learners' needs and their levels;
- b) To be in accordance with the course objectives;
- c) To be skill-oriented (they need to target at developing certain skills);
- d) To be gripping enough for learners (they should attract learners' attention);
- e) To be informative (they should provide new information).

Analysis and Results. We studied the textbook "Guess What!" for 5th and 6th grades. While studying this textbook, we concluded that materials in this textbook can be authentic but they are difficult to perceive by students as they are EFL students. The materials are challenging to accomplish. To solve this problem, we enriched the textbook exercises with authentic materials and techniques. We did the experimental teaching process by enriching the lesson with authentic materials and communicative teaching methods such as: "Define It, Drawing Dictation, Playful Pictures, Memory Story, Opinion/Running Dictations and Word by Word Story". The result shows that authentic materials and teaching method above make the lesson effective, interesting and easy to understand by all students including the students with a low level of knowledge.

Conclusion. Classroom activities should parallel the „real world“ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium. Apply authentic materials with communicative teaching methods such as: "Define It, Drawing Dictation, Playful Pictures, Memory Story, Opinion/Running Dictations and Word by Word Story" to EFL classroom to make the lesson effective, interesting and easy to understand by all students including the students with a low level of knowledge.

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