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USING AUTHENTIC MATERIALS IN THE CLASSROOM

Annotation

Using authentic materials is a relatively easy and convenient way of improving not only to students' general skills, but also their confidence in a real situation. This article is about persuasive voices insisting that the authentic materials are presented in the English classroom not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use. Authentic texts or materials are beneficial to the language learning process. Authentic materials should be introduced and should be used in classroom.

Key words: Authentic materials, cultural barriers, foreign language, visual materials, printed materials, grammar points, language learning experience.

Authentic materials bridge the gap between classroom language use and real life language use by bringing familiar linguistic situations and materials right into the classroom. When teachers use authentic materials they are in fact helping ELS students to make comfortable transitions into the culture. The global tendency of modern civilization development shows that steady development of a society in the strategic plan depends on efficiency of educational system to a greater degree. The future of society depends on the quantity and quality of its educated citizens". That is, quality of the human resource in which formation the leading part belongs to an education system, becomes the basic criteria of a development level of the country.

Extending integration processes, growth of professional and scientific exchanges, consolidation of the international interaction and cooperation in last decade stimulated progressive development of foreign language teaching. In the educational system of Kazakhstan there has been significant positive learning of foreign languages is recognized socially significant as a pledge of maintaining person's practical and professional ability in the modern multilingual and the multicultural globalized world;

- English language is recognized as the language changes, both in substantial, and in the organizational plan: of the international dialogue together with the state Kazakh language and Russian as the language of interethnic dialogue.

The status of foreign language as means of communication is considerably raised now in connection with new opportunities in personal, professional, cultural, scientific contacts with native speakers.

N.D. Galskova accurately states, that the new status of foreign language as means of communication substantially stimulates " movement of a society towards new forms and models of teaching foreign language as a subject ".[1] The new conception of education places the learner's interests, personal qualities and properties in the centre of educational system. In foreign language teaching system it is shown in an orientation of the whole teaching process towards learner's needs and motives.

Teaching foreign language as a part of the general educational process solves a problem of the formation of pupils' communicative competence - knowledge, habits, skills which are developed in use of language and allow the pupils to communicate overcoming the language and cultural barriers, to carry out communicative tasks and activities in various situations and conditions.

It is commonly known that teaching foreign language depends on the content of teaching which includes the following basic components:

- spheres of communicative activity, a theme, a situation and the ways of their expansion, communicative and social roles, speech activities, a speech material (texts, speech patterns and so forth);
- a complex of basic skills which describe a level of mastering foreign language as means of communication in terms of intercultural cooperation;
- background knowledge of national, cultural peculiarities and realities of the country which language is under study, a minimum codes of ethics in speech and skill to use them in various fields of communication;
- language material, rules of its formation and skills in their usage.

As we see language material plays an important role in teaching foreign language. The use of authentic materials in EFL classroom is what many researchers have been discussing for many years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: authentic newspaper reports, for example, authentic magazine articles, authentic advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process.

Traditionally, authentic materials have been defined, "as those which have been produced for purposes other than to teach language" (D. Nunan 1988, p. 99). Oksana Kijan enumerates definitions of authenticity, given by different researchers in her work "Authenticity as a methodological category in foreign language teaching". J. Harmer defines authentic texts as materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language. R. Jordan refers to authentic texts as texts that are not written for language teaching purposes. W. Lee conjectures that, "a text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real-life communicative purpose. H. Widdowson refers to them as a characteristic of the relationship between the passage and the reader and it has to do with appropriate response, that is, authenticity is created through the interaction of users, situations and the texts. P. Little, D. Devitt and P. Singleton under authentic texts understand the texts, made to execute a certain social order at studying the language, not written specially for studying the second language (samples of newspaper or magazine articles, broadcasts, advertisements).

In Webster's dictionary authenticity defined as the quality or state of being authentic taken its origin from Greek word "authentikos" (reliability, genuineness).[2]

In Longman dictionary the term authenticity is given as: "the degree to which language teaching materials have the qualities of natural speech or writing".[3]

Authentic material is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language. Proving application of the authentic, non-adapted texts intended for native speakers, methodologists put forward the following statements:

1. Use of the artificial, simplified texts subsequently can complicate understanding of the texts taken from " a real life ".
2. "Prepared" educational texts lose characteristic features of the text as main units of the communication, author's individuality and national specific character is lost in them.
3. Authentic texts are various in style and subjects, work on them arouse learner's interest .They have a positive effect on learner's motivation.
4. Authentic texts are optimum means of training culture of the target language country. They provide authentic cultural information.
5. Authentic texts illustrate language in the form accepted by native speakers and in a natural social context. They provide exposure to real language.

6. They relate more closely to learners' needs.

7. They support a more creative approach to teaching.

Authentic materials motivate pupils because they are more interesting internally and provide the big stimulus for study, than artificial or non authentic materials.

In linguistic aspect authentic texts are characterized by peculiarities of lexicon: there are many interjections, words with emotional coloring, the word-combinations designed for associative communication, phrase logical units, fashionable words;

-and peculiarities of syntax: brevity and contracted forms of a sentence, incompleteness, breakage of the started sentence. Existence of independently used subordinate sentences.

When we speak about socio-cultural aspect of authentic texts we mean productive vocabulary which consist of lexical units with communicative function in typical situations of communication, including estimated lexicon for expression of the, opinion, colloquial clichés, and also words with a national - cultural component: background lexicon, lexicon without equal meaning, the realities connected with holiday, pastime, leisure, realities of a daily life. They help to penetrate into other national culture, to master daily lexicon of native speakers.

In psychological aspect such texts have the interactive structure of speaking. On the one hand, the text acts as the product of speaking and influences reader, on the other hand it acts as object of semantic processing and creates the necessary contents and communicative base for development of speaking: it possesses communicative integrity, by this meets pupils' cognitive and emotional inquiries, makes active their thinking ability.

Semantic aspect of the text is of great importance. Considering semantic aspect of authentic texts E.Nosonovich and R. Milrud point out the following criteria:

1. Cultural authenticity - use of the texts which represent peculiarities of other culture, habits of native speakers, features of their life.

2. Informative authenticity - use of the texts carrying significant information for learners, corresponding to their age and interests.

3. Situational authenticity assumes naturalness of the situation offered as an educational illustration, interest of native speakers in the declared theme, naturalness of its discussion.

4. The authenticity of national mentality explains relevance or irrelevance of this or that phrase usage.

5. Reactive authenticity – while working authentic text out we should pay attention to the fact that it has to possess the ability to cause learner's authentic emotional, cogitative (intellectual) and speech response.

6. Authenticity of decoration which draws pupils' attention, facilitates understanding of the text's communicative tasks and establishment of its connections with reality.

7. Authenticity of educational tasks to texts - tasks should stimulate interaction with the text, should be based on activities which happen in the world outside the classroom, at working with sources of the information.[4]

Some authentic materials as material source for lesson planning, are shown below:

1. Authentic Listening _Viewing Materials --TV commercials, quiz shows, cartoons, news lips, comedy shows, movies, soap operas, professionally audio _taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials --slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials --newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone

books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

4. Realia used in EFL _ESL Classrooms - coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Regalia are often used to illustrate points very visually or for role-play situations.)

Among these sources of authentic materials we've chosen documentaries and songs. As the result we found out that video lessons are extremely handy tools to own or access. When watching video lessons, a new language learner can absorb the sound of the pronunciation of the instructor and the sight of the matching pictures and words. This is where sight and sound tie in together to create a well rounded audio-visual learning experience. Reading, spelling and writing can be implemented in a very unique way of watching the video lessons as often as needed.

Video lessons can be paused, replayed and discussed at leisure. Video lessons offer a library of topics that a teacher or parent might not cover or have thought of. Video lessons can be watched or accessed at any time of the day or night at someone's convenience. This can actually accelerate the learning pace if needs be.

A new language learner needs to solidify a new concept by taking a lesson and watching it as often as needed. Everyone learns at a different pace, therefore video lessons act as a self-paced tool.

Testing a new language learner with well rounded, simplified tests is also a good idea. Once enough has been learnt and understood, a student should be challenged to see if they have grasped their lessons.

Test the new language learner on spelling words they have learnt, true and false sentences, fill in the gap and naming items.

Dynamic, interesting and exciting English video lessons will enhance a student's language learning experience and build confidence in the use of their new vocabulary and speech. Learning English will take their lives to a whole new exciting level! [5]

Another source of teaching language is bringing songs to the classroom. There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Songs are highly memorable and motivating. Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

For teenagers or adults in the intermediate or advanced level, it is better to use more meaningful or popular songs, which not only review or introduce grammar points but also reflect cultural aspects. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- Gap fills or close texts
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Circle the antonyms/synonyms of the given words
- Word grab with songs

As a consequence, the use of authentic songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a

structure, and they often eliminate the student's negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can benefit from using songs, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

Literature

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ НА УРОКАХ

Аннотация

Использование аутентичных материалов является относительно простым и удобным способом улучшения не только общих навыков студентов, но и их уверенность в реальной ситуации. В общем материалы, включающие использование языка естественным путем используются в коммуникации в контекстах с носителем языка. Аутентичные тексты или материалы являются полезными для процесса обучения языку, аутентичные материалы должны быть введены и должны использоваться в классе.

Ключевые слова: аутентичные материалы, культурный барьер, иностранный язык, визуальные материалы, печатные материалы, грамматика, опыт изучения иностранного языка.

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САБАҚ БАРЫСЫНДА АУТЕНТТІ МАТЕРИАЛДАРДЫ ҚОЛДАНУ

Аңдатпа

Аутенттік материал деп табиғи ортадан тыс жерде тіл өкілдері ағылшын тілін оқытуда коммуникативтік бағытқа бағытталған тілдік еш өңдеусіз, шет елдік аудитория үшін өзгертілмей дайындалған шетелдік материалдың теңтүпнұсқасын түсінеміз. Аутентті материалдары ағылшын тілі сабағында қолданудың маңызы жоғары екендігі мәлім. Аутенттік материалдарды қолданып сабақ өткізу оқушылардың сабаққа белсенді қатысуына тиімді әсер етеді. Сонымен қатар бұл бағыт оқушыларды беслендендіріп, оқуға қызықтырады, және оқушылардың арасындағы диалог құрып тәжірибе алмасуға әсер етеді.

Кілт сөздер: аутентті материалдар, шет тілі, көрнекі материалдар, грамматика, мәдени барьер, баспа материалдары, шет тілін үйрену тәжірибесі.