

DOI: <https://doi.org/10.36719/2706-6185/20/29-33>

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THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN ENGLISH TEACHING

Abstract

The article shows that films should be widely used in the teaching of specialized language in language faculties. The films presented to the students should be authentic and should be selected taking into account the age, intellectual and knowledge levels of the students. When choosing films, the students' national-cultural affiliation, the socio-cultural context in which the training takes place must be taken into account. Films should be neither too easy nor too difficult, both in terms of content and language. Work in this direction should start from the initial stage of education, and should be carried out in a purposeful, systematic, step-by-step manner, following the principles of easy to difficult, simple to complex.

Keywords: *teaching, authentic material, foreign language, communicative approach, English language*

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İngilis dilinin tədrisində autentik materiallardan istifadənin əhəmiyyəti

Xülasə

Məqalədə göstərilir ki, dil fakültələrində ixtisas dilinin tədrisində filmlərdən geniş şəkildə istifadə edilməlidir. Tələbələrə təqdim edilən filmlər autentik olmalı, tələbələrin yaş, intellektual, bilik səviyyələrini nəzərə alınmaqla seçilməlidir. Filmlər seçilərkən, tələbələrin milli-mədəni mənsubiyyəti, təlimin baş verdiyi sosio-mədəni kontekstin nəzərə alınması mütləq tələbələrdən biridir. Filmlər həm məzmun, həm də dil baxımından nə həddən artıq asan, nə də həddən artıq çətin olmalıdır. Bu istiqamətdə iş tədrisinin ilkin mərhələsindən başlamalı, asandan çətinə, sadədən mürəkkəbə prinsiplərinə riayət etməklə məqsədyönlü, sistemli, mərhələli şəkildə həyata keçirilməlidir.

Açar sözlər: *tədris, autentik material, xarici dil, kommunikativ yanaşma, ingilis dili*

Introduction

During the development of Azerbaijan's multifaceted political, economic and cultural relations, the problem of teaching the English language, which has gained the status of a global language in the modern world, at a level that meets the requirements of the time, is of particular importance. Today, English is one of the most important subjects taught in both secondary and higher educational institutions of Azerbaijan. It should also be noted that in the era of globalization, knowledge of foreign languages, first of all English, is put forward as an important condition. The interest in learning English in our country is increasing day by day.

In the traditional methods used in teaching English, teachers explained grammar based on rules only and then practiced and reinforced them through various exercises. However, teaching grammar with these methods did not give the desired results, that is, while language learners used the rules well in assignments and tests, they had difficulties in using the language in communication. New approaches were introduced in teaching grammar, one of which was the communicative approach. In this approach, the processing of aspects of the language in conversation was taken as the basis.

The focus was on the extent to which the learners could master the grammatical structure and use it in mutual communication. M.Kanal and M.Svein mentioned that the communicative approach consists of four competences, and one of those competences is grammatical competence. In this approach, grammar as a competence was based on the correct processing of linguistic units in the composition of sentences, conveying the meaning according to the correct structure (Moya, 1998: 78).

Since the communicative approach is based on communication, many materials are used in the teaching process. Such materials are dominated by authentic materials. Authentic materials include things, books, newspapers, magazines, films, DVDs, CDs in the original language. These types of materials are related to real life and are not intended to be used for pedagogical purposes. According to D.Nuna's opinion, authentic materials give learners ample opportunities to use the language freely in communication. D.Nunan includes in the concept of "authentic materials" various television and radio programs, interviews, announcements, various types of talk shows, stories.

As we know, teaching grammar is done in two ways, deductive and inductive. The difference between deductive and inductive ways is that the deductive explanation starts with the explanation of the rule directly, after the grammar rule is understood, it is applied through tasks, conditions are created for its use in different types of activities. But in an inductive explanation, those who delve into the relevant information discover the rules and know in advance how they are used. After studying its application, the resulting grammatical structure is explained separately. In modern methods, more space is given to the use of the inductive way. Gradually, the importance of inductive explanation, which is used to overcome the unsuccessful results of the deductive method used in traditional methods, begins to increase. In the communicative approach, grammatical rules are explained by applying them in real-life situations. In this way, authentic materials are used more often (Richards Jack, Rodgers Theodore, 2014: 83).

Authentic materials are useful because they are interesting and motivating. Such materials are selected based on the interests and needs of the students. The order of materials collection and use is selected according to the purpose of the training process. At this time, consideration is also given to covering the grammar rules that need to be taught. The more thoroughly the rules are explained, the more successful the learning process will be. Also, by using authentic materials, learners can improve their language skills. Authentic materials are selected not only according to the purpose and language needs, but also according to the age of the beggars. At this time, the types of activities, the degree of difficulty of the materials and the age factor should be compatible with each other. Another factor in the selection of materials is the students' language level.

Being aware of the language level of the learners greatly influences the successful application of the materials and determines the sequence of details to be included or to be made in the materials. M. Swan notes the following opinion about authentic materials: "Authentic materials give students the opportunity to use the language in real life and instill in them reliable linguistic knowledge to advance the language acquisition process" (Agriyanti, Malabar, 2016: 125).

In fact, programs, recordings, books, newspapers, magazines, etc. included in the authentic materials are tools made in the target language and have no pedagogical purpose. Also, these materials are materials that connect language units that can be used in real life, help learners to use grammatical structures correctly, and use relevant linguistic units.

There are several advantages in applying authentic materials to the learning process. Thanks to this type of materials, students witness real discourse and become its real participants. Materials are the main source of motivation for students to learn the language, it motivates them to learn the language and they get a lot of new information while learning the language. Because authentic materials involve real-life events, they increase students' worldview. Since real life events are not fully covered in the textbooks used during the class and made only for pedagogical purposes, authentic materials are used to fill this gap.

Through authentic materials, learners learn about the culture, people and sights of the country they are learning, which can help them when they travel to that country. Another advantage of such materials is that the same materials can be used for different types of tasks in several conditions. Because authentic materials reflect the changes that occur in the language and the diversity of the language, learners are prepared for the changes that will occur in any situation. Reading materials such as books, newspapers, and magazines helps students become familiar with the differences in grammar rules and review them to find and highlight the necessary information in a short amount of time. At the same time, authentic materials are rich in different types and language styles that are not found in pedagogical materials, so the use of these materials is very convenient. When using authentic materials, teachers create interaction with students, during which they develop their communicative skills and are encouraged to use that language in speaking. The language and structure of authentic materials are considered a convenient source of knowledge for students, these materials are prepared by native speakers. With the help of these materials, students become confident and fluent in speaking English. Another positive aspect is that teachers help students to participate in English environment in different situations and prepare them for successful communication. Authentic materials also help to reduce the degree of anxiety learners have towards the new environment in the target language (Chakmak, 2009: 78).

In the methodology of teaching foreign languages, authentic materials are considered as texts prepared by one or more people at the same time. Some researchers say that any material can be considered authentic due to its cultural content. They argue that the presentation of authentic materials in the foreign language classroom shows us the cultural heritage of the language we are learning. A foreign language teacher who uses authentic materials conveys the cultural interest in the language to the learner. Even two identical cultural elements that are compared create agreement in the student's ability to make this comparison and know how to act in similar situations. Research in this field confirms that when students learn the language, customs, history, and culture of a new country, they have a desire to compare the language, culture, and history of their own country. We should take into account another main factor, that using authentic materials as a "witness" of the culture, history, behavioral norms of a foreign language, it becomes easier for the student to know the culture, language, behavioral norms of a foreign country, even the foreign language itself. We believe that authentic it is necessary to use materials if either the materials used are a little old or do not contain enough important information. Even the Common European Framework of Language Reference (CEFLR) mentioned some aspects of using visual and communicative materials in teaching foreign languages. It follows that it is important to use authentic materials in the language, because it reflects in its original content (Swan, 2002: 77).

Non-authentic materials are considered more suitable for learners. As mentioned earlier, authentic materials are considered both complex and difficult to understand. On the other hand, materials such as class books are prepared by teachers based on the level and skills of the children. Therefore, it becomes easier for students to control themselves in class. In addition, the theme of the actual materials is sometimes not suitable in some countries. It is considered that the theme of the materials used should match the local theme. Therefore, it is more appropriate for teachers to use materials prepared by themselves. However, it is assumed that since English is an international and global language, using authentic materials in language teaching is not an important factor. As a result, learning the culture of the target language is no longer so important. English as a language does not require making its culture an internal part of the language.

The benefits of authentic materials are many. First, authentic materials bring students into contact with real language and become closer to the target language. Klikaya notes that authentic materials show students a model of the target language. Using authentic materials, students learn how to use the language in real situations. In addition, they feel closer to that language by using real-world factors in the real world. It enables learners to use English better outside the classroom and to create better communication. It is easier for students who get acquainted with the language once in the learning process to apply it in a real situation. Second, using authentic materials

motivates learners to learn English. Therefore, raising their enthusiasm and motivation is one of the difficult tasks for teachers (Seeger, 2009: 78).

As a result, methodologists and educators say that the use of authentic materials has a positive effect on the motivation of learners. One of the scholars who supports this idea is Pekok. In 1997, Pekok organized a conference in South Korea that supported university students in learning a foreign language. The main goal of this conference was to analyze the use of authentic materials and their role in student motivation. This conference involved 31 university students who were divided into two experimental groups. He applied both authentic and inauthentic materials to both groups. As a result, it was noted that authentic materials have a positive effect on the enthusiasm and motivation of learners.

During the conducted research, it is revealed that authentic materials have both positive and negative aspects. First of all, there is an appeal to cultural factors in many of the applied authentic materials. This may not be understandable for learners who are not familiar with the culture of the language and may cause them to face difficulties in the learning process. One of the problems that arise during the acquisition of materials is related to the vocabulary base of learners. The vocabulary used to solve the goal set during the study of the materials may be inappropriate for the student's language level. At the same time, the grammar used may not be compatible with the knowledge learned by the students. At this time, encountering that difficulty can have a negative impact on the learning process.

In general, authentic materials have a mixed structure. Sometimes difficult words and grammatical units used in the materials cause a loss of time in understanding the text for learners with a weak language level. Therefore, special preparation is required to save time. Some parts that may appear during the preparation and are considered difficult should be explained to the students. The use of different language variants in interviews, radio and television programs can cause some confusion. Sometimes, incompatibility of the information in the old newspaper and magazine materials with the requirements of the modern era causes students to face difficulties during the learning process. So, after a while, the information becomes outdated and loses its relevance. Therefore, it is necessary to replace the materials with new ones. There are a number of titles, announcements, and signs that you should definitely have some knowledge about. In addition to the pros and cons of authentic materials used in teaching grammar, attention is also paid to how appropriate these materials are.

As we mentioned above, studying authentic materials is fun and it attracts more attention of the students. Therefore, the materials should be linked to the lesson and designed according to the interests of the learners. For example, if students like movies or music, then you need to use materials that cover this topic. They apply the acquired knowledge to the learning process by performing tasks both in groups and individually.

Since communicative language teaching is student-oriented, the choice of topic should be based on their interests. Another problematic issue is the volume of materials. The amount of materials has a great influence on the progress of the lesson. So, if the materials are too long, it can make the lesson boring and distract the learners. Therefore, it is important to pay attention to the volume as well as the appropriateness of the topic. Thus, the role of authentic materials in teaching grammar is irreplaceable. Taking into account the positive and negative aspects that we have mentioned, during the application of authentic materials to the teaching process, learners witness the use of grammatical rules in situations. Later, they themselves freely use these rules in their daily life (Littlewood, 2008:108).

Authentic materials play a major role in the development of speaking, listening comprehension, reading and writing skills, and the materials used in the development of each skill result in different processing of relevant grammatical rules, sentence structure, and words in context. It also helps learners to consolidate their knowledge through various means, practice and acquire new information through it. The use of authentic materials in many of the trainings plays a key role in the application of multifaceted topics, in the mutual communication of students, and in increasing

their motivation towards the target language. Dialogue, role-playing, information completion, etc. through authentic materials. types of activities are used. Sometimes by dividing students into groups and organizing small competitions, conditions are created for them to apply their knowledge quickly and accurately.

In the communicative approach, the inductive teaching of grammar is carried out not only with the use of textbooks, but also with additional materials and authentic materials. The relevance of these materials to life and the preparation by native speakers has a positive effect on the teaching of grammar. Conducting various games, performing communicative tasks based on authentic materials leads to better mastering of grammar and fluent use in communication (Nunan, 1999: 336).

Conclusion

In conclusion, the advantages of authentic materials are countless. First and foremost, using authentic materials boosts learners' self-confidence because they see that they can handle it in real-life situations. When they get a chance to explore the real language, speaking skills become more natural. Although textbooks or other tools are used as one of the main tools for teaching a foreign language, they are looking for these types of materials. A third major issue that emerges when discussing the merits of authentic materials is that they create cultural awareness. We should mention once again that the students are in contact with all the realities of the modern language and as a result they can face all the questions in understanding. Authentic materials have not only positive effects, but also negative effects. The most common problem with authentic materials is their degree of difficulty. Many teachers argue that this type of materials should be intended only for students of a certain level, and students who are just starting to learn the language should not be included in this group. But we should consider this difficulty as the main drawback of authentic materials, because problems of this type can be solved with a little imagination.

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Reviewer: p.h.d. Gulnar Qambarova

Received: 17.12.2022

Accepted: 15.02.2023