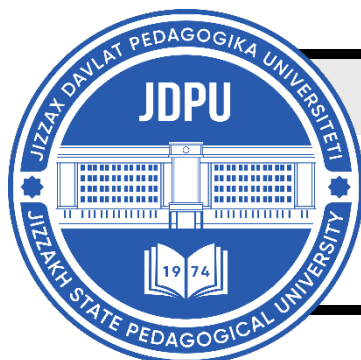


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CRITERIA FOR SELECTING AUTHENTIC TEXTS FOR ENGLISH LANGUAGE CLASSES IN NON-PHILOLOGICAL EDUCATION

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ABOUT ARTICLE

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Abstract: In this article we are going to discuss the criteria for selecting authentic texts for English language classes in non-philological field of study. Moreover, this article is devoted to the effects of using authentic texts and the development of using authentic texts in non-philological education English classes. We tried to determine the importance and necessity of using real texts and their role in teaching foreign language especially English. It is salient that, in our developing age there are still huge of problems in teaching English effectively despite there are so many methods, approaches as well as resources. Not knowing from where to start learning a language independently, lack of basic knowledge for training, lack of resources and materials effective from existing sources. This includes the inability to obtain or select a resource that suits the language learner in all respects.

INTRODUCTION

The use of authentic materials in foreign language learning has a long history.

We will consider the theoretical views of a number of scientists who have put their thoughts and experiences on the introduction of authentic texts and materials into education, especially foreign language teaching. For example, Henry Swit, one of the first linguists, analyzed these texts in depth and provided a lot of information at the end of the nineteenth

century. He regularly used authentic texts in his books and was well aware of their potential advantages over fictional material:

A great advantage of natural, idiomatic texts over artificial "styles" or "sequences" is that they do justice to every feature of language. And artificial systems lead to constant repetition of some grammatical constructions. Certain elements of vocabulary, certain combinations of words, almost completely exclude others, which are equally or perhaps even more important. The choice of words or vocabulary in teaching foreign languages is limited to a specific topic. Context plays an important role in creating meaning. Foreign language pedagogy advocates the need to teach language in context, although it is not always clear how teachers relate language to its social context. Real texts (authentic texts) are non-pedagogical texts that help students improve not only their communication skills, but also their cultural competence. Real materials, also known as realia, can be defined as anything created for speakers of a language. With the changing boundaries of language, the definition of authentic text is now widespread as a source that includes ideas, words, phrases and expressions heard and read in real-life situations. In recent years, a lot of attention has been paid to the issue of authenticity in the methodology of teaching foreign languages. Among the most effective and convenient methods of improving the process of foreign language teaching in non-linguistic faculties and higher educational institutions, we highlight the advantages and convenience of teaching through authentic texts, real tools that bring students closer to the natural foreign language cultural environment. Below we provide detailed information about what authentic texts mean and the history of its use in education, as well as the opinions of a number of scholars. The word "Authentic" means "real" when translated from English. This term is often used to describe texts in the classroom. However, authentic texts were not originally intended for educational purposes.

MATERIALS AND METHODS

Authentic materials focus on both reading and listening comprehension skills be it materials, in fact, they are directed to the purpose of providing information, and they are precisely language are materials not intended for educational purposes. Films, plays, works of art, scientific texts, newspapers and magazines, TV shows can be included. Real Non-literary materials are invented, written or written for the purpose of learning a particular language including audio and video recordings. Special, direct language learning is aimed at them in imitation of textbooks, manuals or real materials for language learners developed materials are included. Of course, using these materials makes the work of teachers much easier. Especially with textbooks from them use in the design of class or course lessons and in the orderly creation of the curriculum and good at delivering lessons to students in a logical sequence serves as

programming. Authentic materials enrich the teaching process and students' language learning helps to further increase their interest. If authentic materials are in textbooks if it is chosen according to the listed educational programs, it is a problem in the process of searching and choosing them not encountered, only then these materials will have coherence and logical sequence. When real materials are developed and presented to the public, the consumer is in their native language level, and no language learners are expected to understand the language used not specialized for, that is, without any special language learning or teaching structures will be. Its advantages are exactly that. That is, language learners from these materials while using, real-life language expressions, slangs, accents, the application of academic words, even to dialects, and to real language in general faces aspects. Real materials allow you to get acquainted with the original features of the language will give. The high information content of authentic texts helps to develop abstract thinking and build confidence. It is the non-philological education that helps students to understand the main purpose of the text, analyze the data, analyze and form their own opinions. This helps students to develop confident and independent thinking. Authentic materials make the language learning process meaningful and effective because they provide students with real-life experiences and give them the opportunity to express their opinions and give advice. The use of authentic texts in English language classes shows its effectiveness. In addition to this, and as mentioned in Little et al 1989, the introduction of authentic materials serves three important functions, enhancing motivation, promoting language acquisition and contributing to language immersion. Moreover, authentic materials reflect the culture and sociolinguistic background of the target language. A Knowledge of such cultural aspects gives the learner an awareness in his communication acts. Communicative competence is not limited to the mastery of grammar rules together with lexicon it is knowing when and how to speak i.e. appropriateness. A sentence might be grammatically correct and acceptable but inappropriate to the context. To sum up, we can say that authentic materials are valuable sources of instruction and information for the learners by keeping our students' knowledge updated. At any rate, the field of materials and materials development remains a challenging one because of the students' ever changing needs. Especially, students who are not majoring in foreign languages are not only interested in the opportunity to learn the language through authentic texts, but also the culture, beliefs and traditions of the country where the language is being studied. And this will certainly motivate to improve the use of such real texts in classes.

RESULTS AND DISCUSSION

Authentic materials enrich the teaching process and students' language learning helps to further increase their interest. If authentic materials are in textbooks if it is chosen according to the listed educational programs, it is a problem in the process of searching and choosing them not encountered, only then these materials will have coherence and logical sequence. When real materials are developed and presented to the public, the consumer is in their native language level, and no language learners are expected to understand the language used not specialized for, that is, without any special language learning or teaching structures will be. Its advantages are exactly that. That is, language learners from these materials while using, real-life language expressions, slangs, accents, the application of academic words, even to dialects, and to real language in general faces aspects. Real materials allow you to get acquainted with the original features of the language will give. Basically, there are two types of materials that are exploited in the classroom. Widdowson(1990) and Harmer (2001) use the terms authentic and non-authentic to distinguish between the two. But the point is not in the language materials themselves but rather on their outcomes and their effectiveness which can be measured only by the learners' observable and measurable performances. As a matter of fact, teachers are required to undertake the so essential task of identifying their learners' needs. It is only through objective needs analyses revealed through means such as questionnaires, tests and mainly close class contact that the teacher can really diagnose his students' weaknesses and strengths. He can also evaluate their attitudes towards the target language and the material exploited It is equally important to know that learners take in and process information in different ways and through different sensory channels. Therefore, teachers should vary both the materials and the activities. In any case, it is through needs analysis that the teacher defines clearly his/her objectives and this would certainly enable him/her to select and grade his/her materials. In a world globalized to an extent that would have been unthinkable only two decades ago, the source of authentic materials are abundant. The most common exploited sources are: newspapers, TV programs, magazines, the internet, movies, songs, brochures, comics and literature (novels, poems, short stories and so on). Now, let us see in some details some sources of authentic materials and their impact on the teaching learning process.

The Media As a tool for language teaching media have always been used to facilitate the task of language learning. Media have been exploited in different ways depending on the methodology selected. But whatever the approach is, it is universally agreed that media can do a lot to enhance the daily practice of language teaching.

Literature must be made clear that while exploiting any literary text the focus should be on teaching the language not literature. In other words, any literary text should be handled as any other kind of text and should primarily aim at meaning and not form. *The Internet* In the World Wide Web, teachers have at their disposal a variety of materials that can be of great benefit to their students. Endless lists of materials such as texts, adverts, magazines, live radio and TV programs, video clips. Websites contain sections where students can chat with native speakers. It is worth mentioning here, that it is useless to ask students to go to the web and just listen or read without a clear aim. There must be a task behind any activity of any kind.

Recorded Materials Over the last decades, recorded materials have received an immense interest to form the basis for listening and speaking activities. In addition to the already existing cassettes and tapes it is possible to use radio and TV programmes which can be recorded “off air”. The VCR (the video cassette recorder) is becoming part of the standard equipment in many universities. It is a direct aid to many areas of language teaching, listening speaking and even reading and writing can be introduced through the VCR. Authentic material allows the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with its hesitations, false starts and mistakes, which will make them more able to cope with ‘Real Life’ speech when they meet it outside the learning situation.

So, before selecting authentic texts or resources in teaching English especially if the sphere of your teaching is non-philological, there are so many criteria you should look carefully. Well, First, choose a text that is relevant to the class you are teaching. You need to know what the students are interested in, and the course book you are using might not satisfy their needs. Be aware of the length of the text and the complexity of the language. Authentic texts could be used with any level of class.

The situation we actually have is that practitioners are faced with rich resources of materials that need to be selected, adapted and possibly graded to match the learners’ level, needs, age, culture and even their learning styles. Several questions should be asked before selecting the material. Does the material allow adjustment according to the need of different students? Does it encourage students’ active involvement in the learning? Does it adequately allow the practice of the targeted skills? Does it permit the device of a wide range of activities? Does it really contribute to students’ progress in the target language? Indeed, many elements interfere in the choice and implementation of the material to fit the teaching situation and meet learners’ needs and interests. The crucial question then, is how to adapt any material to our

teaching situation. Therefore, for the materials to be effective, some criteria have to be taken into account.

CONCLUSION

By way of concluding, it is essential to mention that using authentic language resources has become more and more widespread over the last decades. As a matter of fact, many countries have emphasized the use of ample authentic materials. The increase in use of these materials in the FL classrooms can be explained by their effectiveness in providing valuable sources of real language input that enables learners to interact with the real language and its content rather than its form. Considering this, it may not be wrong to say that authentic materials when appropriately selected and implemented can meet learners' needs and improve their communicative competence in the target language, which is a common problem among non native speakers. Moreover, using authentic materials facilitates the shift from the classroom language learning to real language use outside the classroom. Learners are exposed to natural and real language with all its phonological paralinguistic and cultural features which our learners are likely to encounter in real life. Nonetheless, for authentic material to be efficient and fulfil their task a careful selection of materials, activities and procedures is required. So, the selection of such materials should be based on some specific criteria such as linguistic complexity, amount of information, length, speed of delivery, varieties of English accents and the objectives to be achieved. Moreover, making language learning productive and interesting, and enriching educational materials from authentic materials, not limited to textbooks it is possible to effectively achieve the intended results if a deeper approach is taken to preparing and teaching.

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