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TYPES OF AUTHENTIC MATERIALS AND AUTHENTICITY IN FOREIGN LANGUAGE LEARNING

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Annotatsiya. *Haqiqiy materiallar o'quvchilarga ham, o'qituvchilarga ham ijobiy ta'sir ko'rsatadi. Har qanday tilni o'rganishning eng yaxshi usuli - bu tilni kundalik vaziyatda qo'llanadigan tarzda maqsadli tilga singdirishdir.*

Kalit so'zlar: *haqiqiy materiallar, o'quv jarayoni, og'zaki til, yozma til, o'rganish tajribasi.*

Аннотация. *Аутентичные материалы оказывают положительное влияние как на учащихся, так и на преподавателей. Лучший способ изучения любого языка — это*

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погрузиться в изучаемый язык так, чтобы этот язык действительно использовался в повседневной ситуации.

Ключевые слова: *аутентичные материалы, процесс обучения, устная речь, письменная речь, опыт обучения.*

Abstract. *Authentic materials have positive impact both learners and teachers. The best way of learning any language is to immerse ourselves in the target language in a way that the language is actually used in everyday situation. Key words: authentic materials, learning process, spoken language, written language, learning experience.*

Keywords: *authentic materials, learning process, spoken language, written language, learning experience.*

The word authentic itself comes from Latin “*authenticus*” and Greek “*authentikos*” what means “principal, genuine”. Authentic materials are defined differently by the scientists.

Generally, they are “print, video, and audio materials that learners encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos”. [1] They are not created to be used in the classroom. However, they are great learning tools for learners because of the fact that they are simply authentic.

Mishan claims that there are three approaches which are regarded as the basis for the term authenticity in language teaching. These are communicative, materials-focused and humanistic approaches.

a) Communicative approach: in this approach, the focus is on communication from both sides the learning process and the teaching methods.

b) Materials-focused approach: the learning in this approach is text-centered.

c) Humanistic approach: this approach emphasizes the unity of learners' feelings and the learning process. [2]

According to Peacock, authentic materials are produced “to fulfill some social purpose in the language community”.

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”.

Jordan writes that authentic texts are “texts that are not written for language teaching purposes”.

Authenticity is an important issue in language learning and teaching. It is also an emotive term and a controversial topic. According to Breen there are four types of authenticity. These are: text authenticity, learner authenticity, task authenticity and authenticity of the classroom.

-Authenticity of text: refers to the authentic qualities of a text. Authentic texts in the context of language learning, means any source of information used to help learners to develop an authentic understanding.

- Authenticity of learners: refers to the ability of learners to interpret the meaning present in the text like the native speakers do in the real world.

- Authenticity of the tasks: refers to the chosen tasks provided for the learners to be engaged in an authentic communication and authentic aims for learning.

- Authenticity of the classroom: the most important role of the classroom is to enable the learners to experience public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems.” [3]

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. There are persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes.

During lessons teachers can use diverse materials for full productivity of working hours. Every type of authentic materials is accessible in the Internet and many other sources.

More examples of authentic materials are proposed by Gebhard. His examples that may serve as a source authentic materials for creating lessons are: [4]

I. Authentic audio-visual materials: a material which students can see and hear a voice, such as TV commercials, quiz shows, cartoons, new clips, comedy shows, movies, soap operas, short videos, video clip of songs, professionally audio-taped short stories and novels, radio advertisements, songs, documentaries, and sales pitches.

II. Authentic visual materials: a material which students can see and enjoy it because it has much pictures and wordless such as power-point slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, pictures from magazines, postcard pictures, wordless picture books, and stamps.

III. Authentic printed materials: a material that is presented on paper such as newspaper articles, movie advertisements, astrology columns, sports reports, advice columns, lyrics of songs, restaurant menus, food packages, story book, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogues, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

IV. Realia is real world objects that are often used to illustrate points visually or for role-play situations such as coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets.

a) Newspaper is considered one the most significant materials that can be organized productive reading classes. It provides a number of sources of authentic language of classroom and it provides learners with potential source to talk about different situations that matter to them and even write about the event that have read.

b) The blackboard is inside the classroom and it is inseparable material. The board has been related to the "teachers-centered" tradition. Obviously, the blackboards are used by the teachers in order to support their lectures and it is the minimum resource available for all language teachers

c) The pictures are a part of language task (grammatical and lexical) which provide the various potential sources. Pictures can be used for different purposes. First of all, they are suitable to realize what may be called "the collective eye of the class" in this case students focus on one thing.

d) Wall charts and posters can be used as a means to encourage students. They can improve their speaking skills. Wall charts and posters contain a sequence of events related in time and space which makes them suitable for narratives and it is quite easy to find maps, posters with numbers and letters they can easily be a part of learning tasks.

e) Tapes can be used to carry out listening activities, tapes employed for more than one purpose, it can be used to provide students with recorded samples of native speakers pronunciation and intonation and students are exposed to these recordings so as to catch the different aspects of pronunciation

f) Radio is another useful authentic material to conduct productive lessons. Teachers for oral expression can use radio during the tutorial sessions which aim to improve both listening and speaking skills

g) Over Head projector (OHP) is a powerful and helpful device, it allows us to prepare visual or demonstration materials. It requires little technical knowledge, and usually easy to carry around. They are widely utilized.

h) The internet is another beneficial authentic material. Teachers find the internet as a very useful material because they have at their hands a large amount of text, journals, live video and much more endless lists of useful material for language classroom

i) *Video* courses provide teachers with a wide range of activities that the combination of sound and image shown in context is a powerful tool in the ESL classroom, the speakers, setting, gestures can be seen and heard at the same time also technical features of video players allow the teacher to pause to go forwards or backwards or to play via recording. The main advantages of using videos are that they provide language within natural context. Some advantages of this kind of video are:

1. They are highly motivating for students;

2. They demand interaction and they are open to be used as learned centered activities;

3. They allow teachers to use images as well as they can focus on non verbal language objects or focus on accent, pronunciation and register;

4. They are easy to use and learners can both watch video and take notes. Students tend to combine it with context in which it is used. Videos and films show a real live and the specific peculiarities of language.[5]

j) *Realia* is considered as an important tool of teaching-learning process. *Realia* is a term for real things, concrete objects that are used in classroom situation to construct background knowledge vocabulary. R Jordan clearly claims:".

In conclusion, both the related literature and the practical implementation of the present study show that the use of authentic materials is a useful means to motivate learners, arouse their interest and expose them to target language in real life situations. The use of authentic materials allows for the provision of positive feedback on learners learning process, because learners notice they deal with interactive and meaningful language in real contexts. In this regard, it is important that teachers are careful about selecting materials, activities and methods in further developing learners' four language skills; ensure that the selected context conveys relevant messages that enrich and widen learners' use of the target language, taking account of learners' needs and expectations.

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