

**NUKUS STATE PEDAGOGICAL INSTITUTE NAMED**

**AFTER AJINIYAZ**

**FACULTY OF FOREIGN LANGUAGES**

**DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE**

***QUALIFICATION PAPER***

on the theme: **«AUTHENTICITY AS A TOOL FOR DEVELOPING  
LEARNER CREATIVITY»**

Fulfilled: the 4<sup>th</sup> year student

Urustembekova Gulmira

Scientific adviser: PhD, dotcent

NSPI. Tajieva A.

Reviewer: a senior teacher of NSPI.

Avezimbetova A.

The Qualification Paper is admitted to the defence.

Protocol № 9 «24» May 2019.

**NUKUS-2019**

## CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>PART I. THEORETICAL VIEWS ON AUTHENTICITY</b>	
1.1. The definition of Authentic materials.....	8
1.2. Advantages and Disadvantages of Authentic materials.....	10
1.3. Sources and Types of Authentic materials.....	12
1.4. Selection of authentic materials.....	19
Review of Part I.....	21
<b>PART II. METHODOLOGY OF USING AUTHENTIC MATERIALS</b>	
<b>IN ENGLISH CLASSES .....</b>	
<b>21</b>	
2.1.Suggested Methodology for Intermediate Learners.....	22
<i>2.1.1.The teaching procedures.....</i>	<i>23</i>
<i>2.1.2.The lesson with using of authentic video.....</i>	<i>24</i>
2.2.The data collection method.....	28
2.3.Data analysis .....	32

Review of Part II.....	45
<b>Conclusion .....</b>	<b>49</b>
<b>Bibliography.....</b>	<b>53</b>

## INTRODUCTION

**Actuality of the problem.** Language is the most important tool in communication, without it human society can not live and develop. The world is changing and our country's international relationships are also getting wider. Globalization affects on every corner of social life and does foreign languages, especially English, which is very important in human practical and intellectual activities. So, English language is considered as the world language.

In the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev PP-2909 "On measures to further development of the system of higher education" adopted on April, 20 in 2017 it is stated about close partnership relationships with leading foreign scientific-educational establishments, wide use of modern pedagogical technologies, curriculums, studying-methodical materials based on international educational standards; creation and wide implementation into the system of higher education textbooks and manuals of the new generation; steady increasing of the level and quality of professional skill of pedagogical staff and other actual issues. [2; 1]

Different kind of methods, techniques, materials have been developing all over the world to make foreign language learning effective and easy. In abroad countries, as one of the tools of attaining good results in learning English there employed authentic materials. Their effectiveness was proved by time and by increasing population of English speakers. Supporting on the experience of overseas

teachers and researchers, we should see and understand the role authentic materials in English classes.

Educational system of our country aims to improve students' knowledge in English language, the knowledge which will correspond to an international standard. Outside the classroom, many ESL students have problems in comprehending speech spoken by English native speakers at the normal rate. Moreover, some learners often feel frustrated when they hear the English language on television, radio, or in situations in which speech is fast and nothing is repeated. "One way to prepare EFL (English as a Foreign Language) students for encounters with real language is to apply real language or authentic speech in the EFL classroom" [7;90]. Students must have knowledge about diverse range of complex communities that now exist in order to meet the requirements of sustained learning and operative participation in society, continually be involved in real English community, where they will be needed in meaningful authentic conversation and practice. Videotapes, audiotapes, television and interactive computer software are becoming increasingly common methods in our educational establishments' English classrooms.

Whole idea of authentic materials came along with the one of the principals for communicative language teaching. Communicative approach emphasizes interaction as the ultimate goal of learning a language. So, the idea was that teachers should use authentic materials as much as possible instead of materials that have been developed specifically for language learners, because then they will be giving the students texts that they would actually need to use in the real world. In this case authenticity opposes artificiality. Authentic materials could be almost anything, for example, it could be a new newspaper article, or something found in a journal or a magazine, or forms that the patient has to fill out in a doctor's office, or a menu from a restaurant. In other words, it could be any kind of naturally occurring artifact in a language. There are also a lot of oral and visual sources of authentic materials, such as movies, TV news, and podcasts. Recent years a gradual growth of interest of many English teachers toward the use of authentic materials has been ob-

served. The main argument is that it is more beneficial for learners to use materials that have been taken from the real life of native speakers than artificial texts and dialogues that have been conceived in the minds of textbooks developers. This kind of English occurs in daily communication among people for the majority of whom it is mother-tongue language; there are textbooks that include anthropologically correct samples of English language. It means that they reflect to some extent the real language. Thus, we arrive to a question whether it is worth for us, as teachers, to spend time and strength to prepare raw authentic materials for our students when we can use well-thought and structured texts and tasks found in textbooks. These materials contain difficult language, materials are needed much effort, have unnecessary vocabulary terms, complex structure and culturally biased. Also at this time come question: in what way should be materials introduced or how should they be used in classes. All what said later led to an important truth about authentic materials which says - materials have to be directed by teacher. If teacher wants to integrate his or her lessons as pedagogical materials, firstly he or she should select from ocean of materials those which are appropriate to students. Moreover we should know about limitation of and avoiding negative materials. By the time teachers should search a better ways for accessing authentic materials that will provide and improve students' knowledge and skills in target language. Now we can see that using authentic texts and sources is not so easy action. It requires as was said previously much effort, big attention and responsibilities. To answer this question we will consider advantages and disadvantages of authentic materials further. Most of the teachers agree that authentic materials should be implicated in teaching process, but the question of when and how it should be applied in EFL classrooms still remains.

**The aim of our research work** is to identify the role of authentic materials in developing learner creativity in English classes. We want to find out if students and teachers prefer authentic material or not, in order to provide the students with the best possible study aids. We will investigate which criteria go into the process of choosing the authentic texts and to some extent which ways of working with the

materials are preferable. By doing this, we aim to find out if it is possible to increase students' motivation and thereby heighten their interests in language learning and increase their learning abilities.

**The aim has identified the next points:**

1. to read and to learn some methodological and pedagogical literature about this problem;
2. to consider meaning and types of authenticity and response of their using in English classes;
3. to analyze in theoretical and practical aspects the efficiency of using of authentic materials in the process of teaching English language;

In connection with all what was said above, **the object of our research** is authentic materials which should be used in English classes for developing learner creativity.

**The subject of research** is authentic materials as tools for developing learner creativity.

**Novelty of the work** consists of gathering local teachers and learners attitude to the use of authentic materials in English language classes and experiments on using authentic video and analysis of its results.

**Hypothesis of our research:** the using of authentic materials in teaching is the most important factor in learning and acquiring of English language by learners.

**Methods used in the work:**

- Experimental method – using of authentic materials on English language lesson during pedagogical practice, all results were generalized and described.
- Survey method – investigation of methodological materials and researchers' opinions in field of problem of qualification paper work;
- Data analysis method – interviewing, questionnaire. This method aims to identify the level of the teachers' and learners' knowledge, attitudes, awareness about authentic materials which may be used in learning and teaching.

**Theoretical value** of this work is in detailed, structural studying about authentic materials and their using in English language teaching.

**Practical value** is contained in a designed way of working with authentic material and using it further on English lessons.

**Structure of the work.** The presented bachelor qualification paper consists of introduction, 2 parts, conclusion, list of used literature. The introduction gives brief explanation on the actuality, aim, object, subject and methods of using in the following research paper. The theoretical part consists of the nature of authenticity, there is also mentioned scholars' points on the types and importance of using authentic materials in learning classes. The practical part surveys learners and teachers' attitude to using authentic, tools and techniques and influence of using authentic materials in foreign language learning, suggests effective ways of using authentic materials to learn languages, especially foreign languages, then conclusion of the bachelor thesis gives our points and suggestions on using effective tools and techniques for using authentic materials in learning environment. The last part of the thesis contains list of used literature for compiling the qualification paper.

## **PART I**

### **THEORETICAL VIEWS ON AUTHENTICITY**

#### **1.1. Definitions of Authentic materials**

In methodological and pedagogical literature the term “authentic material” is defined in various versions. Harmer [14;19] defines authentic materials as materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language. Peacock [25;97] describes authentic materials as materials that have been produced to fulfill some social purpose in the language community. Nunan and Miller [24;15] define authentic materials as those which were not created or edited expressly for language learners. Written or spoken text which has been produced for native speakers, rather than for foreign learners of a language. Martinez defined that "Authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for"[18;1]. And obviously all these terms have a main common idea which is “...exposure to real language and its use in its own community” [19;90].

In the English language teaching, always students are exposed to materials which are designed specifically for language learners. These are materials which are carefully graded in terms of vocabulary and grammar and are thus not authentic. These materials aim at developing students’ reading, listening, writing and speaking skills while some focus more on grammar, phonology, lexicology etc. The speaking pace of the speakers in the textbook audio texts might be slower

with more repetitions in order to lower the linguistic demand for students. In terms of vocabulary, the range is often reduced in materials published specifically for language learners and sentence structures are graded so that they are simpler and recur more often. All these modifications aim at scaffolding language learning and therefore it is undeniable that these textbook texts do possess educational value and play an important role in the English language teaching and learning process.

Another way of defining authentic materials is that they are any materials which have not been specifically produced for the purposes of language teaching. Jordan refers to authentic texts as "texts that are not written for language teaching purposes" [15: 113]. Thus, authentic texts are real texts designed not for language students, but for real-life use for both interactional and transactional purposes. Such texts have conventionalized formats and are produced to serve a number of communicative purposes. In short, "authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that's written for a native-English-speaking audience" [27;99].

If students are to use the language to communicate effectively in the real world, Nunan and Miller [24;188] propose that students have to experience the language as it is used for real communication among native speakers. The main function of the second language classroom should be to provide learners with authentic materials.

Yet, a limitation of these texts is the lack of authenticity and that raises the issue of incorporating authentic materials into the classroom. A major difference between authentic materials and simplified ELT materials is that authentic materials are not designed specifically with the needs of language learners in mind. Materials such as newspaper articles, news broadcasts, songs, poems, films or videos or broadcast for native English speakers can be considered to be authentic materials. Authentic materials are more redundant than most texts prepared for language learners: the redundancy of these texts gives the students more clues to compre-

hension (Bacon, 1989; Gilman and Moody, 1984; Meyer, 1984; Schmidt-Rinehart, 1994). Nevertheless reduced and ungrammatical forms would be expected to hinder understanding [31;86].

## **1.2. Advantages and Disadvantages of Authentic materials**

As a result of the researches carried out and the surveys conducted, it has come out that there are many advantages in using the authentic materials. At the same time, there are a few disadvantages that teachers and students should be aware of when using different sources of authentic materials such as newspapers, TV programs, magazines, the internet, movies, songs, brochures, literature, etc. The main advantages of using authentic materials are:

1. They have a positive effect on learner motivation
2. They provide authentic cultural information
3. They provide exposure to real language
4. They relate more closely to learner's needs
5. They support a more creative approach to teaching

All these excited up and willing to use authentic materials, but while using them it is inevitable that we face some problems. Finneman [10;253] points out that alongside with these advantages, authentic materials often contain difficult language unneeded vocabulary items and complex language structures, which causes a 'burden for the teacher in lower level classes. Martinez [18;22] mentioned two other weaknesses of using authentic materials. One is that some authentic listening materials have so many different accents that it is very hard for the learner to understand. The other is that the materials can become outdated easily such as news in newspapers or magazines. Martinez [18;24] summarized several benefits of using authentic materials. The first is that by using authentic materials students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Second, authentic ma-

materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Thirdly, as language change is reflected in the materials so that students and teachers can keep abreast of such changes. Fourth, reading texts are ideal to practice mini-skills such scanning e.g. students are given a news article and asked to look for specific information. Also teachers can have students practice some of the micro-skills of listening e.g. basically students listen to news reports and they are asked to identify the names of countries, famous people etc. Fifth, different authentic materials such as books, articles, newspaper and so on contain a wide variety of text types and language styles not easily found in conventional teaching materials. Thus, it can help students extend their vocabulary and help memorize them in a number of meaningful recycling. Lastly, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners especially if students are given the chance to have a say about the topics of lines of authentic materials to be used in class.

The problem with authentic texts is that, they have long been perceived as being too difficult for students to understand (Ciccone, 1995; Lund, 1990; Rogers and Medley, 1988; Ur,1984). Gardner and Miller [12;199] mentioned several disadvantages. The first is the complexity of the language. Authentic materials may be too culturally biased or too difficult to understand outside the language community thereby making them inaccessible to beginners or elementary learners. The second is the learning burden. Authentic materials may contain items, particular vocabulary, which are of low frequency and of per-phrasal use to the learner and may never be encountered again. The third is that in learning contexts where authentic target language materials are not readily available, obtaining them can be time consuming and frustrating. Due to these reasons, some teachers may be frustrated by selecting and preparing these authentic materials for their learners. Regardless of the drawbacks above of using authentic materials, if our teachers are enthusiastic and take advantage of the benefits and use them properly and in sufficient quantities, we may motivate our learners [12; 199].

Considering the advantages and disadvantages of using authentic materials, there appears the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level? Guariento & Morley [13; 21] claim that at post-intermediate level, the use of authentic material is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. Matsuata states that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students [19;124].

### **1.3.Sources and Types of Authentic Materials**

The sources of authentic materials (whether spoken or written) are infinite. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. Although radio is easy to access, its aural texts are the most difficult for language learners to comprehend. Miller claims that, "In order to use radio programs with learners, teachers need to...decide on some global listening tasks for the learners" [22; 16] due to the fact that all non-verbal information is missing. Unlike radio, TV and video allow learners to access paralinguistic features of the spoken text; as a result, TV and video may be easier for the students to comprehend.

Yet it is the internet that is considered the most useful source [4; 26]. While printed materials date very quickly, the internet is continuously updated, is interactive, and provides visual stimulation. It provides easy access to endless amounts of different types of material [4; 26]. Moreover, the internet can be the portal to other sources. For example, teachers can obtain articles, audio clips, and videos

from the internet. However, despite the useful qualities of the internet. Miller [22; 43] indicates that the most used medium for obtaining authentic listening materials for ESL/EFL instruction found the TV the most used one .

There are different types of authentic materials which can be used in various ways in EFL teaching. In this part, we will tell about different kinds of authentic materials, which can be used as teaching materials: different prompts, movies, projects, audio materials, fiction, and newspapers and will give recommendations of the use of these materials.

One of the functions of the foreign language classroom is to provide learners with authentic materials [7;95]. Once teachers and students begin to look at the outside world for possible texts to use in class, there is really no limit to what types of text might be incorporated.

Authentic materials can be broadly classified in audio, visual, and printed materials. Audio materials involve those that learners can listen to. These can be grouped into three;

- First is television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather forecast reports.
- The second group is radio programming including interviews, interactive talk shows, and radio advertisements.
- The third group involves taped conversations, including one-sided telephone conversations, meetings, short stories, poems and novels.

Functional writing texts that may benefit from these authentic materials include;

- advertisements,
- dialogues,
- news articles,
- weather forecast reports,
- interview schedules,

- agenda for meetings,
- minutes,
- short stories,
- plays,
- poems,
- novels.

Visual materials on the other hand are those that the learners can see. These include photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books. Functional texts that can be illustrated by these materials include road signs, notices, directions, instructions, warnings, descriptions, expository texts, time tables, and X-ray reports.

The third type of authentic materials comprises the printed materials. These include newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, TV guides, recipes, directions, notices etc.), restaurant menus, directories, minutes of a meeting, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc.).

### *Visual clips*

Visual clips provide more opportunities for teaching. Video clips can serve various purposes. They can help students understand main ideas of communicative events, figure out the meaning of unknown words, and organize information extracted from linguistic input. Video can also function as an advance organizer for language learning activities. Students can watch videos and discuss similarities and differences between, say, a traditional folk music in their own country and in the target language community. The use of this kind of advance organizer will help to enhance their cultural awareness before they engage in role playing

activities such as asking about musical preferences [14;40]. Visual clips are ideal for teaching culture, especially, in our EFL setting where most of the teachers are non-native speakers and exposure to the target culture is very limited. By analyzing linguistic data students can enhance their awareness of the appropriate use of linguistic forms within the context of specific situations that they see in visual clips. Visual clues that they acquire from them can guide students to observe communicative situations and help them develop holistic scripts for the negotiation of meaning and probable communicative events [14;40]. In addition visual clips are good at activating emotional memory. Students can remember lexical or grammatical items by recalling emotions that he or she experienced in the same moment of perceiving the language data. Emotional memory can speed up, or slowdown, or even inhibit the process. So, teachers should pay close attention not only to students' progress in acquiring a language but also to emotional background behind which this data is being stored. Otherwise students can end up knowing everything but not willing to do anything. A careful selection of visual prompts is needed. There are tons of good inspiring visual clips in the Internet.

### *Movies*

General, using movies is similar to using of visual clips. Watching movies, as well short visual clips, is a way to expose students to naturally occurring language. Good movies reveal habits, customs, worldview, and values of the native speakers of the target language, in our case, English. Since language is a part of culture, students should be exposed to the culture in order to acquire the language. The length of movies and the magnitude of covered events vary from visual clips. It might be difficult to watch the whole movie during one lesson. Teachers should plan ahead of time where to pause is good to be aware that there might be some pitfalls we can encounter while using movies. We will discuss three issues the teacher might face. According to Davis [9; 19], sometimes it is not easy to choose films that are culturally appropriate and that present language at a level that is ac-

cessible to the students we are teaching. Probably the best choice will be old classical movies that are time-proved as masterpieces. There are important things about life we can learn from movies. In this case the teacher is called to help students to develop a good taste, to look deeper into the very heart and essence of things. Our purpose determines how we plan our lesson and how we show the film. We have to overcome students' belief that they have to understand every word they hear: an introduction to the story, characters, setting, genre, cultural context, themes, etc. This is very helpful for encouraging students not to give up when they have a hard time understanding the language. They can hear much better when they know what to expect to hear. Here are other suggestions for students not to get lost in the flow of new information: they should watch the body language, listen to the music, and pay attention to the visuals. Teacher has to teach the films rather than simply show them. He/She does not watch movies just for the sake of movies. Teacher shows them for specific purpose. How teach them depends on the students level and the purpose of our course. Movie lesson should be well-structured. Otherwise, students will not profit from the video session. Martinez [18;201] proposed three stages that each video lesson should have:

- Tune-in,
- While-watching,
- After-watching.

Firstly, by Tune-in we mean that students are gradually guided and involved in the plot, the characters, and the setting of the film. They can be led at this stage by prediction-based activities, brainstorming speculation patterns with the aid of visual materials, such as pictures, vocabulary banks with words and expressions from the story, or just through questions related to the main topic.

Secondly, at the While-watching stage, there is more thorough work on the plot and the characters. Students are exposed to a variety of activities such as problem-solving, filling blanks, multiple matching, ordering events, true and false or comprehension questions. The main aim at this stage is to exploit the film at its

best profiting from the wide variety of idiomatic expressions, collocations and slang that the students will encounter in real life.

Thirdly, the After-watching stage is considered to be the follow-up one where the film plot is used together with the lexical terms by making students either role-play the best parts or by organizing group debates based on the moral aspects of the plot.

Furthermore, a written homework assignment may be set asking students to describe their favorite character at lower levels or writing a film review as well as an article to be placed in the school magazine at higher ones.

### *Literature texts.*

The using fiction literature in the classroom, we have to define the word literature. According to Macmillan dictionary (2011) literature are stories, poems, and plays, especially those that are considered to have value as art and not just entertainment. They are cultural documents which offer a deeper understanding of a country or countries. And there are many good reasons for using literature in the classroom as authentic materials. Clandfield [7; 5] lists five reasons:

1. Firstly, all literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.

2. Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.

3. Literature expands language awareness. Asking learners to examine sophisticated or non-standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use .

4. Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.

5. Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

We think it is sometimes a problem for teachers when to introduce authentic material. Which level students should have in order to catch meaning of authentic materials. That's why in this point we decided to learn the views concerning to this problem. Researchers as Kilickaya and Harmer claim that authentic materials can be used with intermediate and advanced students only. These researchers believe that the use of authentic materials at lower levels causes students to feel frustrated and de-motivated since students at these level lack many lexical items and structures used in the target language. Harmer [14;20] argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition.

But McNeil [21;19] and Miller [22;205] claim that exposure to authentic materials should start in the earliest stages of language learning, asserting that an early exposure to such texts will help students develop useful strategies for more complex tasks later on. Bernhardt and Berkemeyer [5;8] noted that all levels of students were able to manage using authentic materials. So their studies prove that less proficient students can benefit from authentic materials.

According to Van Lier [29: 125], authenticity in the classroom relates to processes of self-actualization, intrinsic motivation, respect and moral integrity in interpersonal relations. The focus in learning a foreign language is to learn a language and be able to use it in the outside world. To be able to communicate naturally, learners should be involved in natural communicative language use in the classroom whereupon the classroom has to be authentic [30:44]. Van Lier [29:126] points out, it is easy to bring authenticity into the classroom by finding genuine material but to create authentic tasks and opportunities to use language in a classroom environment is a more problematic matter. He also adds that the con-

cept of authenticity is by on means a simple issue: authenticating language lessons is hard work for both the teacher and the students.

#### **1.4. Selection of authentic materials**

Berardo [4; 26] provides three criteria for choosing authentic texts:

1. *suitability of content,*
2. *exploitability,*
3. *readability.*

Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Finneman add that the texts should be culturally relevant to the experience of the students [10;8]. In this vein, Lee states that “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” [17;325]. Meanwhile, exploitability refers to how the text can be used to develop the students’ competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

Lee [17;325] states that the text must be compatible with the course objectives— i.e., it can improve the language skills educators want the learners to practice. In addition, teachers must consider the length of the text and their teaching approach. A variety of text types must be selected, such as articles, advertisements, weather forecasts, interviews, poems, radio talks, application forms, train timetables, and brochures.

So teachers need to reflect on the following questions before selection of the materials:

- Does this text help my students to get what they want? (Instrumental)
- Does this text inform my students on the rules that they might follow? (Regulatory)
- Does this text help my student to establish or maintain a personal relationship with someone? (Interactional)
- Does this text help my students to express their personal thoughts? (Personal)
- Does this text help my students to explore the world? (Heuristic)
- Does this text help my students to express or create for someone an imaginative world? (Imaginative)
- Does this text provide the information my students want or need? (Informative)

## **Review of Part I**

So we have discussed and reviewed some definitions of authentic materials, which were taken from various materials. As we noticed all authors state one point that authentic materials or texts are materials which were created by native speaker for using of native speaker. This is main characteristics of authentic materials and if we want to save these features we have to dive deeply into text and understand it. During this process the teacher`s role is to clearly and accurately, without any misunderstandings bring the meaning of authentic text to learners. In learning process as learning material have also to be used authentic materials. Consequently, they have to be clear to learners, be required to correspond to learner`s language competence and have to reflect the real examples of written and spoken English.

There we can mention that, to achieve a high level of a real and modern English language is possible only with materials, which were taken from native speakers` life or with materials which were created on the basis of English culture, mentality and its speeches` rates. The using of such materials in learning which represents essential speech, writing will help effectively to teach learners all general skills and will imitate the real English speaking atmosphere on English lessons.

Also in the first part we enumerated various types of authentic materials can be used in various ways in EFL teaching e.g. different prompts, movies, projects, audio materials, fiction, newspapers and gave some recommendations of the us-

ing them. Authentic materials can be broadly classified in audio, visual, and printed materials.

Some advantages such as a positive effect on learner motivation, providing cultural information, exposure to real language, closeness to learner's needs, supporting a more creative approach to teaching gave a great opportunity for learner and teachers willing them to use authentic materials, but while using them it is inevitable that we face some problems. Problems with unneeded vocabulary items, with complex language structures, with not readily available and obtaining them can be time consuming and frustrating.

So, on English lessons teachers during the process of teaching have to remember that, learner always have difficulties in working with authentic materials. They have to carefully select these materials according to their students` level. Many researchers stated when to introduce authentic materials e.g. “authentic materials can be used with intermediate and advanced students only” [11; 200].

**PART II**

**METHODOLOGY OF USING AUTHENTIC MATERIALS**

**IN ENGLISH CLASSES**

*Context of the study and background of the participants*

The study was carried out during the teaching practice at school # 4 in Nukus. In the research participated 13 students and 2 teachers, all students are from 9 form.

In order to find out the role of authenticity in the English language classroom, we carried out a qualitative study. A questionnaire was handed to ask them about their opinions, feelings, and attitudes to authentic materials in the English classes. Students are directly connected with learning English language and therefore they should have a word to say what suitable teaching material is and what is not. The focus of the research is merely on how learners view the authentic materials in today's English language learning classrooms and whether the authentic materials is considered to be more useful in learning English language.

The data was collected after the lesson. All participants were given instructions; there was no time limit set and all the answers were given anonymously. There are ten questions in the interview. The questions dealt with the students' thoughts and opinions about authentic material which was used in lesson.

The atmosphere of interview was friendly and open, all participants were able to list freely their likes and dislikes on the task.

The data was analyzed and allow the researcher to sum up all the answers. These statistics were calculated into percents and put into graphs. With the help of the graphs it was possible to draw conclusions from the interview.

During the lesson the students were generally well motivated and had a strong sense of autonomy as they usually get themselves prepared for classes and usually finish tasks assigned to them (both in-class and take-home) within the time given. They have a tendency to work pairs and like to raise their hands before answering questions or asking for clarifications. During the time when the teaching practicum was carried out, student-teacher and students were using the textbook “Headway” by Steve Taylore and et all, materials from internet, and films in English language.

As we said previously we interviewed also teachers who work there. Malika Jumaniyazova and Aziza Arzieva have been teaching in this school for 3-4 years. Both of them are experienced teachers in English Language teaching. A set of the interview questions was given to each of the interviewees several days before the interview so as to enable them to think about the questions. The interview with Jumaniyazova M.. was conducted on the 16th of February 2019 while the interview with Aziza Arzieva was conducted on the 18th of February 2019.

## **2.1.Suggested Methodology for Pre- Intermediate Learners**

### **2.1.1.The teaching procedures**

The target group of students was introduced to the topic through the authentic material, which is an authentic movie named “Home Alone” taken from internet. The initial section was planned around this authentic video text. As it is a movie it requires mainly students to listen for information with the help of visuals and so the section was orientated towards developing listening skills around the topic

of the family in order to prepare students for the reading text on the same topic which students will read in the following lesson. After familiarizing students with the topic through exposure to the authentic video text, students will then be guided to look at the textbook text on the same topic in the subsequent lesson.

After careful selection, the theme “Family Ties” was adapted from chapter 1 of the textbook “Headway” by Steve Taylore. The target reading text is entitled “It takes all sorts.....!”. It is a magazine article in an interview form. Each interviewee talks about his/her family.

### **2.1.2.The lesson with using of authentic video**

Using videos in the classroom allows the learners access to more information when listening. That is, the learners can now see what is happening as well as listen to the text. Nonverbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio, that is), so learners can develop their listening skills in a richer language context.

Many language learners watch movies outside of class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they become used to reading the sub-titles of English movies). Going to a movie is considered as entertainment and often "doesn't count" in terms of learning. We can, however, in the language classroom, sensitize our learners to how they can make use of movies to help them develop their foreign language skills. For students we might consider the following during-class activity:

- **Stage 1: Pre-Viewing Task.** Teacher gives one film in English language and tells students that they will watch a short sequence for 10 minutes, then may express the content of the video. If some of the participants have seen the film, asks them not to tell the rest of the group anything about it.

· **Stage 2: While-Viewing Task.** The teacher calls to watch the section of the film and answer the questions while watching it e.g. *Who is main hero? How many people are there? Where are they? Who are they? Where are they going?*

· **Stage 3: Post-Viewing Task.** Teacher divides students into 4 groups and gives the following task for each group:

*Group 1: Write all the words you can hear ending in –ed (max 6);*

*Group 2: Write all the words you can hear ending in –s (max 6;)*

*Group 3: Write all the words you can hear ending in –ing (max 6);*

*Group 4: Write all the adjectives or adverbs you can hear (max 6.)*

The viewing task were planned and divided into mainly three stages namely, “Pre-, while- and post-reading stages” .The reason for doing this is to ensure that all 4 skills are taught in the sense of helping students develop an increasing ability to work with movies.

### The worksheet for the Listening for gist task

Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

1. In which year was the movie 'Home Alone' released?

- 1988
- 1990
- 1991
- 1992

2. Who plays the character of Kevin McCallister in the movie 'Home Alone'?

- Jerry Mathers
- Macaulay Culkin
- Jackie Coogan
- Peter Ostrum

4. Where does Kevin live?

- Springfield

- Dallas
- Los Angeles
- Chicago

**5.** How old is Kevin in the movie 'Home Alone'?

- six years
- seven years
- eight years
- nine years

**6.** How many members are there in Kevin's family?

- 13
- 14
- 15
- 17

**7.** What time is the family leaving the house in the morning?

- 7:00 am
- 8:00 am
- 9:00 am
- 10:00 am

**8.** Where did Kevin's family flew for the Christmas vacation?

- Rome
- Moscow
- Berlin
- Paris

**9.** What are the names of the two burglars?

- Harry and Terry
- Terry and Marv
- Oscar and Graham
- Harry and Marv

**10.** What is Kevin's McCallister's older brother known as?

- Dude

- Kevin Sr.
- Buzz
- John

### The worksheet for the Reading for gist task

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instruction: Read the piece of reading text quickly and try to answer the following questions.

1. What kind of reading text is it?
  - a. Reference book entry
  - b. letter
  - c. a magazine article
2. Why do people read this kind of texts? Circle the answers.
  - a. To know more about different families
  - b. To look for information
  - c. To relax
3. What is the reading text about?  
\_\_\_\_\_  
\_\_\_\_\_
4. Who talks about disadvantages of their family?
5. Why Scott likes his new brother and sister?
6. Which interviewee has the largest family?
7. Who lives in different places at different times?
8. Which person doesn't know his/her biological parents?

9. Does Joshua like sharing a room with his brother?

10. Whose family plays a group activity?

## **2.2.The data collection method**

### *Questionnaire*

Upon completion of the teaching of the reading text, students will be asked to complete a questionnaire , identifying their responses to the use of authentic materials and how far the use of the materials helped to support their learning of English language. The reason for using a questionnaire is that it possesses several advantages. For example, it promotes “an efficient use of time, the possibility of a high return rate and standardized questions.” [20; 2] Through the simple questionnaire, all of the students within the class can be involved in expressing their ideas towards the study.

### **The questionnaire**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Questionnaire

- 1) Has your teacher used film in class before to teach English?
- 2) Did you enjoy using the film in class today? If so why? If not, why not?
- 3) Was the film we used in class today difficult to understand or easy to understand? Why was it difficult? Why was it easy?
- 4) What aspects of the text did the film help you to understand?

- a) Did using the film help you to understand and talk about the topic of the text?
  - b) Did you learn some useful vocabulary in the text from the way the teacher used the film ? What vocabulary did you learn?
  - c) Did you learn some useful phrases in the text from the way the teacher used the film? What useful phrases did you learn?
  - d) Did you learn some useful grammar in the text from the way the teacher used the film? What useful grammar did you learn?
  - e) What other things did you learn from the way the teacher used the film?
- 5) Did using a film to introduce the reading text make you interested in reading the text? Why? Or Why not?
  - 6) Do you think using films in the classroom is a useful way to learn English?
  - 7) Do you watch English films at home after your study? What do you usually watch?
  - 8) What do you think are the most useful ways of learning English from the following list?
    - watching and talking about short films in English
    - watching and talking about English films
    - reading and talking about articles in English newspapers
    - reading and talking about stories in English comics
    - reading and talking about English short stories

### *Interviews*

The method was to conduct several interviews involving two English teachers and 5 students. The purpose of the students' interview was to get a student perspective on the material taught in class. The students were all asked the same questions, but were at the same time allowed to talk freely. These interviews were con-

ducted in Native language since we were interested in the students' thoughts and opinions, not their language skills.

*Focused interview with 5 students*

The survey was followed up by a focused interview with a selection of 5 students. The selection process was done by voluntary participation and consents were acquired before the interview. The participants were informed that the data collected would only be used for this study. Participants were given time to familiarize themselves with the interview questions.

**The interview questions for the focused interview with 5 students**

- 1) Can you share your experience about traditional reading lessons? How did your teacher(s) teach it?
- 2) How do you feel about textbook reading texts?
- 3) How did you feel about today's lesson?
- 4) Do you like the structure of the lesson? (PPT, Video, worksheets, Reading text, worksheets)?
- 5) How do you feel about the video? Is it interesting? Is it too difficult? Is it too long/short? Was the speaker speaking too fast? Was there many difficult words? Can you understand what the speaker said?
- 6) Does the video help improve your understanding of the reading text? Did you learn some vocabulary related to the theme (family) in the video? Did you get some information that occurs both in the video and the text?
- 7) Do you prefer a lesson with only a reading text? Or a lesson like today's (with video + reading)? Why?
- 8) What are some good points of using videos? Do you think it helps improve your listening skills? Do you think with VISUALS (something you can see, graphics), it makes it easier for you to understand the topic?
- 9) Do you watch English clips outside class? Do you enjoy it? Do you find it difficult?
- 10) Do you find it easier to understand reading texts after you watch videos

on the same topic? If yes, why? If not, why?

*Focused interview with 2 in-service teachers*

In order to have a more comprehensive understanding of the issue, two in-service teachers working in the teaching practicum place were also interviewed to find out about their feelings towards the use of authentic materials instead of solely collecting ideas from the students' perspectives. The participants were again informed that the data collected would only be used for this study. Participants were given time to familiarize themselves with the interview questions

**The interview questions for the focused interviews with 2 teachers**

Interview questions:

- 1) How do you feel about traditional textbook materials in our country?
- 2) How would you define authentic materials?
- 3) Have you used any authentic materials before and if yes, how did you use them?
- 4) You mentioned that you tried to use the Internet, do you mean like showing movies or films?
- 5) Do you mean like we need to be very careful about the selection of the clips?  
(Follow-up question)
- 6) Do you see Internet as a potential resource of authentic materials for English learning? (Follow-up question)
- 7-8) You tried to use some Internet clips before. So could you remember like what was the main focus of that particular lesson? (Follow-up question)
- 9) How do you usually teach reading? I mean like textbook reading text.
- 10) Do you think that the research design would be possible? Do you think using that (an authentic video) as a lead-in of the lesson would help support students' reading?
- 11-12) What are the potential benefits and drawbacks of using authentic materials?

### *Anticipated problems*

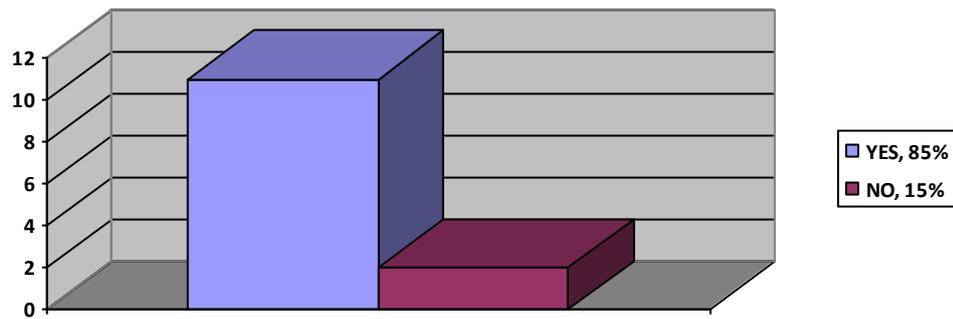
Before the research began it was anticipated that the following problems might occur. Firstly, authentic materials might be linguistically demanding for students and therefore scaffolding will be necessary as well as careful design of tasks in order to make the materials accessible for students. As students are being exposed to materials that are ungraded, they might not be confident enough to participate and therefore effort needs to be spent on the task design in order to cater for students' needs and learning styles. Secondly, it might be challenging to find authentic video that are closely relevant to the adapted theme and therefore text-selection might potentially be a time-consuming task.

### **2.3. Data analysis**

*Findings from the questionnaire* 13 students were given the questionnaire towards the end of the lesson and were given time to complete the 8 questions. The questions aim at asking their "Experience of using videos", "Feelings towards the selected authentic film and the lesson" and "Personal feelings towards English lessons". The questionnaire comprises of quantitative elements and qualitative elements (some open-ended questions). The data obtained from quantitative elements are presented as charts or graphs while the qualitative elements are quoted.

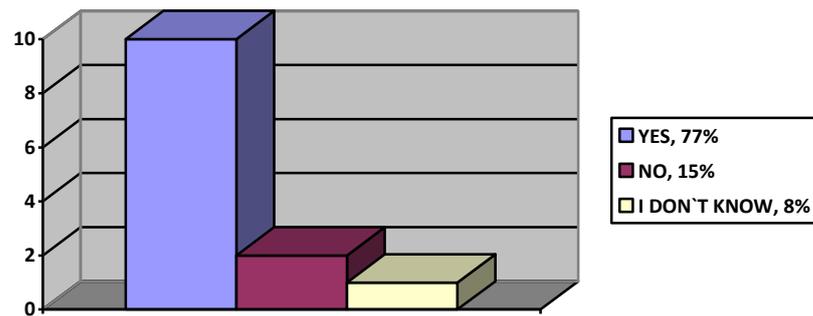
#### *1. Has your teacher used film in class before to teach English?*

Among the 13 student-participants, 11 of them reported that their teachers had used film in class before to teach English, while 2 of them reported that their teachers had not done so before.



2) *Did you enjoy using the film in class today? If so why? If not, why not?*

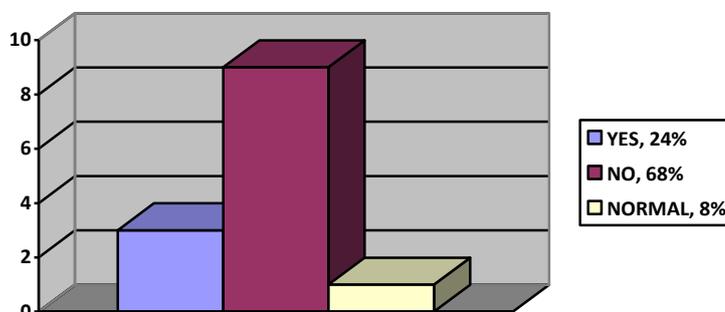
Participants were expected to answer “Yes” or “No” and provide explanations to their choices. Among the 13 participants, 10 answered “Yes” and 2 answered “No”. It is worth noticing that there is 1 participant who did not follow the answering pattern and answered “I don ` t know”.



There was an open-ended element in this question and the following patterns were noted. Among the participants who answered “Yes”, their explanations include “learning a lot from the video”, “the actor is very funny because of his sound [speaking tone]”, “interesting”, “more easy [easier] to understand the topic” etc. While for those who answered “No”, their reasons include “person say not clear [the character was speaking in a funny tone making it unclear to the participant]” and “the video is so short and boring”.

3) *Was the film we used in class today difficult to understand? Why was it difficult?*

9 of the participants answered “No”, meaning that they felt that the film used was not difficult, 3 of them answered “Yes” meaning that they found it difficult while 1 of them said it was normal.



There was an open ended element in this question and the following patterns were noted. For the 9 participants who answered “No”, which means that the film used was not difficult to understand, their reasons include “the video is very easy”, “the man talks very slowly”, “good/easy to understand”, “the words are easy”. For the 3 participants who answered “Yes”, they found the video difficult because “[the participant can’t know what he said”, “the character speaks too fast” and “there are many hard /difficult words” while for the participant who answered “Normal”, his reason was “the funny voice made it difficult to listen but only one to three words.”

*4) What aspects of the text did the film help you to understand?*

*a) Did using the film help you to understand and talk about the topic of the text?*

12 participants agreed that the film helped them to understand and talk about the topic of the text. Some of the reasons include “helping them to learn more about “American family”, or “can know more about American culture ”. There is one participant who considered this as partially useful as he answered “half and the half”.

*b) Did you learn some useful vocabulary in the text from the way the teacher used the film ? What vocabulary did you learn?*

8 of the participants answered “Yes” to this question and the among them they all wrote down the vocabulary “mummies”

c) *Did you learn some useful phrases in the text from the way the teacher used the film? What useful phrases did you learn?*

Quite a number of participants wrote “slept in” as the answer.

d) *Did you learn some useful grammar in the text from the way the teacher used the film? What useful grammar did you learn?*

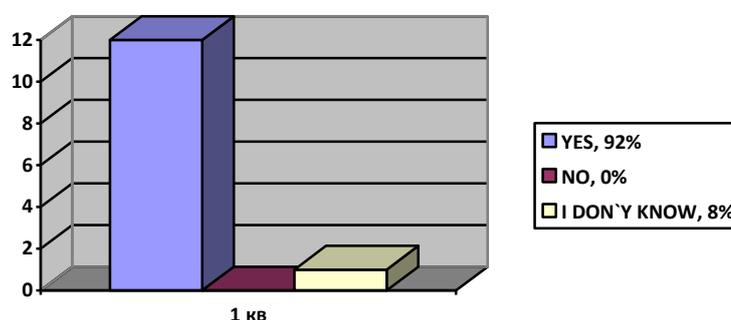
After considering that the main focus of this particular lesson was not on grammar, the findings obtained from this question will not be included.

e) *What other things did you learn from the way the teacher used the film?*

For this open-ended question, participants reported that they learned things like “What’s the name of main character”, “who found out that Kevin was forgotten at home” or “why guys feared the old neighbour” etc.

5) *Did a film make you interested in reading the text? Why? Or Why not?*

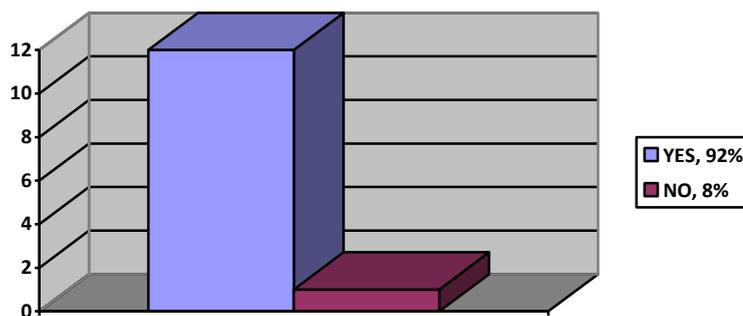
12 of the participants answered “Yes” while 1 of them answered “I don’t know”. None of the students answered “No”.



There was an open ended element in this question and the following patterns were noted. For the 12 participants who answered “Yes”, some of their reasons include “can learn some information about family”, “it is enjoying”, “because the video can let me have more interest to know the topic” etc. None of the participants answered “No” and 1 of the participants answered “I don’t know”.

6) *Do you think using films in the classroom is a useful way to learn English?*

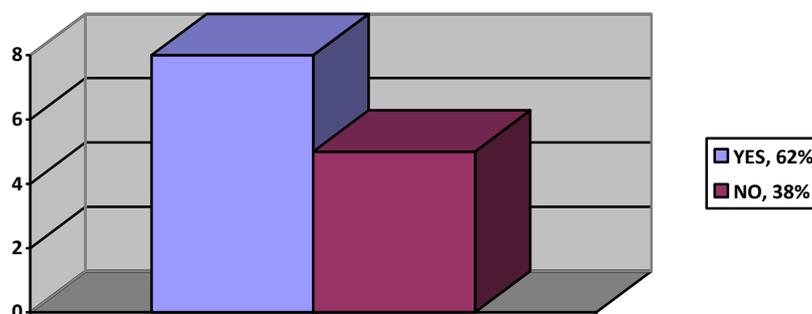
12 of the participants answered “Yes” while 1 of the participants answered “No”.



There was an open ended element in this question and the following patterns were noted. For the 12 participants who answered “Yes”, some of their reasons include “funny/interesting”, “video action will be let us know more about the texts” and “can train my listening skills” and “help me easy to learn English”. For the participant who answered “No”, his reason was “I don’t think so just boring”.

7) *Do you watch English films at home after your study? What do you usually watch?*

8 participants answered “Yes” while 5 of them answered “No”.

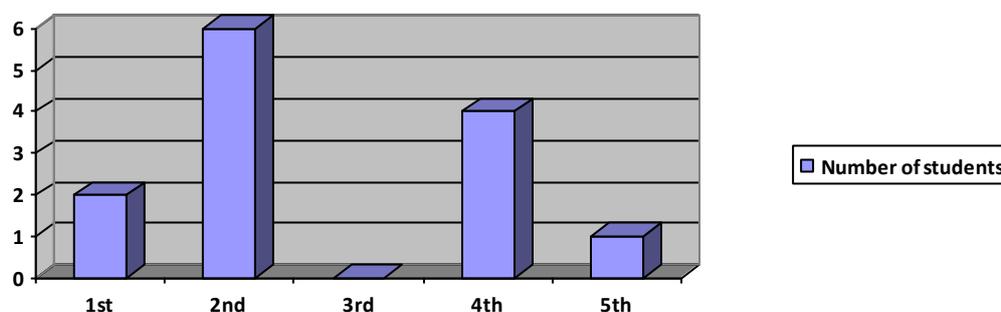


There was an open ended element in this question and the following patterns were noted. For the 8 participants who answered “Yes”, it is reported that they will watch videos like “English cartoon”, “Kungfu Panda”, “YouTube”, “Facebook”, “something about singing songs” or “videos that help him to dance or play in some sport games” etc. For the 5 participants who answered “No”, 4 of them did not watch any English films and the remaining one did not watch videos but “listened to music of E.Iglesias” before.

8) What do you think are the most useful ways of learning English from the following list?

- watching and talking about short films in English
- watching and talking about English films
- reading and talking about articles in English newspapers
- reading and talking about stories in English comics
- reading and talking about English short stories

#### **An analysis of how the student-participants prioritize choice (b)**



As in this research project, it involves the use of authentic English films, therefore participants were asked to prioritize the above materials in terms of their effectiveness. The result indicates that the 2nd priority has the highest number of vote. A total number of 8 participants put choice (b) in the first two priorities while 5 participants put it in the last two priorities. The findings for this particular question might not be representative because due to the short duration of the teaching practicum and the workload in the scheme of work, it was impossible to spend another 4 lessons to explore the use of the other 4 choices.

*Findings from the focused interview with 5 of the students*

At the beginning of the interview the participants were asked to recall what they did during the lesson. They could all remember the theme of the lesson and with some clues provided they could remember the staging of the lesson. Afterwards, the students talked about their experiences of traditional reading lessons and how their teachers taught reading.

*1. Can you share your experience about traditional reading lessons? How did your teacher(s) teach it?*

A participant mentioned that traditionally, teachers simply read the text aloud, test comprehension through questions, teach unknown vocabulary and then require students to read the text aloud and that he found this approach very boring. A participant reported that there might be words that they did not know but the teacher just kept reading and that made the traditional reading lesson boring.

*2. How do you feel about textbook reading texts?*

Next, regarding the participants' feelings towards traditional textbook reading texts, one participant said that he enjoyed the reading texts. While others agreed that textbook texts are usually quite boring. A participant pointed out that they can read textbook texts at home but they would not usually have any exposure to the extra materials, such as authentic films brought in by the teacher and that using these materials makes learning in the classroom more fun.

*3. How did you feel about today's lesson?*

The participants gave positive comments like fantastic, nice and active. One of the participants mentioned that he could learn more easily from the video than the reading text. Another positive comment is that everyone was very focused and concentrating well during the lesson. The participants agreed that the students were attentive and paid attention while then video was being played. Summarizing the answers for this question, participants agreed that that learning was made more enjoyable and interesting through the combination of elements such as the use of PowerPoints, the video, the reading texts and some worksheets. Participants also reported off task behavior in response to traditional approaches to reading where

the text is read aloud in class and the follow up exercises from the textbook are set for homework. Clearly this combination of elements provided students with a greater sense of purpose in reading in class and was more interesting than the traditional approaches to reading used currently in schools where the actual reading is done aloud in class and then follow up textbook tasks are done for homework.

*4. Do you like the structure of the lesson? (PPT, Video, worksheets, Reading text, worksheets)?*

Two of the participants mentioned that they thought it would be better to have the reading text before the authentic film, and the reason was that after reading the text, they feel very tired and sleepy and through watching a film it would be more relaxing and they would be more focused. Another participant mentioned that he would prefer having only the video element and completely ignore the reading text. While the final participant suggested that the authentic film, helped him to know more about the reading text and therefore it was easier for him to read and understand the text more easily.

*5. How do you feel about the video? Is it interesting? Is it too difficult? Is it too long/short? Was the speaker speaking too fast? Was there many difficult words? Can you understand what the speaker said?*

Participants reported that it was funny but that the characters were speaking in a funny tone, making it a little bit difficult to understand. Also, they could understand the words but sometimes the characters were speaking quite fast so they found it difficult to follow. However, overall they found it reasonably understandable and that the level was appropriate for them.

*6. Does the video help improve your understanding of the reading text? Did you learn some vocabulary related to the theme (family) in the video? Did you get some information that occurs both in the video and the text?*

Participants said that they got some ideas about the film and most of them watched this film in their native language, which are important information they will come

across in the reading text. Apart from meaning, participants also reported that they had learned some useful vocabulary items.

*7. Do you prefer a lesson with only a reading text? Or a lesson like today's (with video + reading)? Why?*

Participants all agreed that they preferred a lesson using the film together with the reading text, because they felt that just focusing solely on the textbook text as they usually do is quite boring. They reported that the video grasped the attention of the class and that everybody sat up straight and watched the video so everyone was involved.

*8. What are some good points of using videos? Do you think it helps improve your listening skills? Do you think with VISUALS (something you can see, graphics), it makes it easier for you to understand the topic?*

Next, participants were asked to talk about some of the advantages of using videos. Apart from making the lesson more interesting, one of the participants mentioned that descriptions of actions in a reading text were brought to life by the video, making it much easier for students to understand the action since it is visually represented in the film.

*9. Do you watch English clips outside class? Do you enjoy it? Do you find it difficult?*

Towards the end of the interview, participants were asked if they often watch English films outside class. They said that they sometimes watch English channels like EuroNews and National Geographic Channel, programs like Mythbusters and films through Internet. The participants enjoyed watching these videos because they could gain some experience or learn some skills which they could not get from textbook texts. They raised an interesting issue in relation to subtitles pointing out that when they hear difficult words the subtitles help them to understand and to maximize the opportunities for English learning.

*10. Do you find it easier to understand reading texts after you watch videos on the same topic? If yes, why? If not, why?*

Participants mentioned that it will be easier, they like it as the film made the lesson more interesting, and a participant mentioned that he could know what the words mean and exactly what actions the words refer to.

*Findings from the focused interview with 2 in-service teacher*

*1) The interview with Mrs, Jumaniyazova*

*1. How do you feel about traditional textbook materials in our country?*

The participant mentioned that textbook materials are crucial because they prepare students for examinations and that examinations are very important. Therefore, reading texts play an important role. However, she felt that textbook materials are designed for native learners, they are difficult for our local Karakalpak students as they are foreign language learners.

*2. How would you define authentic materials?*

The participant defined authentic materials as something that students could relate to as their real-life experience and some examples include the Internet, movies, music, newspapers and magazines.

*3. Have you used any authentic materials before and if yes, how did you use them?*

The participant mentioned that she had used authentic materials like newspaper, the Internet and movies with his students before to make her lessons more interesting for the students. But more and more so recently she tries and makes it more the materials that students like rather than the materials that she likes because they would get even more interested.

*4. You mentioned that you tried to use the Internet, do you mean like showing movies or films?*

The participant said that she shows educational clips and movie clips from British Council site, YouTube etc. However she does not go to YouTube very often.

*5. Do you mean like we need to be very careful about the selection of the clips?*

*(Follow-up question)*

The participant was not keen on using fully clips from internet because she found that sometimes the content might be unreliable and things popped up that might be

inappropriate to students or might distract students. She said it's important to show care as to some thinking in advance. She always suggested that it's easy to solve the issue by knowing what one wants and maybe having the link already saved on the desktop.

*6. Do you see Internet as a potential resource of authentic materials for English learning? (Follow-up question)*

The participant agreed that with due care shown Internet films can be a very useful teaching resource in the language classroom.

*7-8. You tried to use some Internet clips before. So could you remember like what was the main focus of that particular lesson? (Follow-up question)*

The participant mentioned that she used a film of a song by a famous Canadian teenage idol, Justin Bieber, and he took away some of the lyrics and transformed it into a cloze passage. She said that students enjoyed the lesson and in that particular lesson, listening and reading skills were integrated with vocabulary learning.

*9. How do you usually teach reading?*

What the participant usually does is that she first reads the text to the students followed by some vocabulary teaching. Afterwards, students were asked to read individually and eventually she would walk around and listen to students' individual reading, her idea was to do a group process and then an individual process.

*10. Do you think using an authentic video as a lead-in of the lesson would help support students' reading?*

She felt that the idea was a good one as the video and the topic would arouse students' interest. She said the students love to watch films and that would just capture their interest and may be nice to them.

*11-12. What are the potential benefits and drawbacks of using authentic materials?*

Towards the end of the interview, she was asked to talk about some of the advantages and potential drawbacks of using authentic materials. She said that with the use of authentic materials makes teaching and students' learning more relevant to what's going on in society, it brings their learning closer to their life experience,

and they can relate their language development to topics they are interested in, they can see how they can take their knowledge and use it in interesting ways. In terms of drawbacks, he said that many of these authentic materials rely on technology and that sometimes the technology can let you down in the classroom. She also said that authentic materials are not designed for teaching EFL students and that they might be more challenging for local students. Therefore careful selection of texts, planning ahead and providing plenty of scaffolding would be essential.

## *2) The interview with Mrs Arzieva*

### *1. How would you define authentic materials?*

The participant defined authentic materials as something that are true to life or materials that when you use it in the classroom it can also be used in everyday life.

### *2. Could you suggest some possible examples of authentic materials?*

She gave some examples of authentic materials and she described authentic experiences such as field trips. She gave examples like when teaching about law, teachers can bring their students to the law court; if they are talking about criminal law, they could bring students to the Police station to see how criminals are cross-examined and to understand what the stages they have to go through in the Police station.

### *3. How about for example like newspapers or maybe some films from the Internet, will you consider that as authentic materials? (Follow-up question)*

The participant said that she would consider the above mentioned as authentic materials because for example if someone wants to talk about current event, they could just go on Internet and they could get clips related to that, it's very authentic.

### *4-5. Have you used any authentic materials before? How did you use them? (Follow-up question)*

The participant shared her experience of using a carefully selected authentic film in faculty's library or in internet which matched the theme of his lesson, which was concerned with of his students' attitudes towards impairment, anyone with im-

pairment or a disability. She decided to find something about disability, impairment, and found a film that was very innovative, very clear about the meaning of impairment and the meaning of disability. She used that to teach the vocabulary that they needed to learn and from there it was like a starting point for her students as they learned some vocabulary, they could also see it, they could hear it and most of all, they had an idea in picture format.

*6. How do you actually feel about authentic films?*

The participants suggested that teachers need to choose wisely and also to make sure that there is no inappropriate language.

*7. Do you see YouTube as a potential resource of authentic materials for English Language teaching?*

The participant agreed and said it is a potential resource for news, for social issues and for English especially.

*8. How do you usually teach reading, like textbook reading texts?*

The participant mentioned that she usually reads aloud to students and then gets students to underline all the words that they do not know. Following that students read aloud and lastly they will be given some comprehension questions. Next, the idea of using authentic clips to introduce reading texts and the procedures of this research were explained to Mrs. Qidirbaeva.

*9 Will it (the use of an authentic film as a lead-in) be a possible way to start a (reading) lesson?*

The participant said as long as the film has a good representation then the approach could be useful.

*10. What are the potential benefits and drawbacks of using authentic materials?*

The participant mentioned that some of the advantages of using authentic materials include getting hands-on information and perhaps providing a good model of real English for students. She identified several drawbacks such as the speed of speaking in authentic films might be too fast making it overly challenging for students. Also there are the inevitable technical problems we need to deal with when using

computers and if teachers focus too much on handling the technical issues, some of the students might go off-task easily.

## **Review on Part II**

Summarizing the findings from the questionnaires and the interviews with the student-participants and the teacher-participants, it is believed that exploiting the authentic movie in the lesson does better engage students as well as to support their general skills. The consensus was that although the speed of speaking on the authentic movie might have been a little bit fast, nevertheless it presented an interesting, manageable challenge and if used with a top-down processing approach, careful staging and scaffolding it is believed that exploiting authentic materials in the classroom, not only movie or clip, can contribute to an increase in students' engagement in learning and support every English lesson.

12 out of 13 of the student-participants mentioned that the use of the authentic video to introduce the textbook text made them interested in reading the text. During the interview with the student-participants, it was found that some of them have negative feelings about traditional reading lessons as their teachers only read aloud texts and assign them homework, which they found rather boring. In fact, "teachers can make a positive contribution to students" motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive." [17; 64]. Most of the student-participants agree that the inclusion of the authentic movie made the reading lesson more interesting compared to those reading sessions focused only on

textbook texts. As suggested by Gowen, Phillips & Walters, using videos do have certain advantages. Students get the chance to see as well as hear what is being said and therefore the recording is much closer to “real-life”, it would be easier for students to understand as they can get extra information from the facial expressions, gestures and physical background. Also, visual elements are usually more attractive and intrinsically more interesting. Through the use of visuals, it often helps to “illustrate meaning more directly and quickly than through verbal explanation they cut down unnecessary teacher talking time.” [21;90] With carefully selected authentic movie that suit the target learners` level, they will find it easier to learn and that might perhaps contribute to the building of their confidence and leading them to be more engaged in the lesson.

Apart from promoting students` engagement, the video also serves the function of activating students` schemata. The student-participants mentioned that authentic material in the form of the video supported their reading because it helped them to learn some vocabulary as well as to build awareness of information about the topic such as “Family” and also culture of foreign country, all of which is information they encounter in the reading text. For those who were familiar with life-style of foreign country`s family, they got the chance to make use of their background knowledge to talk about the topic. While for those who knew little about topic, the movie helped to build their schemata about the topic which in turn provided the support students needed to make sense of the text they were reading. The listening part involving the authentic movie was carefully staged into a lead-in, the pre-teaching of vocabulary, a gist task and a more specific information task. Students get to use their background knowledge to talk about the topic “Family” before processing the authentic movie. As students watch the movie, the visual images provide an effective foundation and context for the reading and help to develop effective reading skills as students have a clear understanding of the context of the reading text. Thus they are able to bring this background knowledge to the processing of the reading text itself. The whole listening and viewing process in turn acts as a

lead-in and contextualization for the teaching of the textbook reading text, where students went through similar stages and were guided to look at the reading text step by step. The idea of the lesson design is that “the procedure for teaching receptive skills generally starts with a lead in. This is where we engage students with the topic of the reading and we try to activate their schema (plural schemata)...” [14; 271] Through this arrangement, students’ schemata were well activated as they were given lots of opportunities to make use of their background knowledge to talk about the topic, both before the teaching of the authentic text and the reading text. Through adapting these authentic video texts, teachers can enhance students reading skills. Through the opportunities provided for students to talk about the issue as well as supporting their reading is by an initial visual exploration of the topic of reading texts, it explicitly activated or built their schema so that they feel more confident about the topic and therefore are empowered to ignore unknown words. Instead they try to utilize their background knowledge and match them with the information in the text, resulting in a more holistic approach to reading instead of adopting the bottom-up approach which they focus on understanding word by word.

It is worth noting that some of the student-participants hold different views on the order of presentation of the authentic movie and the textbook reading text. “Combining video and an article on the same topic reinforces learning. Learning vocabulary is more effective when students have a chance to first read new words and then listen to them.” [18; 14] This might be a reason to support those who prefer having the reading text before the video text. “Students who have better listening skills than reading skills may want to begin with [the reading text] to get the main idea. Students who have better reading than listening skills may want to begin with the reading to get a general understanding of the subject and then view the video” [18; 14] Therefore the sequencing of the introduction of the video and reading texts might be changed depending on learners’ preference but with appropriate planning both approaches should reinforce learning.

Even with careful selection, the student-participants still reported that occasionally they found the speaking pace of the character a bit too fast. As mentioned in the literature review, authentic materials are not simplified or spoken slowly and therefore this is a potential problem that teachers and students will encounter and need to be prepared to plan for and deal with in the classroom. In the two interviews with the teachers, they both mentioned that it is important to choose authentic material, in our situation authentic video, wisely and carefully. Careless selection of materials might cause problems in students' understanding. "Authentic material which has been carelessly chosen can be extremely de-motivating for students since they will not understand it." [14; 273] Another problem that might develop gradually would be exposing students to inappropriate materials. As mentioned by the teacher-participants, sometimes they find sources of authentic materials are unreliable because the title might not match the content. Therefore, previewing and filtering authentic materials before class in order to avoid showing students inappropriate content are essential. Also, both teachers mentioned that the use of authentic video raise the potential for having technical problems. "The problem with depending on a machine is that it can go wrong – and often does!" [28; 4] Therefore, "...if you are new to video or using alien equipment, take one basic precaution: try it out in advance." [28; 4]

## Conclusion

To sum up the results of our research work, we have come to the next conclusions: studying of theoretical materials and analysis of literature which is dedicated to the problem of authentic materials demonstrated that, even if in recent times investigating work in this field is being actively doing, the problem of determination and functional using of authentic materials in the process of teaching of English language is haven't solved yet. This problem is becoming actual, requiring interests and attention from modern methodists.

In this qualification paper, we have looked at the role of authentic materials in English classrooms and whether the use of authentic movies help to increase students' engagement in learning as well as to support students' general skills. The data collected from the questionnaires and focused interviews suggest that both student-participants and teacher-participants agree that the using authentic movies as lead-ins for reading lessons help better engage students in learning and also to support their reading. Student-participants reflected that the integration of authentic video elements into reading sessions made it comparatively more interesting than those traditional reading lessons as some teachers still adopt the reading aloud approach without much activating or utilizing students' background knowledge. Through careful selection of authentic video clips and lesson design, students' schemata can either be activated or built before they get to read the textbook texts. That encourages them to adopt top-down processing instead of bottom-up pro-

cessing and guides them to focus more on meaning instead of worrying about the meanings of every single word and contribute to more effective reading.

In our research work we have successfully achieved our set aims, exactly saying: determined the essence of authentic materials, looked through in details the specifics of using them, found out the difficulties of using of authentic materials in teaching English.

Thus, the using of authentic materials in teaching of English language plays an important role and is counted as a necessary tool in achieving the main practical aim of learning. This aim is to form learners` ability to communicate in target language. Authentic materials really help to arouse cognitive motivation, to understand and percept the native English speech. They create a real nature of English language in the classrooms; introduce the learners with culture and everyday life of target language.

Summarizing the findings from the questionnaires and the interviews with the student-participants and the teacher-participants, it is believed that exploiting the authentic movie in the lesson does better engage students as well as to support their general skills. The consensus was that although the speed of speaking on the authentic movie might have been a little bit fast, nevertheless it presented an interesting, manageable challenge and if used with a top-down processing approach, careful staging and scaffolding it is believed that exploiting authentic materials in the classroom, not only movie or clip, can contribute to an increase in students` engagement in learning and support every English lesson.

12 out 13 of the student-participants mentioned that the use of the authentic video to introduce the textbook text made them interested in reading the text. During the interview with the student-participants, it was found that some of them have negative feelings about traditional reading lessons as their teachers only read aloud texts and assign them homework, which they found rather boring. Most of the student-participants agree that the inclusion of the authentic movie made the reading lesson more interesting compared to those reading sessions focused only on textbook texts. Students get the chance to see as well as hear what is being said

and therefore the recording is much closer to “real-life”, it would be easier for students to understand as they can get extra information from the facial expressions, gestures and physical background. Also, visual elements are usually more attractive and intrinsically more interesting. Through the use of visuals, it often helps to illustrate meaning more directly and quickly than through verbal explanation they cut down unnecessary teacher talking time. With carefully selected authentic movie that suit the target learners’ level, they will find it easier to learn and that might perhaps contribute to the building of their confidence and leading them to be more engaged in the lesson.

Apart from promoting students’ engagement, the video also serves the function of activating students’ schemata. The student-participants mentioned that authentic material in the form of the video supported their reading because it helped them to learn some vocabulary as well as to build awareness of information about the topic such as “Family” and also culture of foreign country, all of which is information they encounter in the reading text. For those who were familiar with life-style of foreign country’s family, they got the chance to make use of their background knowledge to talk about the topic. While for those who knew little about topic, the movie helped to build their schemata about the topic which in turn provided the support students needed to make sense of the text they were reading. The listening part involving the authentic movie was carefully staged into a lead-in, the pre-teaching of vocabulary, a gist task and a more specific information task. Students get to use their background knowledge to talk about the topic “Family” before processing the authentic movie. As students watch the movie, the visual images provide an effective foundation and context for the reading and help to develop effective reading skills as students have a clear understanding of the context of the reading text. Thus they are able to bring this background knowledge to the processing of the reading text itself. The whole listening and viewing process in turn acts as a lead-in and contextualization for the teaching of the textbook reading text, where students went through similar stages and were guided to look at the reading text

step by step. Through adapting these authentic video texts, teachers can enhance students reading skills. Through the opportunities provided for students to talk about the issue as well as supporting their reading is by an initial visual exploration of the topic of reading texts, it explicitly activated or built their schema so that they feel more confident about the topic and therefore are empowered to ignore unknown words. Instead they try to utilize their background knowledge and match them with the information in the text, resulting in a more holistic approach to reading instead of adopting the bottom-up approach which they focus on understanding word by word.

It is worth noting that some of the student-participants hold different views on the order of presentation of the authentic movie and the textbook reading text. Combining video and an article on the same topic reinforces learning. Learning vocabulary is more effective when students have a chance to first read new words and then listen to them. This might be a reason to support those who prefer having the reading text before the video text. Students who have better listening skills than reading skills may want to begin with the reading text to get the main idea. Students who have better reading than listening skills may want to begin with the reading to get a general understanding of the subject and then view the video. Therefore the sequencing of the introduction of the video and reading texts might be changed depending on learners preference but with appropriate planning both approaches should reinforce learning.

## BIBLIOGRAPHY

1. The decree of the First President of Uzbekistan I.A.Karimov № 1875 “On measures to further improve of foreign language learning system”, T. December, 10, 2012.
- 2.The decree of the President of Uzbekistan Sh.M.Mirziyoev “On measures to further improve the system of higher education” , T. April 20, 2017.
- 3.The decree of the First President of Uzbekistan № 1971 «About measures on perfection of activity of the Uzbek State University of World Languages», May, 23, 2013.
4. Berardo, H. and Brenda, M. (2002) Thoughts on the use of authentic materials.
5. Bernhard, C. and Berkemeyer, D. “A SWOT analysis of authentic materials” Posted on November 3, 2011 by English 360.
- 6.Bloom B.S, ed. 1996. Taxonomy of educational objectives. Handbook1: Cognitive domain. White Plains, NY: Longman
7. Ciccone, A. and S.Jones. 2008. Using film to introduce and develop academic writing skills among UK undergraduate students. Journal of Educational Enquiry. 8(2): 15-37.
8. Clandfield I.L, 2002. Bringing words to life: Robust vocabulary instruction. New York: Guilford.

9. Davis M.P. Authenticity in the Language Classroom// *Applied Linguistics*. - 1985. 6/1. P. 60-70.
10. Finneman Kelly, Lawrence Kelly, Mark Offner and Bruce Vorland *Effective Ways to Use Authentic Materials with ESL/EFL Students*
11. Ferit Kilickaya *Authentic Materials and Cultural Content in EFL Classrooms*
12. Gardner, J. and Miller, G. *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press, 1996.
13. Guariento, W. & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal* 55(4), 347-353.
14. Harmer, J. (2007). *The Practice of English Language Teaching*. UK: Pearson Education Limited.
15. Jordan, R. R (1997). *English for Academic Purposes: A Guide and Resource for Teachers*. Cambridge. Cambridge University Press.
16. Lazar, R. E., & Schleicher, L. (Eds.). (1999). *New ways in using authentic materials in the classroom*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
17. Lee, L. . 1999. *New ways in using authentic materials in the classroom*. Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc.
18. Martinez, A. (2002). *Authentic materials: An overview*. Karen's Linguistic Issues. Retrieved November 20, 2003 from <http://www3.telus.net/linguisticsissues/authenticmaterials.html>
19. Matsata, F. (2005). *Designing Authenticity into Language Learning Materials*. USA: Intellect Limited.
20. Munn, P. & Drever, E. (1999). *Using Questionnaires in Small-Scale Research – A Teacher's Guide*. UK: The Scottish Council for Research in Education
21. Mc Neil, A. 1997. *Movies and listening comprehension in FOCAL SKILLS programs*. Unpublished ms [now available as <http://www.focalskills.info/articles/moviesfs.html>]

22. Miller W. (May 2000) Enhancing Authentic Language Learning Experiences Through Internet Technology . Online Resources: Digests
23. Nunan, D. (1999). *Second Language Teaching & Learning*. USA: Heinle & Heinle Publishers.
24. Nunan, D., & Miller, L. (Eds.). (1995). *New ways in teaching listening*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
25. Peacock, B.G. (1990). Culture-authentic materials in the foreign language classroom. (ERIC Document Reproduction Service No. ED340235)
26. Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. UK: Cambridge University Press.
27. Sanderson, N. Using authentic materials (19 April, 2004) by TE Editor
28. Van Lier D., 1988. *Authentic texts in Foreign Language Teaching: Theory and Practice*. Dublin: Authentik.
29. Widdowson, J. (1984). *Video in Language Teaching*. Cambridge: Cambridge University Press.
30. Wing, J. (2008). *Using Authentic Video in the Language Classroom*. UK: Cambridge University Press.
31. <http://disser.biz/13000804.htm>.
32. <http://dissershop.com/diplom/metodica-obuchenija-i...>
33. [http://festival.1september.ru/2005\\_2006/index.php?...](http://festival.1september.ru/2005_2006/index.php?...)
34. <http://method.novgorod.rcde.ru/getblob.asp?id=5000...>
35. <http://rspu.edu.ru/university/chair/eng.html>.
36. <http://teacher.fio.ru/news.php?n=27&c=79>.