AUTHENTIC MATERIAL'S HISTORY

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Abstract: This article deals with finding information about how to improve students' integrated skills, analyzing some approaches and methods by applying them in classes.

Key words: communicative trend, authentic, grammatical, supplementary

Аннотация: Эта статья посвящена поиску информатsии о том, как улучшить интегрированные навыки учащихся, а также анализу некоторых подходов и методов, применяя их на занятиях.

Ключевые слова: коммуникативное направление, аутентичный, грамматический, дополнительный

Annotatsiya : Ushbu maqola o'quvchilarning yaxlit malakalarini oshirish, shuningdek ba'zi yondashuvlar va usullarni tahlil qilish, ularni sinfda qo'llash bo'yicha ma'lumot topishga bag'ishlangan.

Kalit so'zlar: kommunikativ tendentsiya, autentik, grammatik, qo'shimcha

Introduction

Valdeón argues that after trying to develop a new categorization of the materials used in the teaching of English, or any other language for that matter, we should "concentrate on authentic material and the various processes that it can undergo to be adapted to suit the needs of our students."

[1. P, 234] By focusing on one or more linguistic aspects, this change to the supplied text satisfies the need for personalization. Some writers have rejected any modifications to the actual material in favor of focusing on the communicative tendency, without considering the potential that instructors' and students' priorities may change.

There are a few relevant reasons, therefore, why we could decide to change certain material before

• Some grammar elements in the content are unclear or do not match our class's proficiency level.

The Although the book provides several examples of structures that have been covered in class, we might find it useful to add more examples to the original material.

• If the content is more important to us as a starting point for a debate or as a way to introduce new vocabulary, we may choose to completely avoid some grammatical points.

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• The communication component of the content is overemphasized, which prevents the pupils from understanding the message. We might begin by outlining a few grammatical constructions.
• Too many unfamiliar terms or too complicated language are present.
• Although the wording may seem enticing, it may be overly simple. To introduce new linguistic points, we must employ supplemental materials.
• The text is too challenging. Therefore, we may remove some sections, but we must ensure that the essential concepts are retained and that the kids can understand them. MABC & LLG 4 Genuine textual resources
• Students are unlikely to read or utilize some materials because they are overly formal.
• The content should be modified to meet the expectations if it will be used in an exam. Our students may find the text offensive.
After discussing the primary justifications for adapting real written content, we will address the many ways in which we might edit, add, remove, simplify, and rearrange this content to better meet the requirements of our students.
• Adding: We can add more examples of any of these linguistic exponents to the text whenever we want our students to practice specific vocabulary words, grammatical structures, or minimal pairs that are not present in their L1 and the authentic material we wish to use does not offer enough examples.
• Deleting: Textbooks are written for a global audience with a range of requirements. If we believe that two or three activities in a unit are irrelevant, or perhaps the entire unit if our students won't gain anything from it, we shouldn't feel bad about leaving them out.
• Modifying: Rewriting and restructuring are the two primary methods for altering a text. Additionally, if we want our kids to practice specific aspects, we may modify a piece for them to read aloud or have us narrate it to them.
• Simplifying: This method is also helpful, but if we are not very attentive when we simplify grammar or certain speech characteristics, it may distort written English or genuine speech. Instead of simplifying such grammatical features, it would often be beneficial to maintain them, even if they will undoubtedly need more practice.
In the past, "authentic texts" were described as "real" writings created for native speakers of the language, not for language learners (Harmer, 1991: 185-88). These days, though, a fresh meaning has been offered. Whether the language used sounds authentic in part or in its entirety, as well as whether students are likely to hear or read it in real-world contexts, are more important considerations than just who created the content and to whom it is targeted. These factors make it inappropriate for us to identify authentic content based just on the fact that it was

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created for native speakers. As a result, everything that a native English speaker might hear, read, or use—such as television shows, newspapers, magazines, etc.—can be considered authentic.Even while some actual resources are clearly harder to grasp than others, they are not evaluated according to level because they are not made for EFL students. In order to meet the needs and interests of the students, the instructor should carefully choose the content and determine what the students will do with it. Therefore, different levels of students can use the same real content; for example, lower level students can be given an easier work, while higher level students can be given a more challenging one.

In the context of language instruction, a book created specifically for language learners is considered non-authentic. Sometimes, these materials focus on the language we want to teach.

"In the past, it has seemed easier to somehow separate the learner from the knowledge to be learned – to 'objectify' the target language as something completely unfamiliar to the learner," argue Breen and Candlin, cited in Rutherford. [2. P, 149] Perhaps a limited definition of the true object of learning and an imperfect understanding of what the learner has to offer have contributed to this objectification of the language in respect to the learner.

We've had a tendency to see the aim just in terms of "linguistic competence," or textual knowledge, and to confine that knowledge to syntax alone, ignoring sentence-level structure. As a result, interpersonal and ideational knowledge—from which textual information is derived—have frequently been disregarded or neutralized.

Increasing Consciousness

"An approach to grammar that is compatible with how one views SLA [Second Language Acquisition]" may help address the issue of vocabulary that is either ignored or invented by teachers or text syllabuses. Instead than using presentational instruction or practice, the method would emphasize learning grammar through consciousness-raising, or being aware of a grammatical characteristic. In other words, while "grammar teaching" usually refers to an effort to directly instill that competence (i.e., necessary and sufficient, and the learner is a tabula rasa), consciousness-raising represents a "means to attainment of grammatical competence in another language (i.e. necessary but not sufficient, and the learner contributes)." [3. P, 24]

Because "no one could ever learn English, for example, given a vocabulary list and sets of rules for syntax, morphology, phonology, etc., no matter how accurate or comprehensive," awareness-raising grammar exercises may give

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students the exposure to the language they need to draw generalizations about it. Additionally, since each learner will have different priorities regarding the language learning chances in a particular book, exposing students to real texts helps them to assimilate generalizations and concentrate on language nuances.

Raising consciousness may also help students make up for differences they come across in new information by strengthening and expanding their existing understanding of grammar or language usage. According to Willis, the instructor in this teaching approach "no longer merely presents language to the learner for purposes of illustrating language from." Rather, they urge students to analyze their own linguistic experiences and draw conclusions from them. Since students do not merely absorb the rules or patterns taught in textbooks or by instructors; rather, they become aware of them via exposure, generalizations based on prior knowledge therefore constitute a significant component of learning.

Furthermore, consciousness-raising exercises "seek to get a learner to understand a particular grammatical feature, how it works, what it consists of," as opposed to teaching by repetition, patterns, and structures. The number of students who go undetected or fall behind—which can occur in repetition, drilling, and scheduled classes—can be decreased by allowing learners to go at their own speed in language development. [4. P, 5]

Schema-oriented

Another approach to overcoming the limitations of traditional research, such as restricted language pattern or form studies or omitting language usage, is provided by Barlow (1996). The method is based on schemas.

Grammatical units, which are form-meaning pairs incorporated into a discourse context, constitute the foundation of the method. In the most fruitful situations, the formal portion of these grammatical units may resemble rules, but they are mostly the output of inductive processes: the accumulation of classified examples. According to Barlow, generalizations may be made based on language usage rather than grammatical patterns since some of the schemas are "ultimately based on and anchored by actual instances of usage," even though they may have varying degrees of abstraction.

As a result, "the learner is not seen as just a passive pattern extractor, but is, in addition, a cognizer with the ability to make numerous cognitive distinctions, some of which will be able to be linked with formal distinctions made in the grammar" when employing actual text data. Newspapers are among the main sources of real content that are more beneficial in ELT lessons. Every day, newspapers provide the newest and most important news, and teachers may utilize these reports as real resources to help their English language learners.

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It helps English language learners acquire and comprehend language usage in a number of ways since newspaper language varies from one news to the next, and vocabulary and grammatical structures also change daily. Newspapers may also help English language learners get better at the language. Newspapers provide news on a wide range of subjects, such as sports, education, geography, history, and cultural events. They also include every idiomatic statement of the local culture in the everyday language.

Newspapers may be evaluated in a variety of ways, including for academic writing as a text for stylistics and semantics, and the language styles found in them are not present in the required textbooks. Newspapers have piqued the interest of English language learners ever since they began publishing news about actual occurrences. Additionally, they give the students information and a useful method for allowing ELT students to enjoy studying English in a relaxed manner. Newspapers help English language learners improve their writing, vocabulary, grammar, reading comprehension, and critical thinking abilities.

Since newspapers utilize readily accessible and comprehensible language, the majority of students plan to read local or regional newspapers. The students have access to regional, national, and worldwide newspapers as well as the internet. When the information is provided to the students in the form of assignments, the real materials from the newspapers are helpful in providing pre-activity activities that can improve their learning abilities. Students may increase their vocabulary and understand the variety of news item presentation with the aid of newspaper articles.

Newspapers provide individuals with the ability to see themselves, hear themselves and the world, and have a voice that allows them to be heard in the world, according to Jacob J. S. Newspapers are very informative and have a significant educational impact on students. They are the least expensive and most accessible reading resources available to students. English language instructors can utilize articles, images, and advertising from the daily newspapers as teaching resources in their ELT classes. Print media may be included into ELT classes to carry out some beneficial leisure activities because it is a major source of genuine content. Newspapers provide students excellent practice in the language and aid in their language learning. Newspapers foster students' imaginations in addition to improving their observational and critical thinking abilities. Given the many benefits of utilizing newspapers in ELT classes, English teachers should utilize the accessible and practical resources to help students effectively advance their language proficiency.

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The modern educational system was given a fresh perspective by the new technology, which also helped the existing system. As a result, the field of education has seen several advances, and English is no exception. The idea of teaching English has undergone significant change, and both instructors and students in the current generation rely more on the newest technology, which further transforms both teaching and learning. To meet the requirements and interests of their students, English teachers in the modern world have been utilizing a wide range of instructional resources. In order to raise student standards and significantly advance their language proficiency in traditional English courses, they also use real resources during this process in addition to the required textbooks. "Authentic materials are more motivating for students, even lower level students, than artificial materials," claims Peacock (1997). Moreover, authentic resources are more directly related to learners' needs since they provide a link between the language classroom and the outside world, according to Briton (1991, quoted in Qura, 2001).

To get students more interested in their studies, teachers must use all of the actual resources that are accessible, such newspapers, magazines, narrative books, movies, radio, TV, advertisements, music, label items, bus or train timetables, and realia like phones and dolls. English teachers should employ genuine resources in their daily work since they are essential for fostering students' learning and igniting their interest in learning the language naturally in the presence of appropriate incentive. The current study highlights how teachers in English language schools effectively employ real resources. This study first addresses the benefits of genuine materials in the field of education in order to achieve this goal. The significance of the real materials utilized in English language courses is then highlighted in this study. The successful use of genuine resources, how they support teachers in their instruction, and how they facilitate students' learning of English are the main topics of this study. Lastly, this article offers some helpful tips for both English instructors and students on how to use real English materials to greatly enhance their teaching and learning abilities. According to Nunan (1988), genuine resources are those that have been created for uses other than language instruction. According to Jordan (1997), genuine texts are those that are not created with educational objectives in mind. "Real-life texts, not written for pedagogic processes" is how Wallace (1998) defines genuine texts (p. 145). Authentic materials, according to Jacobson, Degener, and Purcell-Gates (2003), are printed materials that are utilized in classrooms just as they would be in real life. According to Stubbs (1996), authentic texts are real, attested, and have actual, authentic instances of usage. Authentic

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materials are defined as "ordinary texts not produced specifically for language teaching purposes" (p. 68) by Carter and Nunan (2001).

Genuine written content Even if it is not used in a genuine setting, using authentic content in the classroom is important for a number of reasons, including the following:

• Students are exposed to real conversation. Authentic written materials offer real-world language use examples and provide students with up-to-date information on current events, which gives them inherent instructional value. Why Because students feel a genuine feeling of accomplishment after making sense of real-world language, textbooks frequently do not contain accidental or inappropriate English. When pupils comprehend them, they become more engaging and inspiring and instill confidence in them.

• If the work is different, the same piece of material can be employed in multiple situations.

• Materials are updated to reflect language changes so that instructors and students are aware of them.

• Mini-skills like scanning may be taught and practiced by reading texts. For example, students can be given a news story and instructed to search for certain information (amounts, percentages, etc.).

• A vast range of text kinds and linguistic styles that are difficult to find in traditional teaching materials may be found in books, articles, newspapers, and other media.

As long as the input is understandable, students who read and listen a lot appear to learn English more effectively than those who do not. They can also promote reading for pleasure because they are likely to cover subjects that students are interested in, particularly if they are given the opportunity to choose the subjects or types of real materials to be used in class.

• The primary goal of providing children with reading and listening materials is undoubtedly to improve their reading and listening skills. The more reading and listening we provide kids, the more proficient they will became at reading.

Texts created by native speakers for non-educational purposes are considered authentic resources (Bacon & Finnemann, 1990). They often do not originate from a course book because they are not intended for teaching purposes. For language learners, they are not methodically built in phases. Nonetheless, a lot of professionals these days favor using real materials as an alternative for teaching and learning English, both orally and in writing.

When a piece of content includes real text, it is considered genuine. Tomlinson

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(1984) defined an authentic text as one that is neither composed or delivered for the aim of teaching a language. Examples of real texts include a rock song, a novel, a radio interview, a newspaper piece, and a classic fairy tale. Additionally, according to Nunan (2001), authentic materials are written or spoken language facts that have been created during real-world conversation and are not especially composed for language instruction. According to Genhard (1996), contextualizing language learning may be achieved through the use of real resources. This indicates that real resources are also successful in giving pupils the background information on each text. They often concentrate more on meaning and substance than context when studying the instructional materials. Conversely, real resources offer a wealth of linguistic context, as opposed to language that is only supplied by the instructor. Herrington and Oliver (2000) proposed the phrase "authentic learning" as a new educational concept. Students are prepared to confront and handle real-world events through this term, which has a direct connection to their everyday lives. Herod (2002) asserts that genuine learning activities and materials are made to mimic real-world circumstances.
However, because the learner is freed from the limitations of both conventional and more modern approaches to become an integral part of the language learning process, the use of genuine text in the classroom may unite the learner and the information.

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