

EFFECTIVENESS OF AUTHENTIC MATERIALS IN MODERN PEDAGOGY

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ABSTRACT

It is apparent that, number of language learners are increasing and in this process teachers are utilizing authentic materials in EFL and ESL classrooms. This article purposes to introduce historical background of the authenticity and its categories.

Keywords: authenticity, authentic materials, classroom, teaching, source, method.

INTRODUCTION

In this globalization era, requirements of foreign language learning are getting considerably higher than before among people since there is no door English has already entered in society: policy, economy, education, medicine and even art. By all means English is a dominant and at the top of the list. However, there is an ocean with different methods and tools for teachers, one of the most prominent source in teaching process is authenticity in educational establishments. But, prior to discuss the definitions of both terms authenticity and authentic materials should be clarified. “Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.” The term «authentic» was used as a reaction to prefabricated samples whereas authentic materials were not pedagogical tools used to help students, improve not only their communicative, but also cultural competencies. This term has long history and definitions that claimed by linguists and researchers. Although, the use of authentic materials and authenticity in language learning started to gain ground in language pedagogy very early in history, only the early part of the 20th century was defined by a blossoming of a variety of teaching methods such as the oral method, the audio lingual method, the situational approach and the direct method, which applied language learning materials that concentrated on the linguistic aspects of language and were specifically structured for language learning purposes. Until now, at least eight possible but considerable range of meanings appeared in linguistic science.

METHODOLOGY

According to Porter and Roberts (1981; Little et al. 1989) “Authenticity relates to the language produced by native speakers for native speakers in a particular language community”. In addition to this it in 1998 Kramsch mentioned that “Authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them”. It is obvious because of both descriptions are that, authentic materials are created for native speakers not for other foreigners. The reason behind this is that, native speakers are able to figure out this kind of tools without cultural and behaving issues and misunderstandings. They perceive all information according to their culture as well as they attitude toward them as a common thing. Moreover, as Tomlinson claimed, the term of authentic materials or authentic texts refers to any ‘written or spoken texts’ which are commonly not intended to language teaching. Similarly, Wallace defines authentic texts as ‘real-life text, not written for pedagogic purposes’. Therefore, these materials are likely not provided or designed for teaching English especially to non-native speakers. They are initially not proposed to foreign learners. Nevertheless, a modern educationalist copes this issue and attempts to decorate English language lessons with authentic materials.

RESULTS AND DISCUSSION

Scientist Gebhard classified authentic materials into three categories.

I Authentic Listening-Viewing Materials.

It includes TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches. This category is the most well-known one in terms of its effectiveness in language learning and teaching. Firstly, they serve to develop listening skills and pronunciation. As a result learners can correct their mistakes and more focus on how words are used and even signified. Secondly, non – native speakers can learn target –culture, traditions, attitudes, signs, art, psychological and social differences as well. It considered online travelling to the daily life of other countries.

II Authentic Visual Materials.

Last observations demonstrate that people can receive 80 percent of references by their eyes. Thus, second category is high opportunity for to teach and learn English for both teachers and pupils. For example, slides, photographs, paintings, children’ artwork, stick figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

They are really beneficial to cultivate the sense of interest and imagination of every learner. They can develop learners' creativity and enrich teaching methods and sources of teachers.

III Authentic Text Materials.

Actually learners enter the classroom with various behavior and interests. Also they have their own learning styles and the last category brings important means for enhancing reading skills and vocabulary –bank of students. They are newspaper articles, movie advertisements, lyrics to songs, restaurant menus, street signs, cereal boxes, information brochures, maps, TV guides, comic books, greeting cards, and bus schedules. They never lose their value and give productivity. For instance, only comic books can serve to learn language for learners not only but also encourage and lift up their spirit. They are designed colorful pictures and short funny stories that make learners to educate the target language with perfect mood. As a consequence, the language cannot be seemed boring and complicated. Comic books have a million of version in terms of theme, size, and quality therefore, it is really easy for pupils to alter one of interesting comic books themselves In addition,. Comics are the part of the literature and by instructing with them teachers can introduce the foreign literature. As Lloyd Alexander mentioned, “Keep reading. It is the most marvelous adventures that anyone can have”. Of course, literature can open a door to the world and comics are also great example for this. Especially, in comic books a reader may see some slangs, idioms, phrases and other peculiar compounds that are only related to the local people of that country where the book has published. Therefore, teachers should design their lessons with comic books in order to develop target language skills of learners.

CONCLUSION

By the way of conclusion, modern pedagogy is expected to teach foreign language faster, more interestingly and effectively. In this case, it is tremendously important for both teachers and language learners to exploit authentic materials at their learning and teaching process.

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