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## **USING AUTHENTIC MATERIALS AT ENGLISH CLASSES**

Few would dispute the need for students of different disciplines to learn English. The learners need English as a means of doing their work efficiently and of furthering their specialist education, and the language is not taught with a general educational aim in mind, as a cultural or social experience. As suggested by its name, English for specific purposes (ESP) covers both the common nucleus-the basic categories and patterns of communication and structure of the English language-and variations relevant to the specific use. Furthermore, the variety of uses to which English is put in different countries and the different degrees of proficiency required make it essential to consider each group of users in each country separately. That's why it's extremely important to close the process of English teaching to the real communication and to the real life. Using authentic materials provide teachers such opportunities.

Authentic materials can provide resources for teachers and offer them the opportunity to expose learners to materials produced for real life and for out-of classroom context.

By authentic material we understand materials with «real» language, produced by real speakers for a real audience. The focus is on the message, and means other than language such as format, design, style and context are often used to help to communicate it. If teachers use authentic texts sensibly they provide learners with secure bridges into the real

world of English use. One way how it is possible to reach communicative goals in teach-

ing English is to base classroom activities on authentic materials as often as possible. Au-

thenticity means that the important factor is not the text itself but the reader and whether

he/she has the necessary knowledge to interpret it correctly, that is be capable of the appro-

priate response. Appropriate response correlates here with real life response,

We have, found that authentic materials create a more positive attitude toward

learning. These materials include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various

pamphlets of sightseeing and tourist information. We have found that using sets of

materials are particularly appealing. A set could include a map, a travel guide, a

menu, and a store advertisement from the same town - all of which are interwoven,

группы- immersing the student in a multidimensional English experience,  
здесь, There are several important points to consider when choosing authentic materi-

цель youals. You should make sure that you have enough copies of the materials to be used so

that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If

you plan to use the same materials in more than one class, it is important that they be sturdy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials with multiple pieces or pages that fall out or come apart should be avoided. Also, keep in mind that some materials are more easily dated than

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others. For example, last season's catalog does not have the same impact as a current one which is filled with items which the student could actually order. A menu, on the other hand, can be used as long as the prices remain contemporary. Students are generally uninterested in special events, for example an Expo that have already past. Remember to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout.

When we first began using authentic materials, we handed out materials to each student and had them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. We give each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. We usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.

After the authentic material has been distributed, we give a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend in a map. We point out small print and other parts of the material that are easily missed. We have found that pointing out English words and products raises the level of interest in the material. This is a good time for tire teacher to explain measures, abbreviations, and difficult words and expressions. While the students are working on the assignment, we help them by answering questions and commenting on their work. This is also a good chance to give hints to those who are stuck on a particular question.

Once the allotted time is up, we collect the material along with the question handout and go over the difficult questions with the class. If the handouts are to be factored into the students' grades, it is a good idea to make sure they have a chance to work with various partners over the course of the semester.

For the authentic materials to be effective, the questions must be well constructed to (a) give the students the opportunity to practice English, (b) help the students gain confidence in their English ability, (c) expose the students to cultural differences and customs, and (d) help the students develop their ability to find pertinent information quickly.

When used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL class. Exposing the students to cultural features generates a deeper understanding of interest in the topic. On one hand, the students develop their ability to zero in on relevant information, and on the other, they learn how to disregard what is not relevant. As students pool their individual strengths they gain confidence in being able to function in an English-speaking society.