Die Rolle authentischer Materialien zur Entwicklung der kommunikativen Kompetenz der Schüler im Englischunterricht an akademischen Lyzeen

Akhmadalieva Khosiyatposhsho Abdukhayotovna
Phd Unabhängiger Forscher der Abteilung für Pädagogik und Psychologie, Uzbekistan State World Languages University Taschkent, Usbekistan

Anmerkung: Dieser Artikel zeigt die Hauptrolle und erfolgreiche Implementierung von authentischen Materialien im Englischunterricht, um die kommunikativen Kompetenzen der Schüler zu verbessern, und konzentriert sich auch auf das Verständnis und die Verwendung von Englisch im wirklichen Leben, die Schüler zu dem führen, was sie wissen müssen. Authentische Materialien bilden eine sinnvolle Verbindung zur Sprache und beziehen sich besser auf den Inhalt, wodurch die gesamte Lernerfahrung unterstützt wird. Darüber hinaus ermöglicht es Sprachlehrern, bei den Materialien, die sie im Unterricht verwenden, kreativer zu warden, die Sprache zum Leben zu erwecken und ihre Schüler zu inspirieren und zu motivieren. Die Bedeutung authentischer Materialien für interaktives und effektives Lernen, die das Interesse der Schüler am Erwerb der englischen Sprache im Rahmen des akademischenLyzeums in Taschkent usbekistan, steigern. Meistens arbeiten die Schüler mit verschiedenen Arten von authentischen Materialien, um ihre Sprachkenntnisse in Form von Einzel-, Paar- und Gruppenarbeiten zu verbessern. Somit wird es positive Auswirkungen auf die sprachlichen und effektiven Bereiche der Schüler haben, um ihre kommunikativen Kompetenzen zu entwickeln.

Indexbegriffe: Englischunterricht, kommunikative Kompetenz, Lyzeum EFL-Lernende, authentische Materialien, kommunikative Praxis, Beispiele aus dem wirklichen Leben.

The role of authentic materials to develop pupils' communicative competence in English classes at academic lyceums

Akhmadalieva Khosiyatposhsho Abdukhayotovna
PhD Independent researcher of the Department of Pedagogy and Psychology, Uzbekistan State World Languages University Tashkent, Uzbekistan

Abstract: This article reveals the principal role and successful implementation of authentic materials in English classes to enhance pupils' communicative competence, as well as, it also focuses on understanding and using English in real life that lead pupils what they need to know. Authentic materials form a meaningful connection with language and relate better to the content, supporting the entire learning experience. Moreover, it allows language teachers to become more creative in the materials they use in the classroom, bring the language to life, inspire and motivate their pupils. The importance of authentic materials for interactive and effective learning that make pupils' show more interest towards acquiring the English language in context of academic lyceum in Tashkent, Uzbekistan. Most of the time pupils work with various types of authentic materials to improve their language skills in the form of individual, pair and group works. Thus, it will have positive impact on pupils' linguistic and effective domains to prosper their communicative competence.

Keywords: English classroom, communicative competence, lyceum EFL learners, authentic materials, communicative practice, real life examples.

INTRODUCTION

Nowadays, it is obvious that the development of science, technology, manufacturing and IT technology has opened new opportunities in all aspects of life. Many experiences in building the state and society have led to the emergence of new views on the regulation of social relations on the basis of modern approaches. For this, in the modernization of the education system in our country, the interaction between the state, society, local and social organizations, higher and lower authorities is important for Uzbekistan to obtain new achievements. The modernization of education system in our country demands the given statements:

- Implementation of electronic information and resources in education process;
- Using innovative ways of teaching to educate young generation to be equal to the pace of the competitive world;
- Creating convenient pedagogical and technological conditions for learners to master academic and professional sciences independently.

From the mentioned statements, it is lucid that one of our main goals is to bring up intelligent, competitive, well- educated youth to prosper our country and find higher rates among developed countries. Therefore, one of the main issues of today's rapid development in science is to teach foreign language to young generation. They should think and speak fluently, create their intellectual potential in a foreign language. In all steps of education, it is required to improve learners' abilities through teaching with innovative technologies. It should be also noted that in the process of organizing continuing education activities, serious attention is paid to the support of gifted pupils and further development of their talents. At present, a well-founded mechanism for identifying talented young learners has been developed in the country. This is reflected in the Resolution of the President of the Republic of Uzbekistan dated December 3, 2020 "On the system of selection of talented youth and measures to improve the activities of academic lyceums" aims to create the necessary conditions for the support of the young generation, to systematically implement reforms to stimulate the aspiration of the young generation to science, to realize their intellectual creative potentials [1]. More specifically, in paragraph 2 contains great opportunities for young generation:

- identification of talented young offspring, their selection for academic lyceums, training on the basis of in-depth educational programs;
- developing a broad outlook, intellectual potential, creative and analytical thinking among students, increasing their interests in science, expanding their participation in Olympiads;
- to make pupils active participants in the ongoing reforms, to educate them in the spirit inquisitiveness, creativity.

Therefore, all facilities are created for pupils to acquire the English language and teachers are in charge of developing pupils' language skills in high level. For mastering language deeply, today, in the sphere of teaching the role of communicative competence is essential, because the presence of communicative competence determines the effectiveness of the pupil in conveying any information,

appropriate vocabulary, proper choice of language tools in their place, as well as in the process of communication with other people. According to D. L. Chiesa, communicative competence is an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms [2]. Pupils are afraid of making mistakes and they have hesitations to make communication with each other freely. The principal requirement of communicative competence, pupils learn the language through practice. Practice is prioritized over rules. Rules still play a role, but they are not determining the meaning of utterances. Pupils in different real-life situations should derive rules that generate their own knowledge on how to communicate properly in a situation [3]. Moreover, a learner is not supposed to have only an accurate knowledge of linguistic usage but rather to have a compromise of grammatical competence, as well as, communicative competence including sociolinguistic and pragmatic competence. It is mentioned that communicating appropriately with members of foreign culture, pragmatic, social learners should also acquire the rules of language use and the cultural context which the language is implemented. Thus, from the perspective of classroom communicative competence, based on Johnson's view which advocates that pupils should be provided with ample opportunities to use the language for both meaning and form focused instruction [4].

Also, pupils should have opportunities for language use in formal and informal conversations within a context that is meaningful and realistic whilst both linguistic (phonology, grammar, vocabulary, and discourse) and pragmatic (functions, variations, interactional skills, and cultural framework) aspects are focused. Therefore, a key indicator of the development of communicative competence of learners is the ability to express their ideas fluently, coherently and logically, with an understanding of the language of communication and responding appropriately to any activity of partners in expressive communication. More specifically, communicative competence is developed in the classroom in an integrated way. If a teacher makes a decision to have pupils just practice, for instance, the structural or the lexical systems of the target language regardless of the other components of classroom communicative competence, the learners will seriously be limited in their interactional possibilities to understand and use the target language in a purposeful way. The fact that pupils are able to communicate freely in English classes and make attempt to develop it in practice will help them to master the language. For acquiring the language perfectly and enhance pupils' communicative competence, there are several materials used to learn the English language that lead prosper pupils' communicative competence. Among them, authentic materials play a significant role to improve pupils' language skills and enhance their communicative competence via real life situations. With the help of authentic materials, teachers create good English environment that can maintain learning items and make pupils work independently. Therefore, teachers choose authentic materials based on pupils' needs, interests and background knowledge.

As a consequence, pupils can take part in classes with enthusiasm in the given tasks and fulfill them with care and concentration. Authentic materials are

implemented in English classes to obtain better results and create an opportunity to expose to the real-life and out-of-classroom contexts that indicate pupils interact not only with their mates in the classrooms, but also with friends, family members and other people outside of the classroom. Several scholars have investigated to use authentic materials in the classroom and their beneficial sides. According to the scientist Cook, authentic materials are real examples of language produced by native speakers [5]. Another scholar Harmer mentions that learners can greatly benefit from authentic materials as these types of input help pupils improve their language production, acquire the language in an easier manner, and increase their confidence when using the language in real life situations [6]. Besides, recent research done by Kilickaya shows that authentic materials are exposure to the real usage of the everyday life language and how materials are used by native speakers for their own purposes in daily life, as well as, using authentic materials with weak learners frustrate and demotivate them because they lack the required skills and vocabulary to deal successfully with the presented text [7].

Furthermore, Morrows investigation indicates that authentic materials are a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort, The main point of authentic materials is they should be realized within the foreign language learning context as any kind of spoken or written act which does not contain any traces or signs of language teaching intervention, and emerges from the producer's own first language, culture and needs for communication[8]. Additionally, a recent researcher Floris points out the necessity for incorporating authentic materials in English classroom because they are more motivating, engaging and relevant to pupils' real life [9]. As pupils' motivation increases, their participation in the classroom arises as well. As a result, teachers also try to design various classroom activities which encourage pupils' participation through the real-life materials. For example, by using western podcasts, it can teach pupils many new vocabulary and language features, simultaneously, pupils can enjoy from it. Consequently, this causes to create a better English language environment, where pupils feel marvelous in acquiring the language.

There are various types of authentic materials implemented in the classroom. They are classified as:

1. *Listening materials*: radio shows, songs, audio cassettes, podcasts;
2. *Visual materials*: TV shows, TV programs, TV ads, movies, cartoons, images;
3. *Printed materials*: magazines, newspapers, posters, maps, brochures, flyers, pamphlets, advertisements, story books, invitation cards, menus, stamps, bus or train timetables, recipes, tickets;
4. *Realia or real-world objects*: dolls, phones, currency, puppets.

All these kinds of authentic materials demand pupils to communicate orally in order to check their understanding of the given content. Pupils are asked to describe, analyze, summarize, and criticize not only the illustrated information but also the author's intentions when creating the material. Pupils are active participants while fulfilling the tasks such as: questions for an interview, information about touristic

places in Dubai, summarizes podcasts. By working in collaborations pupils do the given tasks negotiating a final product in an oral way in the forms of pair works or group works. Moreover, authentic materials improve pupils' literacy development. It impacts better on the literacy of pupils, because pupils are getting used reading and writing more complex text outside the classroom after the teacher introduced authentic materials, as well as, pupils learn the culture of the target language. Authentic materials contain cultural information that may benefit the pupils to increase their awareness of different culture. It is fun for pupils and help to acquire the language easily.

The implementation of authentic materials in English classroom represent several advantages. They are:

- Authentic materials are chosen based on pupils' necessity, interests, level and age.
- They are helpful to minimize the level of hesitation among the pupils.
- They always provide situational language for pupils.
- Pupils are taught real –life situations.
- They are easily accessible for the teachers.
- They are very beneficial to enhance social language skills.
- They develop pupils' ability to interpret the topic they learn.
- They are very useful for pupils whose previous background knowledge is low.
- They form a relation between the outside world and the English classroom.
- They promote pupils to be active in the classroom.
- They serve as mediating artifact for contextualizing English language learning.
- They have a positive impact on pupils' motivation.
- They develop pupils' critical and analytical thinking.
- They are obviously illustrated with sound or images that are eye-catching and more fun.
- They offer different language contexts, registers, genres and styles of both written and spoken discourses.
- They make pupils aware of the situation in the society.
- They are easily available everywhere.
- They promote the average pupils to perform well.
- They enhance the ability of explanation and conversation of the pupils.
- They produce a great sense of achievement among pupils in real life contexts.

From the above given merits, it is apparent that authentic materials are very useful for pupils to acquire the English language easily and successfully with enjoyment and fun in real-life contexts.

METHOD

This study was carried out using a qualitative research design in which the purpose was to answer the following research questions:

1. How well authentic materials can help pupils to enhance their communicative competence?

2. What are challenges faced by pupils' in implementing authentic materials in the classroom?

3. What are the beneficial sides of using authentic materials in English classes to prosper pupils' communicative competence?

A. Research site and participants

This study was conducted at Tashkent academic lyceum where the researcher is currently carrying on an experiment as an Independent researcher in October, 2021. Two classes of pupils consisting of 25 majoring in Exact Sciences were involved as the participants. These pupils started to learn English at the age of 10-12 at school and private learning centers. Two English teachers handling the class were also suggested to become the participant of this research.

B. Procedure

This study found out the use of authentic materials for enhancing pupils' communicative competence. So, all learning activities related to the topic. Two times teaching were performed where the teaching times was 80 minutes. The researcher implemented authentic materials in the classroom. In terms of content for instance, the researcher collaborated with the participants. At the beginning, the researcher showed the materials to the participants and asked them if they were happy with the materials particularly the topic to be discussed and level of difficulty. Then, concerning the role, the teacher acted as a facilitator to ensure that effective learning where the focus is on learners would take place. The processes of teaching and learning were undertaken in accordance with authentic materials.

C. Techniques for collecting and analyzing data

Questionnaire and interview were used as the means for data collection. Questionnaire was held to know pupils' attitude and interests towards to the beneficial sides of authentic materials to develop their communicative competence and what challenges they come across in the classroom that was used various types of authentic materials. Then, interview questions which were developed by considering the approach to hear the voices of the participants concerning their experience in the classroom where authentic materials effectively used. 12 participants were carefully selected from 25 pupils involved in this study. The selection was based on the results of the questionnaire. Participants showed the actions (e.g. showing enthusiasm, interest, lack of attention, etc) were considered to be recruited for the interview. Two teachers were also interviewed. All the participants were notified that their participation was voluntary. To analyze the interview data, the transcripts were carefully checked and observed to search for common topics.

RESULTS AND DISCUSSION

The first part done in this study is investigating the implementation of different types of authentic materials in the English classes, more specifically, a newspaper article, famous people's images, video, posters on different contexts and realia. This study also applied interview to collect the data. The interview data were achieved from 12 participants who were chosen based on their questionnaire. They were opted for giving detail information about the topic and they presented their various

understanding and experiences about the authentic materials. The findings from the questionnaire and interview are explained in the following subheadings.

The guidelines of implementing authentic materials in English classroom

Having observing pupils' participation and activeness in the lesson, it is vital to consider the guidelines with regard to task authenticity. They are:

1. Reflect the original communicative purpose of the text on which they are based.

2. Be appropriate to the text on which they are based.

3. Elicit response to/ engagement with the text on which they are based.

4. Approximate real-life tasks.

5. Activate pupils' existing knowledge of the English language and culture.

6. Involve purposeful communication between pupils.

We can see that the usage of authentic materials effectively in the action of pupils in practice. Here, pupils are active participants to fulfil all tasks related to real life. Initially, authentic materials create opportunity for pupils to learn according to their interests, personal abilities, needs. Pupils are naturally different from each other either in their interest in learning material, their respective intellectual abilities. Some pupils can learn independently by listening, reading, seeing or presentations, but other pupils need to interact with other pupils in pair or group works. So, in implementing various types of authentic materials, pupils work cooperatively to do tasks and achieve their goals. Secondly, content functions as a means for skill development, that is why, not only teachers are the creators of the content, they take into consideration pupils' choices. Teachers help pupils to analyze information effectively, to write with accuracy, to develop critical and analytical thinking. Thirdly, teachers know all pupils' background knowledge and bring the classroom proper authentic materials to teach the English language successfully. Teachers are flexible and know when and how to apply materials and media in different situations and suitable phase of class. Finally, teachers should be attentive to choose authentic materials to be suitable for national culture as well. Materials should be appropriate to our cultural norms, otherwise it can impact negatively to pupils' outlook. Form interviewing two teachers, it was obvious that using authentic materials make pupils fully engaged, active and interested in all given tasks. This helps to develop skills with motivation, positive emotion, concentration and attempt. Furthermore, pupils are inclined to fulfill the task independently. It motivates them to go ahead. The main thing that teachers bring materials that are suitable to the demands of pupils, as a result, pupils would like to do tasks themselves. Pupils learn English through communication in real-life contexts with fun, so they can obtain their goal successfully.

Using authentic materials in the purpose of improving pupil's productive and receptive skills

It is vital that different types of authentic materials comprise objectives, pupils' needs and nature of the meaningful communication. According to Littlewood, using of authentic materials help pupils to bridge the gap between classroom knowledge and their capacity to participate in real-world events [10]. In other words, utilizing

authentic materials help pupils acquire an effective communicative skill in practice. One thing should be mentioned that pupils' motivation and learning achievement are highly effected by the teachers' attitudes. Thus, teachers take great responsibility to bring to the classroom appropriate authentic materials to improve pupils' language skills.

Improving pupils' speaking skill is challenging for teachers in English classroom, because pupils are afraid of making mistakes in communication and they do not believe themselves that their speech accurate and fluent. In this situation, authentic materials really help them to improve their speaking skill successfully. While fulfilling different tasks such as role-plays, interviews, story- telling, conversation pupils work in collaboration, even shy pupils also are active in doing tasks because all of them based on real life situations. They give fun and enjoyment for pupils. Consequently, authentic tasks will lead pupils to communicate not only in the classroom with peers, but also outside of the classroom with friends, parents, other members of society successfully with self-confidence.

In the practice, it is shown that most pupils' listening skill is poor in real life contexts. Pupils are taught according to their educational sphere and it is not often so interesting for them to do listening tasks. If authentic materials such as podcasts, songs, radio news and others types of materials are utilized in the classroom, pupils are keen on doing listening tasks because they are related to daily life and motivate them to listen, fulfil the given task. From the research, it is obvious that pupils who listened to authentic materials as a substitute for regular classroom activities showed significantly greater listening comprehension than those pupils whom authentic materials were not utilized in the classroom. That is why, authentic listening tasks are really useful to improve pupils' listening comprehension in all real-life fields.

Moreover, authentic materials are useful for pupils to increase their reading skill by introducing them to new vocabulary and expressions. Pupils usually have problems to understand texts outside of the classroom because classroom reading materials do not reflect the language of the real world. Scholar Ur states "We want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language" [11]. Authentic reading materials such as: travel documents, hotel registration form, authentic restaurant menus, biographical data sheets, train and plane schedules, labels, signs, newspapers, magazines will introduce pupils more directly with real language. Pupils are not bored with reading and analyzing authentic materials, so they really impact on improving pupils' reading comprehension. Besides, authentic reading materials can also improve pupils' writing skill as well, because while analyzing texts pupils' learn the register that is suitable for their own piece of writing. Authentic materials raise pupils' awareness of not only grammatical and lexical but also stylistic features. Therefore, it is concise that all types of authentic materials improve pupils' productive and receptive skills effectively.

CONCLUSION

The present study examines to utilize authentic materials in English classroom at Tashkent academic lyceum. It is obvious that authentic materials create

better opportunities for pupils to interact and foster their learning and the communicative aspects of language inside or outside of the classroom whenever and wherever they desire and it causes to develop pupils' communicative competence in a short period. Pupils are active participants in motivated and healthy atmosphere. For this, teachers select appropriate authentic materials and various strategies based on pupils' needs, interests, background knowledge, age that will be really helpful to acquire the English language without any difficulties. Authentic materials are economical and easily utilized everywhere that teachers can use them in everyday classroom with latest technology. Pupils work in groups to do tasks more independently, as a result, drawbacks of pupils are eliminated from learning each other in practice. Therefore, real-life materials are considered as the suitable materials for pupils as they reflect the naturalness of language, improve their motivation, contain cultural content and positively affect to communicative competence. It is summarized as:

- Authentic materials make pupils exposed to real language;
- They interest and engage pupils;
- They show the culture of target language area;
- They contain a wide variety of topics and language styles.

To sum up, various types of authentic materials play an important role to improve pupils' receptive and productive skills in different real life contexts that lead to develop their communicative competence effectively.

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