



TEACHERS PERSPECTIVES IN EFL CLASSES

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Tayanch so'zlar: vaziyat, materiallar, talaffuz, til, chet tili.

Ключевые слова: ситуация, материалы, произношение, язык, иностранный язык.

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There currently is a wide array of teaching materials available to EFL ESL teachers to accommodate their various needs and their unique teaching situations. Many of these materials are commercially produced. These can include EFL ESL texts, audiotapes with accompanying workbooks, videotapes with student worksheets, and various Computer Assisted Language Learning (CALL) programs.

There are materials available for teaching reading, writing, speaking, listening, grammar, vocabulary-building, survival English, cross-cultural communication, pronunciation, business English, TOEFL preparation, and various other content-based English courses. Some teachers at universities, junior colleges and private language schools may find themselves teaching with locally designed materials. Such materials are often produced in-house, and provide classroom teachers with day-by-day lesson plans, steps for implementing them, and materials needed to teach them. Whatever situation a teacher may have, it is very likely that at some time the teacher will find the need to adapt a particular text or lesson with material that he or she feels is more useful for promoting learning. To get beyond the limitations of a given text or lesson, many teachers often adapt or create activities involving authentic materials or media. Once teachers start to use authentic materials and observe the impact the real world context has on students, they may actually seek out ways to incorporate them more into lesson plans.

Where do EFL ESL teachers find authentic materials? According to Gebhard, there are unlimited sources for teaching materials. For many who live in



countries where English is a foreign language, it is simply a matter of searching creatively. Teachers in urban areas of these countries can access authentic materials from cable TV, English language newspapers and magazines, and even from popular music on the radio. In large cities, modern grocery and department stores carrying imported products and the tourist industry such as hotels can offer useful authentic resources. Or else, during travel to English-speaking countries, teachers could pick up useful materials that could be adapted for their English lessons.

Using inappropriate teaching materials makes learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing. In order to help learners learn better, a lot of researchers suggest using authentic materials (AM). The use of AM in teaching has come under discussion since the 1970-s. Many researchers study the impact of this kind of materials on learners. Using authentic materials particularly in teaching language in classrooms has been effective over the past decades. Many researchers shed more light on the usefulness of authentic materials to support language learning and teaching. Most of them state that this kind of materials help increase the learners motivation towards reading. For instance, Otte, [1, 123] noticed that learners' self-satisfaction and motivation showed improvement after employing authentic texts in the classroom.

Authentic materials help motivate learners learn the language by making them feel that they are learning the 'real' language. Hyland [2, 145] states that one of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on the learning process. In other words, students learn the language better when we as teachers use authentic materials as a teaching aid. Furthermore, as it was already mentioned before, it was concluded that authentic materials are helpful in developing learners' reading skills. "Without the use of authentic materials while exposing learners to EFL situations, it is difficult to anticipate how the learner will perform in the real situations." Tirth (n.d.) Peacock cited in Richards, mentions several reasons for using authentic materials in the classroom. These are: they prepare learners for real life, they meet learners' needs, they affect learners' motivation positively, they encourage teachers to adopt effective teaching methods and they present authentic information about culture. Authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations. From



his side, Genhard believes that authentic materials "contextualize" the language learning. In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world, a chance to be involved in 'approximate' practice of the language and behaviors they might need beyond the classroom.

Therefore, using authentic materials is necessary for learners to be prepared for dealing with real world situations. Here, it is the teachers' role to choose suitable authentic tasks to support learners' learning. Teachers need some criteria to lighten their path, to be able to choose the tasks the learners will benefit from. According to McGrath there are eight criteria to be considered when choosing appropriate authentic texts. These are:

- (1) Relevance to course book and learners' needs,
- (2) Topic interest,
- (3) Cultural fitness,
- (4) Logistical considerations,
- (5) Cognitive demands,
- (6) Linguistic demands,
- (7) Quality
- (8) Exploitability.

There are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability."

Suitability is regarded as the most important one, because it means that reading materials must arouse the learners' interest, meet their needs and motivate them. Exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures. It must also suit the learners' level of English. Otherwise, it might de-motivate the learners and have a negative effect. Two more important criteria must also be taken into account by teachers when selecting authentic materials, which are: variety and presentation. Using different types of texts helps to make the reading tasks more interesting. Also, presenting the materials in an authentic context is a key element to attract learners' attention and interest.

That means using colored pictures, diagrams, photos, etc. Some teachers might argue that they cannot teach only using authentic materials and ignore the assigned tasks (non-authentic) in the course book. Teachers can teach the assigned tasks in the course book, use authentic materials to support and enhance students' learning.



The lack of Materials in EFL classes cause many problems Rueben , Bam, and Castaneda mentioned that the challenges of technology use in classroom are due to the “technical difficulties” which can occur anywhere and the potential problems especially those can act as the classroom management Situations are when the unanticipated events Such as: “The links on the web site are broken” or when Students are ready to utilize a “particular outline tool and the server that hosts the web Site is temporarily down” .They clearly claims: Whenever one is working with its one needs to be aware of the potential frustration and how to avoid them. At the most basic level are “the technical difficulties” which serve to frustrate teacher more than anything else” in fact these problems are originated from the ignorance to utilize the equipments as well as the lack of experience to use the high technology, Such as these can easily get Students up set or frustrated. Most classroom in our country are Still four walls, desks, chairs and chalk board.

There are many teachers who react against technology arguing the failure of language laboratory...,but this frustration was largely due to human failure, a lack of investment in training teachers how to use it and a lack of imagination.

I find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language classroom. In class, they regularly sent students to a city in a target culture (for example, to spend a weekend in New York City through prepared task-based activities using authentic materials. As students gained more confidence working directly with authentic materials, they also reported an increased understanding of the practical benefits of being able to use the language in real world scenarios. Students commented that they found it useful to be practicing skills they would need outside the classroom and to be learning about cultures beyond their own.

Also, there are some researchers who point out that more authentic materials are needed in the classroom because of the wide disparity that is often found between materials developed specifically for English language teaching and authentic conversation.

Literature:

1. Otte, D. 2000. Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
2. Hyland. Projects with Young Learners. Oxford University Press, 2003.

РЕЗИОМЕ

Ushbu maqola ingliz tilini o'qitishning zamonaviy usullariga bag'ishlangan.

РЕЗИОМЕ

Данная статья посвящена современным методам обучения английскому языку.

SUMMARY

This article is dedicated to the modern methods of teaching English.