USING VIDEOS AND MOVIES FOR AUTHENTIC COMMUNICATION

J.K.Taspanova
Karakalpak State University

Abstract: This article describes importance of authentic materials in English classes. This article says about advantages and disadvantages of using authentic materials and many scholars have defined the term authentic materials in different ways but every definition has one common characteristic that authentic materials have exposure to real language and its usage in its own community. Authentic materials are mainly for communication among people.

Key words:authentic material, learning, communication, exposure, motivation, non-native speakers, categorize, structure, functions, content.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-off 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. Authentic materials are sometimes called contextualized materials which we come across in daily life. Many scholars have defined the term authentic materials in different ways but every definition has one common characteristic that authentic materials have exposure to real language and its usage in its own community. Most of scholar announced their points about authentic materials, such as Jordan, Nunan, Herrington and Oliver, Harmer, Bacone&Finneman, Miller, Otte, Thanajaro, Berardo, Kim, Clark, Kilickaya, Martinez, Norton & Sprague, Mcknight and others. Above mentioned names of researchers defined the term authentic materials and divided several kinds of types or categorized. Besides, scholars argue that the use of authentic materials help students to bridge the gap between classroom knowledge and their capacity to participate in real-world events. For example, refers to authentic materials as any material that has not been specifically produced for the purpose of language teaching.[5; 347] define authentic materials as those that have been produced to fulfill some social purpose in the language community in which they were produced. On the other hand, suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations. Authentic materials are mainly for communication among people. For example, newspapers are for reporting local and international news; VCD and digital versatile disc DVD are for entertainment. It is obvious that authentic materials are used in daily life and not created for the purpose of language teaching. These materials are written for real-life communicative needs, in which the writers intend to transfer some messages to the readers.

There is no doubt that today English teachers have a lot of choices in terms of teaching materials. Choosing them we are to keep in mind that we should focus students' attention not only on vocabulary and grammar structures but prepare them for real communication where the knowledge of culture is sometimes crucial. Thus the use of authentic materials can help solve this problem. The majority of scholars define authentic materials as materials which are designed for native speakers; they are real texts, designed not for language students, but for the speakers of the language. Furthermore, the use of authentic materials is an important principle of communicative language learning and it contributes to the development of an individual learning

style and learner autonomy, also it is effectively. In real life we come across some real situations, so that time using authentic materials is beneficial for us. Basically, authentic materials provide the following benefits:

- motivation to learning;

- authentic cultural information;
- real language presentation;
- creative approach to teaching

First of all, use of authentic materials is encouraged by many researchers because they are frequently up to date. They have a positive influence on earners; motivation, comprehension and satisfaction. They inspire students to learn language provide cultural information, give exposure to real language and allow a more creative approach to teaching. [2; 312] add that whenever students have self-confidence they will learn a language faster. Scholars confirm that authentic materials contain language data and communication which improve students' communicative skills. They are also channels for communication that deliver messages and meaning to learners.

Students not only improve their receptive and productive skills, but using authentic materials also helps them understand linguistic pattern, traditions and culture of other countries. Furthermore, authentic materials can help students bridge the relationship between the language classroom and the outside world [3; 459]. Video, audio, text and graphics are useful for teachers to facilitate teaching in classrooms [4; 28]. Additionally, using real objects such as coins, tools and plants can generate interest and enthusiasm for learning a topic. Except that they explain that real materials assist learners to develop better attitudes and increase their motivation to learn. Similarly, teaching techniques, materials and competitive activities influence students to develop their intrinsic and extrinsic motivation. These also contribute to students' language acquisition.Authentic materials play an important part in promoting communicative language skills. They can be exploited to assist students to learn and communicate in the target language. Many scholars say that authentic materials are used for positive results in the classroom by showing positive impact on the students' results. On the other hand, some scholars do not agree with the idea of using authentic materials in the classroom. For instance, many studies confirm oral language improvement when authentic material used in practice. But Harmer believes that media do not have any effect on learning in any condition, thus there is no question of authentic and non-authentic materials. In addition to that [6; 148] believes that, even though many course books use non-authentic materials to develop language skills, only authentic material genuinely improves listening and reading skills. Many studies prove that authentic materials improve reading skills of students by introducing students to new vocabulary and expressions.

However, Guariento W[5; 347] suggest that some difficulties can be overcome by designing tasks that require only partial comprehension. But, other scholars prove that learners may experience extreme frustration when confronted by authentic text, especially lower level students.

Furthermore, Allan M [1; 49] suggests that incorporating authentic texts and their comprehension help learners to develop writing proficiency in target language. But sometimes such issues create problems for teachers to incorporate authentic materials in the classroom.

Analyzing scholars' views we noticed oppositions in using authentic materials for learning classes. There are a lot of scholars who agree to use authentic materials in the classroom, but other researchers who do not agree with the idea of using authentic materials. As we can see, despite having more benefits, the use of authentic materials for language learning has some negative aspects, and this makes teachers know how and where to use authentic materials.

Considering the advantages and disadvantages of using authentic materials, there come the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level? Materials should be adjusted for the age of learners, otherwise they could be discouraged of the fact that they don't understand the text. For young learners adequate should be some easy poetry or lyrics with gaps since as the English Language Curriculum Guide indicates "Mastery of an authentic text gives learners a strong feeling of achievement and motivates them for further development.

Moreover, teachers could use some posters or advertisements because the language here is very often easy for the learners. When the level of communication skills of learners increases we could try to work with some short article.

Authentic materials refer to texts we encounter in everyday life. They usually demonstrate language in use for some genuine communicative purposes. Our teachers may find it difficult to incorporate authentic materials into the classroom because they are not native speakers of English. In spite of not being native speakers, we think we should know how to use authentic materials and our learners can use authentic materials at intermediate and advanced level. According to this idea Kilickaya and Kim say that authentic materials can be used with advanced level learners only as using it at lower level they de-motivate and frustrate the learners. They add that lower level students lack many lexical patterns and structures which create difficulties for them.

In using authentic materials listening and viewing materials or film clips by, teachers can select a scene run at slow speed or pause at appropriate points to discuss relevant issues. They also can develop students' reading skills by allowing students to read synopses of movies and match them. Similarly, Nunan explains that students' reading skill can be enhanced by using subtitle with film clips. Students can learn expressions and vocabulary from subtitle. Students can practice reading with transcripts while movies or videos are playing. Then, teachers can instruct students to work in pairs to practice speaking. Other scholar who points out that "Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them." She also claim that is great to find English films with English subtitles. This way make understanding the language easier as seeing the expression written is easier than listening to authentic language. Sherman says "The eye is more powerful than the ear".

As saying that we should encourage the students to see as many films as possible outside the classroom or parts of films in the classroom. Really, watching films is important as it increases their visual and critical awareness. We have tried to make the activity of film-watching an active rather than a passive one. This can be done in variety ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. We may also stop the film from time to time and ask the students

what has happened so far or guess what might happen next. Another way might be turning the sound down and asking the students to imagine or make up dialogues.

REFERENCES:

1. Allan, M. 1985. Teaching English with video. London: Longman.
2. Baird, K, & Redmond, M.[2004]. The use of authentic materials in K-12 French
3. Brinton, D. M. [2001]. The use of media in anguage teaching.Teaching English as second or foreign language.3rd ed. (pp. 459-476).
4. Fiorito, M., & Torrie, H. [2009]. Using subtitled foreign films in the language classroom. Essential Teacher, 6(2), 28-30.
5. Guariento, W. & Morley, J. "Text and Task authenticity in the EFL Classroom". ELT Journal, 55(4), 347- 353. 2001. Web.
6. Harmer, J. [2007b]. The practice of English language teaching.
7. Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. Pp: 23-48.