The use of realia and authentic materials in task-based reading activities

Malika KHIDIROVA¹, Shakhnoza NASHIROVA²

Karshi State University

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ABSTRACT

In recent years, many researchers have been paying more and more attention to developing a methodology for teaching a foreign language using realia (real objects) and authentic materials: newspapers, television, internet, and technology in teaching English as a foreign language. Authentic materials are borrowed from the everyday and professional life of native speakers and carrying reliable linguistic and cultural information in the field of the studied profession, in particular, include news articles. Realia can include things like photographs, garments, and kitchen objects. Obviously, real objects will allow activities to increase the motivation of students, to contribute to the fulfillment of the task. This article discusses the use of realia and authentic materials in task-based reading activities.

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Vazifaga asoslangan o'qish mashqlarida realiya va autentik materiallardan foydalanish

ANNOTATSIYA

Kalit so'zlar:

autentik materiallar,
realiyalar,
gazetalar,
televidenie,
yangiliklar,
internet,
o'qish,
chet tilini o'qitish.

So'nggi yillarda ko'plab tadqiqotchilar ingliz tilini chet tili sifatida o'qitishda realiya (real obyektlar) va autentik materiallar: gazetalar, televidenie, internet va texnologiyalardan foydalangan holda chet tilini o'qitish metodikasini ishlab chiqishga ko'proq e'tibor qaratmoqdalar. Autentik materiallar so'zlashuvchilarning kundalik va kasbiy hayotidan olinadi va o'rganilayotgan kasb sohasidagi ishonchli lingvistik va madaniy ma'lumotlarga ega, xususan, yangilik maqolalarini o'z ichiga oladi. Realija fotosuratlar, kiyim-kechak va oshxona buyumlari

¹ Student, Karshi State University. Karshi, Uzbekistan.
E-mail: malikakhidirova@mail.ru.

² Lecturer, Karshi State University. Karshi, Uzbekistan.

kabi narsalarni o'z ichiga olishi mumkin. Shubhasiz, realia talabalarning motivatsiyasini oshirishga, vazifani bajarishga hissa qo'shishga imkon beradi. Ushbu maqolada realiya va autentik materiallardan vazifaga asoslangan o'qish mashqlarida foydalanish muhokama qilinadi.

Использование реалий и аутентичных материалов в упражнениях по чтению

Ключевые слова:

аутентичные материалы,
реалии,
газеты,
телевидение,
новостная статья,
интернет,
чтение, обучение
иностранному языку.

АННОТАЦИЯ

В последние годы многие исследователи уделяют все больше внимания разработке методологии обучения иностранному языку с использованием реалий (реальных объектов) и аутентичных материалов: газет, телевидения, интернета и технологий в преподавании английского языка как иностранного. Аутентичные материалы заимствованы из повседневной и профессиональной жизни носителей языка и несут достоверную лингвистическую и культурную информацию в области изучаемой профессии, в частности, включают новостные статьи. Реалий может включать в себя такие вещи, как фотографии, одежда и кухонные предметы. Очевидно, что реальные предметы позволят занятиям повысить мотивацию студентов, поспособствовать выполнению поставленной задачи. В этой статье обсуждается использование реалий и аутентичных материалов в задачах чтения.

Nowadays, there are no doubts that as an opportunity employment of students and their future career largely depend, including on the level of English proficiency and other foreign languages. At the present stage of development of society, the concept of "competitive specialist" in any fields is entirely related to the mastery of foreign languages by students and specifically the language of their specialty. This objective requirement is explained by the fact that proficiency in a foreign language is seen as a means of successful professional activity. Knowledge and possession of one or two foreign languages gives the student the opportunity not only to receive professionally significant information, but also to learn the peculiarities of the culture and traditions of the country of the target language, to expand their own horizons, to form the ability to make new, independent, non-standard decisions, to undergo advanced training in the country of the studied language.

In recent years, many researchers have been paying more and more attention to developing a methodology for teaching a foreign language using realia (real objects) and authentic materials: newspapers, television, internet, technology in teaching English as a foreign language.

Longman Dictionary of Language Teaching and Applied Linguistics defines authentic materials as "Materials that were not originally developed for pedagogical purposes, then there are such as magazines, newspapers, advertisements, news or songs". According to Balic, introducing students to real language through authentic materials are very helpful [1]. Authentic reading texts borrowed from the everyday and professional life

of native speakers and carrying reliable linguistic and cultural information in the field of the studied profession, in particular, include news articles. These kinds of texts allow students to carry out constant monitoring of the most significant, interesting events in a particular area of reality.

Longman Dictionary of Language Teaching and Applied Linguistics defines *realia* as “real subjects and items that are brought to class as examples or as aids, which can be talked about or written about and used in teaching. *Realia* can include things like photographs, garments, and kitchen objects” [2]. Obviously, real objects will allow activities to liven up and to increase the motivation of students, to contribute to the fulfillment of the task. Many teachers agree that real objects are attractive, students express great interest when they have the opportunity to hold or touch something, such as a roadmap or a holiday brochure [3]. Flyers, handbills advertising current offers stores, company information brochures attract our attention and increase our motivation.

Moreover, teachers can invite students to explore culture through “Virtual realities” that represent a digitized form of an object target culture. When planning a lesson about cities, you can take city maps in tourist information center or find an online map such as Google Maps to explore a specific area in detail. With this assignment, students can practice both using colloquial phrases and learning culture. Using Google Maps, students can explore the streets of different cities, compare road signs and buildings, look into a restaurant or shop, and compare the interior. If we take London as an example, then using Google Maps students will see the words LOOK LEFT and LOOK RIGHT printed in capital letters on the road surface, as in London a left-hand drive traffic and many tourists are often confused when crossing the road. Students can enjoy the perfect street layout in Manhattan or explore how looks like public transport and other vehicles in different countries, for example, in the US and UK, and compare them with those they are used to see at home. Comparing and contrasting architecture and street signs, sightseeing and planning a virtual city tour, students will be able to better understand the culture and behavior of other people, and therefore, will be more prepared to deal with intercultural problems.

We know that an ordinary study room for foreign language classes is not the always perfect place to learn more about the various establishments catering and cuisines of the peoples of the world. Therefore, to make it more authentic and strengthen the connection with the real, we can invite students to explore menu options from all over the world. If paper copies of a restaurant menu are not always it is possible to use, then study the menu and compare the reviews provided by travelers on Trip Advisor it is easy and accessible. In order to give recommendations, students can read and write and post their reviews of local cafes or the restaurants they’ve been to and share their experiences online. For practice of ordering or taking an order in a restaurant, students may be asked creation of a role-playing game using menus from sites with exotic dishes. Or students can find recipes in cookbooks and compare style, structure and instructions for preparing dishes they know, analyze cultural differences. Thus, when studying foreign languages, students should be provided the opportunity to study cultural differences between peoples for better understanding and recognition of other cultures, to raise awareness of any cultural connotations. Since we are raised in a certain society, in accordance with certain laws and traditions, to form intercultural awareness and in order to avoid misunderstandings, it is

very important that students knew about the main differences in values and attitudes of people of different cultures.

When teaching students new words related to booking accommodation, we can use online booking forms that are easy search the Internet on the websites of various hotels, or use an online platform, for example booking.com. This platform offers accommodation options in almost all cities, which provides an excellent opportunity to learn the names hotel rooms and property types around the world. Texts describing housing options not created for the purpose of teaching or learning language, they are intended for the English-speaking population and thus are not adapted for learners of English as a second language, since the main the purpose of these descriptive texts is to provide information about objects.

Therefore, these texts are an excellent example of communication in real life and together with a large number of accompanying images give a great view of the culture.

- newspapers,
- magazines,
- collections,
- brochures
- TV
- Radio
- News channel
- Portals
- Mailing list
- Chats
- Books
- Electronic interactive boards

Reading authentic texts of a newspaper article presupposes that the student has the ability to extract the necessary professional information from the proposed material in order to further use it in his activities.

In the modern methodology of teaching foreign languages, reading is recognized as one of the fundamental skills, without mastering which further education is impossible. Reading as a speech activity is always purposeful, its purpose is to extract information contained in a recorded speech work - a text. In addition, on the basis of the readable text, it is possible to teach other types of speech activity: speaking, listening, writing in the target language. Thus, today teachers of foreign languages in higher education are faced with the urgent task of developing methods of teaching reading that meet modern requirements.

The main goal of working with a news article is to teach students to read to themselves with uninterrupted understanding, since only this type of reading makes it possible to focus on the semantic side of the text, to teach how to extract information from the text. Translation, on the other hand, does not help, and often interferes with, understanding the meaning of the text, since it distracts students to the operation of recoding a foreign language text into their native language, therefore, students should be drawn to the fact that it is possible to understand what is being read without knowing all the words, resorting to a linguistic guess, to isolating key and pivotal words and phrases, without fixing attention on unknown words.

The expressive title of the text, the concentration of the main ideas at the beginning of the article, the interconnections of logical chains, the opinions of various experts on the subject of the article allow you to apply the techniques of active reading in practice. So,

when working with on-line articles, it is appropriate to teach students how to analyze, make a presentation of the main ideas, facts, opinions, data presented in the article.

To sum up, the realities of the modern world require new approaches to ensuring the professional development of an individual, allowing students in the process of professional training to form personal qualities that contribute to adaptation to a constantly changing society. Therefore, the use of realia and authentic materials in task-based reading activities contribute to the preparation of future professionals for further active creative independent activity.

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