AUTHENTIC MATERIALS IN TEACHING FOREIGN LANGUAGE

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A B S T R A C T	K E Y W O R D S
In this article, we discuss the advantages and disadvantages of bringing authentic materials into the classroom, in the example of authentic texts, pictures. Preliminary issues of studying vocabulary and, in particular, clarify the importance and significance of using pictures in the course of mastering foreign vocabulary as one of the visual aids. In addition, we define the linguo-methodological foundations for using pictures and show the advantages of using them.	Linguo-methodological foundations, visuals, comprehend, technical quality, speech activity.

Introduction

Bringing authentic materials such as authentic texts or pictures into classrooms is important because they provide exposure to real-world language use. However, authentic material which has been carelessly chosen can be extremely motivating for the students in teaching reading or increasing the students' motivation, the difficult texts can decrease the level of the students' confidence and lead to failure. When dealing with authentic text, one should bear in mind is that it should be done with a purpose. It needs to have a clear pedagogic goal for what precisely the teacher wants the students to learn from the materials. The role of the teacher is needed to make the students confident when handling authentic materials in the process of teaching reading, further being able implement it in real life situations.

There are some advantages of using pictures as authentic materials in the classroom, they are: original, interesting, motivating and useful. The term original relates to authenticity. Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. Authentic materials are often regarded as more interesting than the textbook materials because they can be up to date and related to the everyday issues and activities, especially when they are analyzed using communicative competences. The use of authentic materials in the classroom can motivate the students because there are three layers of learning that are: language learning the structure and vocabulary, cultural insight, and practical application. Using authentic materials in developing speaking are useful because they help the students to break the gap between the language classroom and the real-life situation. They introduce students to the culture that surrounds them and provide them the opportunities to see where different grammatical structures, types of social life and discourse are used to make the communication successful.

Advantages of this technique are as follows:

- increases learning opportunities of special terminology;
- helps negotiated interaction;

- encourages learner autonomy;
- develops critical thinking;
- increases language awareness;
- activates self-discovery;
- integrates language skills;
- raises cultural consciousness.

Along with the advantages, the uses of authentic materials especially pictures in teaching speaking also bring some disadvantages. The content of the selected authentic picture and vocabulary may be too difficult for foreign language learners because authentic photos or sequence pictures are used for communicating and informing in the society, thus vocabulary choice might bring difficulties. Besides, the content of the chosen picture sometimes is not appropriate for the students or the topic. In order to avoid the disadvantages, the teacher should be selective in choosing the materials before delivering them to the students. Teachers should consider the suitability of the picture especially when they are supposed to ESP classroom. Additionally, in teaching and learning process of speaking skill, the teacher guides the students in understanding the picture and also in describing difficult situations by eliciting appropriate questions. To help the students cope with the materials, the difficulties that the students come across in making the story were discussed together with the whole member of the class. Disadvantages of picture prompt are as follows:

- at lower level, some students' faces go blank, when they are asked to fulfill the task (lack of vocabulary to describe the process)
- most of the time members of the group worry that they may have run out of words, because their partners will have already said everything about the picture they have been shown
- some students may still keep repetition.

To conclude, it is obvious from the previously mentioned arguments that authentic pictures have a positive contribution in the field of language teaching and learning. Hence, it merits to be adopted by language teachers to enhance their learners' learning progress.

As far as the language descriptions are concerned, the main question that needs to be answered is what is going to be taught and learnt. Based on the survey, the teacher has to find areas of language necessary to comply with the needs of the learners and then contextualize them, to put it simply, to create a list of materials that will be motivating and will provide useful and meaningful conversational opportunities to practice speaking skills. For this, he first needs to elaborate a course syllabus, which can be defined as a document which says what will (or at least should) be learnt.

The teacher also needs to answer the question of how he wants to teach, in other words what methodological approaches, methods, techniques and principles he/she will use in the classroom. A number of various approaches can be applied in the lessons, on the other hand for teaching speaking, there should be a special focus on methods allowing learners to practice their fluency skills without worrying about mistakes they might make during their spoken production. From this point of view, methods such as Communicative Approach or Task based Learning might be preferred as they both aim at practicing real situations. To keep students motivated and involved in the lesson, it's suggested using a wide range of techniques like picture prompt, sequencing pictures, jumble the picture, information gaps, variety of activities, topics for dialogues or learner roles and many others.

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