

Е. С. Блик, Л. И. Корнеева  
Уральский федеральный университет  
им. первого Президента России Б. Н. Ельцина  
г. Екатеринбург, Россия

### **Принципы и критерии отбора аутентичных материалов в процессе обучения иностранному языку**

В статье дается несколько определений понятия «аутентичные материалы», анализируются преимущества и недостатки использования данных материалов в учебном процессе, уточняются критерии и принципы отбора аутентичных материалов в процессе обучения иностранному языку, рассматриваются как общие, так и частные критерии отбора.

### **Principles and criteria for selection of authentic materials in the process of foreign language teaching**

For many years there has been a question of usage of authentic materials in the process of Foreign Language Teaching (FLT). Taking into account that the practical aim of FLT is its acquisition for professional use, this question becomes of utmost importance for the organization of the lessons. Most of the language teachers have voiced their opinion that authentic materials have become an important and irreplaceable source during the lessons. The main reason for this is that authenticity is considered to be characteristic of a natural language environment, which becomes essential in the framework of almost complete isolation from native speakers.

The term “authentic materials” has been defined differently in different sources. The common in all definitions is that these materials were created by native speakers, and involve real language in real environment, rather than artificial contexts with standard English; and found application, without any changes and adaptation, in learning process. T. Adams defines “authentic materials” as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication [1, p. 325].

J. Harmer names those texts authentic, which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language [2, p. 32]. R. R. Jordan refers to authentic texts as texts that are not written for language teaching purposes [3, p. 47].

The major advantages of using authentic materials are:

1. They increase motivation of language learners.
2. They contain cultural information, thus are instrumental in forming cultural-linguistic competence.
3. They support a more creative approach to teaching.
4. They provide exposure to real language.
5. They improve all the language skills.

We can claim that learners are being exposed to real language and they feel that they are learning the “real” language. These are what make us excited and willing to use authentic materials in our classrooms, but it is inevitable that we will face some problems [3, p. 74].

The main counterargument is that linguistic characteristics of this kind of materials don't meet such requirements as: the norm, exemplarity of the language, appropriateness to the language level of the learners. Authentic materials become outdated very fast, thus it's not always methodically worthwhile to create teaching materials on their basis. What's more, we can't but take copyright into consideration – sometimes you can't just download a video or newspaper article without pirating.

J. C. Richard mentions that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. A. Martinez insists that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts [4].

In view of all this, comes the question of how authentic materials should be introduced and used in a classroom?

One approach is introduced by a Russian linguist R. P. Milruda. He suggests to methodically adapt and process authentic materials. Processing means choosing authentic texts or episodes (video materials) according to topic or subject, and development of a complex of exercises for them to develop communicative, linguistic and professional competence of students. Under methodical adaptation he understands simplification or change of some elements, but keeping the main contents and the language [5, p. 7].

In Russian scientific methodological literature the following criteria for choosing authentic materials are described:

1) consistency – authentic material shouldn't disturb the integrity of learning process. Work with authentic materials will be an organic part, module of the lesson, intertwine with other teaching materials;

2) novelty with regard to the subject knowledge, new information for the learners;

3) relevance, content and information validity of data for people of other countries;

4) applicability and stability – authentic material should describe modern reality; but this also doesn't mean appeal to historical facts, classical literature, and all those facts that lay the foundation for stable encyclopedic knowledge. Facts of the social heritage need to be presented from the viewpoint of modern days and through perception of our contemporary. L. P. Polushina singles out the following criteria: interest and ease to understand, which are defined by the level of real academic abilities of the learners [6, p. 15].

Foreign methodologists have come up with slightly different principles: S. Berardo provides three criteria for choosing authentic material: suitability of content, exploitability, and readability. Suitability of content can be considered to be the most important of the three, in that the material should interest the students as well as be relevant to their needs and abilities. The texts should motivate. Exploitability refers to how the material can be used to develop the students' competences. Material that can't be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students [7, p. 65]. S. Bacon and M. Finneman add that the materials should be culturally relevant to the experience of the students. W. Lee states that the material must be compatible with the course objectives – i.e., it can improve the language skills educators want the learners to practice [8, p. 467]. Besides, other linguists add that teachers should take into account the length of the material and their teaching approach. We can't but forget about the presentation of the material – i.e. how it looks like. A more “attractive” text, for example, will appeal to the student and motivate them into the task. In reading, an

“attractive” looking article is more likely to grab the reader’s attention rather than a page full of type.

To sum up all the approaches, we can make a short list of the most important principles of authentic materials' selection:

*1. Learner's language proficiency level and the linguistic demands of the material.*

Will the vocabulary in the material be familiar to the learner?

To what extent does the task rely upon the ability to decode the linguistic content?

*2. Suitability of Content.*

Does the material interest the student?

Is it relevant to the student’s needs?

Does it represent the type of vocabulary and information that the student will use outside of the classroom?

*3. Cultural appropriateness.*

Can the material potentially cause cultural offence?

*4. Exploitability.*

Can the material be exploited for teaching purposes?

For what purpose should the material be exploited?

What skills/strategies can be developed?

In conclusion, we should point out that authentic materials, as means of education, will certainly be instrumental in development and perfection of language skills. But teachers of foreign language should select and use them in accordance with certain methodical principles. Authentic materials should correspond to the age, cognitive and communicative peculiarities of the learners. Only then they are applied effectively. Also, we shouldn't forget at all levels of development and implementation of modern technologies and materials into the learning process, the teacher always has the leading role. Authentic materials just help the teachers.

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*Ю. В. Варшавская, Т. М. Бабанина*  
Уральский федеральный университет  
им. первого Президента России Б. Н. Ельцина  
г. Екатеринбург, Россия

### **Устный перевод и культура**

Статья посвящена проблеме взаимосвязи культуры и устного перевода. Рассматриваются точки зрения разных авторов, приводятся различные определения культуры и перевода в целом, а также составляющих устного перевода. Описывается роль переводчика как медиатора.