

# **A GENERAL PERSPECTIVE OF STUDENTS' ATTITUDE TOWARDS AUTHENTIC AND NON- AUTHENTIC MATERIAL IN THE ESP CLASSROOMS**

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## **ABSTRACT**

English language is one of the most widely used natural language around the globe. The international acceptability of English makes the language very unique in the world. People with a different native language would like to learn English as a second or foreign language. One the one hand, the uniqueness is concerned about the language itself while on the other hand the uniqueness refers to the ways of teaching it as a global language This paper attempted to investigate high school EFL teachers' attitudes and beliefs regarding the use of authentic materials at high school level at Aligarh city, U.P, India, according to communicative language principles, focusing on both reading and listening skills. Thirty two (32) female and male English teachers, who teach in high schools and took apart in teacher training course (TTC) with CLT framework, completed a survey questionnaire for the purpose of this study. The questionnaires were analyzed in terms of frequency and percentage by means of the statistical package SPSS. The results indicate that English teachers have a positive attitude toward presenting authentic materials in the classroom. A recommendation for future research is provided.

**Keywords:** *Language Learning; EFL; Curriculum; Educational Resources*

## **I. INTRODUCTION**

In present scenario of globalization English is being used as a global language by almost all sorts of sectors like education, international business etc. of almost all nations of the world. A different methodology need to be adopted in the teaching of English language as the language is entirely different than rest of the second or foreign languages; only English qualifies to be used as a global language. The study will be guided by the following research questions:

To what extent is the global role of English part of the belief system of teachers in India?

To what extent is it accounted for in their teaching approaches?

The study of teachers' perception can provide significant insight into many aspects of education. Pajares (1992) explains that exploring teachers' beliefs is essential to improve teachers' professional development and teaching practices. Teachers come to the classroom with their own system of perceptions and, to some extent, these determine many of the choices they make in relation to what and how they teach.

In the monolingual approach, the view held is that the teaching of English as a foreign and a second language should be entirely through the medium of the target language. The purpose of this paper is to offer an empirical investigation of this issue.

## II. INTEGRATED/SEGREGATED SKILLS APPROACH

### A. Topics for Discussion

1. Why should we integrate the four skills?
2. How can we integrate the four skills?
3. What are the implications for teaching?
4. What are the limitations of integrating the four skills?
5. There are many situations in which we use more than one language skill.
6. For this reason alone, it is valuable to integrate the language skills, but there are other reasons why integration can enhance the students' communication competence.
7. Above all integrating the skills means that we are working at the level of realistic communication, which is the aim of communicative approach and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning

### B. Conditions for Language Learning

#### Essential

##### *Exposure*

To a rich but comprehensible input of real spoken and written language in use

Use of the language to do things (i.e. exchange meanings)

##### *Motivation*

To listen to and read the language and to speak and write it (i.e. to process and use the exposure)

#### Desirable

Instruction in language (i.e. chances to focus on form)

*Jane Willis. 1996. A Framework for Task-Based Learning. Oxford: Longman*

### How can we integrate the four skills?

- The easiest form of integration is from receptive to productive skills.
- The second kind is complex integration.

	Receptive		Productive
Oral	Medium	listening	speaking
Written		reading	writing
Medium			

### Systems of simplified English

For international communication several models of "simplified English" have been suggested or developed, among them:

- ✚ Basic English, developed by Charles Kay Ogden (and later also I. A. Richards) in the 1930s; a recent revival has been initiated by Bill Templer;
- ✚ Threshold Level English, developed by van Ek and Alexander;
- ✚ Globish, developed by Jean-Paul Nerrière;
- ✚ Basic Global English, developed by Joachim Grzega;
- ✚ Nuclear English, proposed by Randolph Quirk and Gabriele Stein but never fully developed;

## Difficulties for Learners

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is closely related to English, whereas Chinese is not. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research.

Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make').

Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Also, cultural differences in communication styles and preferences are significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures.

## III. CONCLUSION

Mine paper provides a summary of the findings, followed by a discussion of the limitations faced while conducting the study and suggestions for further research.

The study was guided by these two main research questions:

1. To what extent is the global role of English part of the belief system of teachers in India?
2. To what extent is it accounted for in their teaching approaches?

The results yielded by the data analysis are outlined below, according to the five core areas in which the teaching of an international language differs from the teaching of any other language:

- ❖ The importance of English as an international language;
- ❖ Teaching materials;
- ❖ The issue of 'activeness';
- ❖ The role of the students' mother tongue;
- ❖ Culture in language teaching.

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