

SUGGESTIONS FOR ESTABLISHMENT OF AN EFFICIENT AUTHENTIC AND NON-AUTHENTIC MATERIAL IN THE ESP CLASSROOMS WITH STUDENTS' ATTITUDE

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ABSTRACT

In this paper we will suggest for establishment of an authentic and non authentic material in the ESP classrooms with students' attitudes towards a mentors' perception *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 the 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?

After establishment of an efficient authentic and non-authentic material in ESP classrooms, the result will be result oriented.

Key Words: English for Academic Purposes (EAP), English Language Needs Analysis, Global English Teachers' Perceptions, Integrated Skills, Prolific Skills Language Learning; EFL; Curriculum; Educational Resources

I. INTRODUCTION

It is very important to visualize the importance of English language teaching as a second or foreign or better called as global language. Apart from using native language, a person must learn a global language so that he may communicate effectively with the persons belonging to foreign origin. English has got a number of unique characteristics that qualifies it to be used as global language. By learning English a person may have international exposure.

There are several terminology used for English learning; for example, ESL (English as a second language), ESOL (English for speakers of other languages), and EFL (English as a foreign language) all refer to the use or study of English by speakers with a different native language. The precise usage, including the different use of the terms ESL and ESOL in different countries, is described below. These terms are most commonly used in relation to teaching and learning English, but they may also be used in relation to demographic information.

ELT (English language teaching) is a widely-used teacher-centred term, as in the English language teaching divisions of large publishing houses, ELT training, etc. The abbreviations TESL (teaching English as a second

language), TESOL (teaching English to speakers of other languages) and TEFL (teaching English as a foreign language) are also used.

Other terms used in this field include EAL (English as an additional language), EIL (English as an international language), ELF (English as a lingua franca), ESP (English for special purposes, or English for specific purposes), EAP (English for academic purposes). Some terms that refer to those who are learning English are ELL (English language learner), LEP (limited English proficiency) and CLD (culturally and linguistically diverse).

II. OVERVIEW OF AUTHENTIC MATERIALS

The term *authentic materials* have been defined in different ways throughout the literature. Nunan (1989, as cited in Adams, 1995) states that authentic materials are not always produced for the purpose of language teaching. Little et al. (1988, as cited in Guariento & Morley, 2001) declare that authentic materials are used for some social purposes in the language context where they are produced. Bacon and Finnemann (1990) also state that authentic materials are those texts which are made by native speakers for non-pedagogical purposes. This paper will assume Bacon and Finnemann's definition because their definition specifies the producers of the text as native speakers, whereas the others do not.

Percentage of authentic listening material for ESL/EFL instruction:-

- 35% TV
- 11% radio
- 14% films
- 31% Internet

The essential purpose of this study is to elicit the attitudes of Indian English language teachers, toward using authentic materials in their classes. The study focuses on receptive skills only (listening and reading).

Research questions:

- _ What are the teachers' attitudes toward using authentic materials in EFL classes?
- _ Do the teachers prefer to use authentic materials? Why?
- _ In which levels would the teachers use authentic materials?
- _ What are the sources that the teachers would use to obtain authentic materials?
- _ Do the teachers need training in dealing with authentic materials? If so, what type of training?

	Published materials		
	Locally produced	From English-speaking countries	No preference
Speaking (other than pronunciation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please provide a brief explanation for your choices above.

4. It is better to use native speakers to teach:

- | | | |
|---|---|---|
| <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Grammar | |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening | |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> No skill in particular |
| <input type="checkbox"/> Checking students' understanding. | <input type="checkbox"/> Explaining the content of reading texts. | |
| <input type="checkbox"/> Giving feed-back to individual students. | <input type="checkbox"/> Explaining grammar concepts. | |
| <input type="checkbox"/> Giving instructions. | <input type="checkbox"/> The students' mother tongue should never be used in class. | |
| <input type="checkbox"/> Explaining the meaning of new words | | |

Teachers should teach the culture of the English speaking countries.

Agree Disagree Not sure

.English departments should provide extracurricular activities from English-speaking countries such as Halloween and Thanksgiving celebrations.

Agree Disagree Not sure

Classroom Observation Checklist

Classroom Observation Checklist

Name: Subject:
 University: Time:

 Date:

Time	Activities	Notes
	Materials What kinds of materials are used? ~ Locally-published? ~ ENL-published? ~ Both?	
	Attitudes to varieties of English What seems to be the teacher's views about varieties of English?	
	The use of the students mother tongue Is the students' mother tongue used in class? ~ For teacher? ~ For students? ~ Not at all? The students' mother tongue is used for: ~ checking Ss' understanding ~ giving feedback ~ giving instruction ~ explaining the content of texts ~ explain grammar concepts ~ not at all	
	Culture Does the teacher relate the topic to students' cultures?	

This work is proposed to present the research methods and techniques used for the data collection. Both quantitative and qualitative data will be collected, through a questionnaire, for the collection of quantitative data; classroom observations and interviews for the collection of qualitative data. The qualitative data will be useful because it enriched the study as a whole and additionally, functioned as a way to crosscheck and validate the data collected through the questionnaire.

Before a detailed description of each one of these instruments is presented, the research questions will be restated.

III. CONCLUSION

English language teaching must be taken as an important issue to be considered. 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, hence in this paper I provided a

summary of the finding a suggestion and establishment of efficient structure for enrichment and implementation of English language for more better global language.

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