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AUTHENTICITY AND MOTIVATION IN TEACHING ESP

Abstract This article reviews some of the wide-ranging issues and research surrounding authentic materials and authenticity in foreign language learning. While authenticity is discussed as having positive effects on language learning motivation, the question remains how it can affect motivation level in an ESP context. The present paper presents the results of the effect of an authentic context thorough the integration of authentic texts and tasks on the motivation level of ESP students. The findings of the study suggest that a higher motivation level was achieved by the students in the authentic context as compared to the students in the traditional context.

The idea of using authentic language material in teaching a foreign language is generally approved by the vast majority of language teachers, especially in teaching ESP, where it is hoped to be used for achieving a 'real-life communicative purpose'. However, if this material is to be used effectively it has to be carefully chosen in order to be relevant to students' actual and anticipated needs and interests. Also, it has to be accompanied by authentic classroom activities in order to raise students' motivation. This paper offers an example of how to deal with authentic teaching material, in this case with original texts. It gives the criteria that should be used in text choice, and authentic learning tasks which should accompany the initial texts in order to increase their authenticity. Moreover, it is essential that authentic materials should meet students' needs and interests. It is equally essential that authentic materials should serve as a stimulus for learning the target language. Thus, if they contain some asperities and are time consuming for being selected and prepared for teaching purposes, they are important sources of input and have a positive contribution in the field of language teaching and learning.

Keywords: motivation level; authentic language material; ESP coursebook; university level; real-life situations; native speakers; authenticity

INTRODUCTION

The role of foreign languages in contemporary society has made educators devise new ways of teaching them so that their results match the learners' needs and expectations. Acquiring a foreign language implies elaborating several skills in the target language which sometimes can be a challenge for students, especially when they are exposed to real-life situations of communication. Therefore, using authentic materials in the class can be a valuable tool to motivate learners and make them feel comfortable using the foreign language. In this sense, Nuttall affirms that "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people" [18, p.172].

Although the idea of using authentic language material in teaching a foreign language is commonly approved by the numerous majority of foreign language teachers, there is still some hesitancy when it comes to its use in the classroom. Teachers are often reluctant to apply authentic teaching material for some reasons. Firstly, using these texts relates too much to the cultural and situational background. Secondly, this material constantly requires vast clarification that may impede or slowdown the pace of a planned language class, which is an essential element of a tightly packed syllabus. This is particularly true of ESP courses at university level, where time enforces exert extra pressure on ESP teachers. Teachers struggle to find the best way to achieve the course objectives in the set time frame. On the other side, the nature of these courses requires the use of authentic teaching material. It is the 'real life' material which prepares students for carrying out their professional tasks.

Norman Fairclough states that "language is part of society; linguistic phenomena are social phenomena of a special sort, and social phenomena are linguistic phenomena" [6, p.19]. Language as a social experience provides individuals with information, emotions and interactions to solve the everyday problems. Language is believed a social phenomenon because all the individuals use it to build interpersonal relations. Using authentic materials represents a comparatively effortless and convenient way to develop not only students' communicative competences, but also their confidence in real life situations. Rogers and Medley argue that if students are expected to function successfully in a foreign language, they should be given the chance to cultivate and internalize the indispensable strategies which enable them to deal with real language outside the classroom. Therefore, teachers should "bring authentic materials into the classroom and make them consistently accessible to the students" [23, p.475].

Setting the problem.

The approach introduced in this study is that teaching English through authentic materials can assist learners to bridge the breaking between classroom knowledge and their capacity to take part in real-life communication situations as they "bring pupils closer to the target language culture and this will result in making the teaching-learning process more enjoyable and useful and thus, motivating" [19, p.144].

Leading in authentic materials in teaching English can be beneficial for students as these materials prepare them for real life communication. Authentic materials ‘expose’ students to real language as it is used in real life situations by native speakers. The ability to manage real language outside the classroom is also underlined by Rogers and Medley who indicate that teachers should help learners to see and hear the target language “being used as the primary medium of communication among native speakers - as language with a purpose.” [23, p.467].

Analysis of recent research and publications.

Authentic materials demonstrate how English is used naturally and help students to understand what native speakers understand. The application of authentic resources has been discussed by various scientists with concentration on the large amount and diversity of materials available for teachers and students in ESP learning environment. Gatehouse supposes that the use of authentic content materials is indeed a feature of ESP, especially in self-directed study and research tasks. Self-direction is a feature of ESP courses [7]. Authenticity in the learning environment makes students develop their own strategies for dealing with real language and, on the other hand, prevents them from being dependent on simplified language. Using a wide deal of resources, distinguishing relevant information from irrelevant in the process, examining from different prospects supports student autonomy. Autonomy and authenticity interact with each other in language learning; therefore, the autonomous learner utilises a diversity of authentic resources to achieve his learning aims.

According to Gebhard, authentic materials are a way to “contextualize” language learning. He believes that when lessons are concentrated on understanding of a restaurant menu or a newspaper article, students tend to focus more upon the content and meaning of the text rather than upon the language itself [8, p.35]. This represents for students an invaluable source of language input and cultural elements specific to the community of the target language.

Little et al., follow the same position that learners who use authentic materials become motivated as the materials bring them close to culture of the target language. If students want to visit a foreign country and perform accordingly in the foreign community, they have to get familiar with the authentic materials [13, p.26].

Berardo claims that “authentic material can be used to promote motivation” [2, p. 64]. Extracting real information from real texts can be exciting and encouraging for students as these materials reflect the changes in language use, which do not happen in the textbooks. This gives the students “the proof that the language is used for real-life purposes by real people”, and not only studied in the classroom [18, p.172].

Brosnan proposes the following reasoning for the use of these real-world resources:

- Language is natural. By simplifying language or changing it for teaching purposes (limiting structures, controlling vocabulary, etc.) we may risk making the reading task more serious.
- Authentic material offers students the possibility to deal with a small amount of print which, at the same time, contains complete, meaningful messages.
- Authentic printed material provides learners with the opportunity to make use of non-linguistic clues (layout, pictures, colours, symbols, the physical setting in which it occurs) to help them find the meaning more easily.
- Mature people need to be able to see the immediate relevance of what they do in the classroom, and to what they need to do outside it [17, p.51].

Widdowson considers that “exposing learners to authentic materials is indispensable because of the rich language input they provide.” Learners are generally delighted by the use of authentic materials, mostly if these materials refer to topics they are fond of, such as cinema, fashion, music, food offering them the opportunity to further inform and use English in their day-to-day activities and enabling them to communicate their opinions, feelings and thoughts with presumption whether inside or outside the classroom [25, p.162].

The purpose of the article.

The present paper is attempting to offer a new perspective on how language teaching can be improved through the use of authentic materials in English classes. Everyday classroom activity has

revealed problems students have in fields like effective reading, understanding the complete meaning of the text not just the words, or understanding native speakers' language, communicating in a foreign language. At present, it seems to be crucial that students are exposed to authentic learning situations which have a connection to the real world, in which they can have the opportunity to practice language using authentic materials.

Authentic teaching material can be viewed from various aspects, but this paper will discuss only one of them, the use of original texts and their application in teaching ESP to students. The ultimate aim of the paper is to show that even highly rigorous texts can be successfully applied in teaching ESP.

THEORETICAL FUNDAMENTALS OF THE STUDY

There are many reasons for using authentic materials in ESP classrooms as they are efficient in different ways. First of all, students have the chance to read and draw out information from authentic texts which means that they read the real language that the native speakers use in their interactions and the language learners usually prefer to be native speaker like in terms of pronunciation, idioms use or accent [10, p 48].

There is a general agreement among researchers in language teaching that "the use of authentic materials in the classroom is useful to the learning process" [9, p.347]. They are emotional as they are genuine in time, location and people. In other words, they inform about current events in the real world and thus, it is easy for students to relate the events to their own experience, to what they know, and to what is known to them. Authentic materials are believed the most appropriate means of demonstrating the real use of English for communication rather than materials which were designed particularly for teaching purposes. As a consequence, they represent good chances of bridging the classroom to the outside world.

The importance of using authentic materials is generally recognized as they are "a way of maintaining or increasing students' motivation for learning as they give the learner the feeling that they are in touch with a living entity and the target language as it is used in the community which speaks it" (Guariento and Morley, 2001: 347). Most scientists also share the opinion that "learners should be exposed to authentic text so that they may have direct contact with input data which reflects genuine communication in the target language" (Breen, 1985: 63).

Another reason for using authentic materials is that they introduce an unlimited source for planning and organizing teaching and learning activities. Authentic materials are extremely helpful in enhancing students' experience in learning new vocabulary in order to use them in daily conversation, and making them better understood in real world communication. "Mastering even a small degree of comprehension of authentic texts gives students the confidence in dealing with reading for real purposes" [21, p 108].

Of the many reasons for using authentic materials, the most common one concerns the affective dimension of English language teaching. Students find authentic materials interesting and culturally enlightening. Listening to real conversations on the radio or watching TV programs are significant types of authentic materials that enhance learners' awareness over the difference between real and contrived language. Students can hear a conversation in a supermarket between a shop-assistant and a customer and learn from the vocabulary used by each person in the interaction. Students usually learn very formal ways of speaking in their textbooks, and this is not the reality in everyday situations. Therefore, using role-play activities can help students practice the conversations they watch and hear from TV or radio.

Authentic materials and media can help students to develop and enhance the connection between the language classroom and the outside world.

It is assumed that achieving authenticity in the classroom makes a considerable segment of modern language teaching. However, a bone of disagreement among language teachers is the language learners' level and the age at which authentic language material should be introduced into the classroom in order to obtain the best results. So, while Kilickaya and Kim think that authentic

material can be used only with upper intermediate and advanced language learners [11], that is, according to the Common European Framework of Reference for Languages, at B1 and C1 levels, other methodologists believe that it can also be introduced to lower level language learners [16, 18]]. This can be acquitted by the flexibility of language tasks, which could be successfully adapted to learners at any level, including beginners. Thus, for example, Richards and Rodgers claim that beginners in learning foreign languages may even use newspaper reports as authentic language material. Learners may listen to them or read them in order to, for example, identify the names of countries or towns, or of well-known people [22, p 65]. On the other hand, the same material can be used to encourage advanced language learners to perform highly challenging tasks, such as interpreting, summarizing or giving opinions about the information expressed by the texts.

An authentic language sample can be successfully selected out of a diversity of the ‘real life’, materials which communicate messages of various kinds, content, length, and have diverse aims and purposes, and then they can be used for pedagogical purposes, i.e. for foreign language teaching. This very statement, however, contains an apparent contradiction, since authentic language material is commonly determined as “texts produced by native speakers for a non-pedagogical purpose” [1, p.347] or “as the material which has not been especially designed for language teaching, but produced for purposes other than to teach language” [17, p.99]. This ‘controversy’ poses the question as to whether authentic material ceases to be authentic the moment it is brought into the classroom, or as Chavez puts it, whether it becomes less authentic if taken out of its original context and removed from the audience it is aimed at [4, p. 277].

The next question is whether authentic material remains to be authentic, only if it is used in the way which is not authentic and does not reflect the real language use, but just imitates it. For this reason, the question of authenticity, as some methodologists suggest [6, 20, 25], includes both the question of the use of authentic language material and that of the organization of teaching activities which require authentic language tasks.

Without further elaboration and discussion whether authentic materials are only those which belong to the real world and are designed to meet its demands, and not the ones used in a classroom, it is necessary to concentrate on the language teaching material which comprises authentic texts that have not been written to make up a teaching sample which will be the subject of certain language analyses. These texts are not either simplified to be easily understood, or organized to suit grammar and lexical drills. They are sometimes called ‘genuine texts’ because of their characteristics, while their use in language teaching is not necessarily authentic and depends on the given circumstances and situations [25].

1. In this article, the term ‘genuine texts’ will be used to mean the original texts which could be successfully used in a language classroom as authentic teaching material, if they communicate with their recipients in an authentic way, and are used for a “real-life communicative purpose”, as Lee puts it [12, p.324]. In our case, it signifies that these texts are used in the same way similar texts written in learners’ mother tongue are used to bring the subject matter of their academic discipline, within “their own community” [25]. The texts under consideration are original, i.e. genuine texts written by British and American politicians, selected as teaching material and gathered in a course book for students at bachelor and master’s degrees.

2. Before explaining the way they can be successfully used in teaching university students it is considerable to dispute the types of authenticity which are possible to identify in a language classroom. When explaining language authenticity, some language teaching methodologists concentrate their attention merely on authentic language material. Thus, Rogers and Medley describe authenticity in terms of language samples – both oral and written – that deliberate the naturalness of form, and correspondence of cultural and situational context [23]. On the other hand, Widdowson insists on the idea that authenticity in language teaching means attaining “[...] the communicative activity of the language use, [...] the engagement of interpretative procedures for making sense, even if these procedures are operating on and with textual data which are not authentic in the first sense.” [25, p.30]

Bearing in mind both attitudes towards authentic language material and its use for teaching purposes, in this article the notion of ‘authenticity in teaching foreign languages’ will be considered as an integrative use of initial texts and the language learning tasks which enable their successful usage in language learning. The idea that authenticity in language teaching refers both to authentic material and the way it is incorporated into the language classroom is deeply supported by Breen who determines four types of authenticity in language learning, emphasizing their close interrelations [3, p.65].

3. The apprehension of authenticity thus explained does not regard language classroom as the place which deprives authentic learning material of its authenticity; on the contrary – it makes it actual and purposeful [20, p.40].

What encourages the use of authentic materials in ESP courses is this approach to authenticity, which can be described as an integrative approach to language teaching, in which an authentic interpretation of the given language material plays a significant role. This is a specific kind of a language course, because language learners are much more interested in the content presented in language than in language forms themselves [24, p. 132]. Learners should also possess a certain degree of knowledge of a foreign language. However, the prior knowledge of their subject matter is even more important.

The use of original texts, without being simplified and adapted in order to serve language learning purposes, has always been considered an essential constituent of ESP courses. Long indicates that, unluckily, “texts in language teaching materials bear little resemblance to the genuine target discourse samples learners encounter in the world outside classrooms”, and that “every study in which language teaching materials – even supposedly LSP materials – and genuine texts have been compared has found the former to be unrepresentative in important ways”. That is why he notices the use of genuine (authentic) texts a determinative component in teaching ESP [14, p.121].

Wegener counts three functions of authentic texts in teaching ESP:

First, inviting authentic materials from the students’ work environment to the classroom the teacher offers help. Second, the ESP teacher always searches for texts that are as close to the learners’ target situations in their careers as possible. Third, authentic texts serve as sources of information for the teacher and may already be collected during the needs analysis period [24, p.137].

However, as mentioned earlier, language teachers are somehow reluctant to use the authentic texts written by professionals and experts and intended for other professionals and specialists.

Methodologists who support the use of authentic texts in ESP courses suggest as a solution to this issue the cooperation between ESP students and their teachers. The collaboration will be aimed at choosing authentic texts according to students’ choice and preferences. This activity should result in setting the proper interaction between students and teaching material, even when such material is initially used for presenting vocabulary and grammar [5, p.138].

STUDY RESULTS

It is clear that the selection of adequate ESP material is a time-consuming activity. Also, collecting and arranging this material into a course book requires both patience and skill. In the part of the article that follows we shall deal with the complexity of this process by discussing authentic texts and their use in teaching students.

Here we can show the Ambassador Karen L. Williams’s Speech on Democracy which is an example of authentic texts.

Thank you, Dr. Abiamofo, for your kind words. Thank you, Dean Lachmon, for the warm invitation to Anton de Kom University. It’s a great pleasure to speak with you all today.

I want to talk to you about democracy from the U.S. perspective, our definition of democracy, and the examples we see – both positive and negative – within democracy and elections in the United States.

On paper, democracy is deceptively easy. It is the act of holding free and fair elections, the people having a say in their government. But ensuring a free and fair and well-run vote is not easy.

We have seen that throughout history and in many nations, including the U.S. As you probably know, we are at the start of our presidential election cycle with the first primaries and caucuses over the past two weeks. Is everyone familiar with the terms primary and caucus? A brief explanation then for those who aren't familiar.

Primaries and caucuses are the tools U.S. political parties use to help determine who will ultimately become the nominee for the Presidency at each party's national convention. Each of the state level parties has its own method of deciding who they will support. In some states there are elections – primaries. In other states, caucuses are used. A caucus is a gathering of people who discuss and decide on nominees within their locality. Primaries are individual voters and anonymous voting. In both cases, many states also send 'uncommitted' delegates to the national party convention which means that these delegates are not tied to vote for a particular nominee. So, while sometimes it is very clear who will be a party's nominee, it is also true that it can be undecided right up until the convention meets at the national level.

Two weeks ago, we saw the difficulties of balloting when the results from the Democratic Caucus in the state of Iowa were delayed due to a technical glitch in an app used by local election monitors to report their results to the state-level party leaders. And with that glitch, the legitimacy of Iowa's vote was called into question by some. I make no judgment on that issue, but it does illustrate the importance of methods that are thoroughly vetted and tested for security and reliability. For democracy to function, the population must have confidence that their vote is counted and that their vote matters. I can speak personally to this as what we call an absentee voter. After the contested vote in Florida between Bush and Gore in 2000, it came out that some states weren't even counting the absentee ballots if the number of absentee votes was less than the number of votes between two candidates. After that discovery and the subsequent outrage, many states made it mandatory to count these votes.

Elections are an important, fundamental part of democracy which we inherited from the Greeks and Romans. For a democracy to thrive, however you define it, you need to start with citizens being assured their voices are heard and that they are free from reprisals for the selections they make. And the easiest – or perhaps the only way – to ensure that is with free and fair elections. In the world today, we define free and fair elections as ones that are periodic, held by secret ballot, and based on universal and equal suffrage.

Within certain limits, everyone needs to be able to participate in an election. Not so long ago, laws existed that banned women and people of color from voting. Fortunately for us today, outmoded laws that outright restricted suffrage on these bases are remnants of a sad past. But does that mean everyone is able to vote? We as societies must ensure the elderly, the disabled, the infirm, the literacy challenged – we must ensure the most vulnerable citizens in our countries have access to the ballot as well. That may mean ensuring polling stations are wheelchair accessible, printing ballots in other languages for citizens who do not speak English or making sure that those who are confined to their home can vote in a secure manner.

And I think that is an important point. For democracy to work, voting must be secure. We as voters must be confident our vote will be counted and not thrown away or spoiled. We must be sure no magic bag of ballots will show up at the last minute to overwhelm our legitimate ballots. We must be confident in the political system of which we are a part. If we are not, it can call into question our participation and the legitimacy of our elected leaders and their mandate to pursue their agenda. It can lead to apathy and a population less and less inclined to believe their voice is heard, their opinion matters, or that they hold the power. And that, surely, is a quick way for democracy to be hollowed out and extinguished.

Now, ensuring voting is secure is not an easy task. It is something in the U.S. we work hard to ensure. And we do this through our political systems and the transparency and accountability built into them. We have representatives from each of the two major parties working together at the voting offices throughout our nation. On election day, each polling station is staffed by volunteers from each of the parties sitting side-by-side as voters cast their ballots. We have both parties sitting together

counting the ballots, ensuring at all levels that the count is fair and that there has been nothing done to alter the outcome. They do all this with the ever present eyes of independent media who can track the tally as it comes in, who can see the process fully, and who can quickly report the results to ensure a lack of information does not provide cover for fraud. This requires significant effort and commitment on the part of paid personnel and volunteers.

Read the fragment of the Ambassador's speech and complete the following sentences.

1. Democracy is ...
2. Primaries and caucuses are ...
3. A caucus is ...
4. Primaries are ...
5. Elections are ...
6. We as societies must ...
7. We as voters must ...
8. On election day ...

Authentic texts in teaching ESP are used in the group of language learners of the same age and who are, more or less, at the same level of previous language knowledge. However, these texts have some particular characteristics, conditioned both by the academic subject to which they belong and by specific language course objectives they have to meet. As for ESP course aims for students, they may be described as following: first to master the basic discourse of a particular field in English in order to be able to improve further the knowledge of that discourse. These objectives can be achieved only by using authentic texts of a certain field, not adapted as to be used in language teaching, since this is not the intention of their creators. As expected, the texts chosen for an English course book for students of public administration or public policy have to be written by famous politicians from English-speaking countries.

In order to make an appropriate and purposeful selection of the texts which are to be included in an ESP course book, it is necessary, first, to commence several analyses which will help us start this process:

1. The analysis of students' particular academic subject, which includes students' both actual and anticipated needs, adjusted to the general and specific objectives of an ESP course;
2. The analysis of students' previous knowledge of a language;
3. The analysis of students' previous knowledge of a subject.

The selection of texts and their use in teaching ESP to students are based on two assumptions:

- 1) students have reached a high enough level of English grammar, that is, linguistic competence, and.
- 2) students are able to understand language phrases necessary to have a conversation on general issues.

The role of these texts is to help learners to activate the language competence which they already possess. It also enables them to relate their newly obtained knowledge and language experience, which are relevant to their future career, to those previously obtained while learning English for general purposes. We can suppose that ESP course books should not be considered only an efficient means of learning a foreign language in isolation, or a vehicle solely intended for teaching students' subject matter in English. On the contrary, both of the learning aspects should be taken into consideration when establishing a successful communication between the texts as a teaching tool and ESP students as their active users. Only then does the content itself become more significant and language difficulties successfully handled.

The research has demonstrated that authentic materials represent a motivating force for students [2, 19]. Motivation is determined as "an interest and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and level of concentration and enjoyment" [19, p. 145].

The study has shown that students' motivation increases when they use authentic materials, particularly when authentic texts are practiced for reading with advanced English as a foreign

language [2, p. 20]. They find authentic materials engaging and more up-to-date than textbooks. When students feel motivated, their fear decreases and confidence grows while involved in class activities.

Besides, authentic material content includes entertaining issues which are very attractive for learners, such as popular cultural themes which can motivate students and raise their cultural awareness. Newspaper and magazine articles often contain themes like Thanksgiving, Halloween, Christmas, Easter, Valentine's Day and these topics can raise students' curiosity and bring dynamic conversations into the classroom or outside it. For example, working in teams to design specific cards for Valentine's Day, describing the fashion trends for next season, or listening to a song are effective ways to motivate students and make them interact successfully. Authentic materials such as pictures, photographs, videos, labels or cartoons can be used efficiently to make students participate in disputes about foreign cultures. Such materials have a great role in performing students' psychological and social requirements and interests. They also increase students' attitude toward foreign cultures and civilizations.

Furthermore, the diversity of text types and language styles of authentic materials also affects students' motivation positively. It is difficult to find this diversity in conventional teaching materials, which include only the appropriate and fluent language [15, p.5]. This means that it is easier to find something in authentic materials that will interest students and may encourage them to read and enjoy reading as they contain issues of vast interest to students, particularly if students are given the opportunity to speak about such themes in the classroom. Authentic materials enhance motivation and interaction between learners and teachers. This idea is also encouraged by Nunan who claims that "the use of authentic sources leads to greater curiosity and diversity in the material that students deal with in the classroom. This authentic material helps bring the contact to life, and makes learning and using language more meaningful, and, ultimately, easy for students" [17, p. 212].

Therefore, we can review that authentic materials have at least three strata of learning: language (vocabulary and structures), cultural deposit (cultural norms and values of the community in which the language is used for interaction) and practical application (using them in the way it was intended). These strata motivate students in reality because they have the opportunity to like both learning the language and the culture where this language is spoken, putting into practice what they have learnt as used in the real world. Moreover, it is important that authentic materials should meet students' requirements and interests. It is equally essential that authentic materials should serve as a motivation for learning the target language. Thus, if they include some obstacles and are time consuming for being chosen and prepared for teaching objectives, they are significant sources of input and have a positive contribution in the sphere of language teaching and learning.

CONCLUSIONS

An essential component of teaching ESP is the representation of authentic teaching material to the classroom. In teaching ESP, the use of authentic stuff implies reading, comprehension and interpretation of the texts which are written by native speakers for non-pedagogical purposes. Since texts taken from real situations may be highly complicated and intellectually demanding, in this article an attempt has been made to demonstrate that this kind of texts can be successfully used in teaching English to students. In order to reach this, an appropriate and purposeful choice of texts should be based on both students' prior knowledge of language and subject and students' contemporary and future professional requirements. The choice of texts and their application in teaching ESP are based on the supposition that students have achieved an appropriate level of both linguistic and communicative competence, so that these texts may activate their already obtained competences and relate them to the newly-acquired knowledge and language experience which are relevant to their future career.

Hence, it has been summarized that the authentic context was more efficient in rising the students' motivation level. This conviction is often mentioned in scientific literature that authentic materials which bind the classroom context to the real language situation can be more encouraging

and more exciting. As a way to integrate language deposit and outcome and reflect real world communication, authenticity is stimulating and has an informative essence. Thus, the indubitable effect of an authentic context on learners' motivation level is in line with what has been mentioned by language teaching scientists. In relation to the theory, instructional design is considered to play an important role in rising learners' motivation. It has been ascertained that by establishing interest and relevance and improving the learners' expectancy and gratification for the instructional materials and methodology, it is possible to promote the motivation of the students.

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АВТЕНТИЧНІСТЬ ТА МОТИВАЦІЯ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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Анотація У цій статті розглянуто деякі з широких питань та досліджень, що стосуються автентичних матеріалів та автентичності у вивченні іноземних мов. Хоча автентичність обговорюється як позитивний вплив на мотивацію вивчення мови, залишається питання, як вона може вплинути на рівень мотивації в контексті ESP. У цій статті представлені результати впливу автентичного контексту шляхом інтеграції автентичних текстів та завдань на рівень мотивації студентів ESP. Висновки дослідження показують, що студенти досягли більш високого рівня мотивації в автентичному контексті порівняно зі студентами в традиційному контексті.

Ідея використання автентичного мовного матеріалу для викладання іноземної мови, як правило, схвалюється переважною більшістю вчителів мови, особливо у викладанні ESP, де, як сподіваються, вона буде використана для досягнення «реальної комунікативної мети». Однак, для того, щоб цей матеріал використовувався ефективно, його потрібно ретельно вибирати, щоб він відповідав дійсним та очікуваним потребам та інтересам студентів. Крім того, потрібно щоб заняття в аудиторії супроводжувалися автентичними діяльностями для того щоб підвищити мотивацію студентів. Ця стаття пропонує приклад того, як поводитися з автентичним навчальним матеріалом, у даному випадку з оригінальними текстами. Він містить критерії, які слід застосовувати при відборі тексту, та автентичні навчальні завдання, які мають супроводжувати оригінальні тексти, щоб підвищити їх автентичність. Крім того, важливо, щоб автентичні матеріали відповідали потребам та інтересам учнів. Не менш важливо, що автентичні матеріали повинні служити стимулом для вивчення певної мови. Таким чином, якщо вони містять певні труднощі та забирають багато часу для їх відбору та підготовки до навчальних цілей, вони є важливими джерелами введення та мають позитивний внесок у сферу викладання та вивчення мови.

Ключові слова: рівень мотивації; автентичний мовний матеріал; підручник ESP; університетський рівень; реальні життєві ситуації; носії мови; автентичність.