

AUTHENTIC AND ADAPTED TYPES OF PRINTED MEDIA RESOURCES

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Abstract

Authentic and adapted resources are useful materials in higher education to enhance learners' knowledge of the English language for their professional field as the main aim and effort of the higher education is to prepare competitive, professional and motivated specialists of the particular sphere.

In the article there are mentioned several significant reasons why authentic texts (news, interview, advertisement or puzzle) and adapted resources (course books) are vitally important in ESP classes; what are their positive and negative sides. The main characteristics of authentic and learning types of printed media resources are collected and discussed hereinafter.

Some useful activities developing language skills are described, which raise learners' lingual competences (reading, writing and speaking) and general understanding of the English language using authentic material during learning English for Specific Purposes. Article might be interesting for teachers, students and researchers.

Key words: authentic resources, adapted resources, printed media, ESP

Introduction

The main goal and efforts of the higher education is to prepare the professional, educated and motivated generation. In the century of technologies, there have appeared many alternative digital and technological opportunities for the language learners to develop their language skills. However, at the higher education institutions students try to attend lectures to interact with the lecturers and group mates, especially in language classes, where communication is inalterable. Many disciplines at the Universities include ESP courses typical for the relevant field. Consequently learning ESP has become a new challenge for student which helps them to become more confident and fluent in their target profession as English, language for their specific purpose is really unchangeable knowledge for their future career.

The main characteristics of authentic and learning types of printed media resources

Students seek new ways for studying. Using printed media in the studying process as an authentic material can be the additional resource with the proved educational teaching materials.

The authentic and educational types of printed media resources (news, interview, advertisement, and puzzle) are included in ESP sourcebooks but educational texts are often adapted according to the target theme of the syllabus or the level of the learners' language competence.

According to some authors (Razmadze, M. 2012. Case, A. 2012) ESP can be taught to the pre-intermediate level students. Inclusion of authentic resources, such as current printed media, which should be selected beforehand, can be a good motivation for learners. Current events from their professional field can be, on the one hand, acquainted for them and on the other hand, such resources in the classroom should be motivating, which raises learners' interaction in class.

According to Kristen Gatehouse (2001), teacher is the person, who is responsible to identify learner needs' changing as "ESP requires comprehensive needs analysis and because the learning-centered curriculum is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities noted above for any particular group of learners." Moreover, teacher of ESP needs to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching.

However, many things depend on learners as they are "great risk-takers since they must make many errors in order to succeed"; learners are handicapped as they are "unable to use their native language competence to present themselves as well-informed adults." Accordingly, teacher should create supportive atmosphere in the classroom to give learners opportunity to be self-confident in order to communicate, so, teachers have the responsibility to "help build the learner's confidence." (Fiorito.L.2005)

Students will master English as they work with authentic materials which they find interesting and relevant". Learners can use this language in their subject-matter field or further studies. ESP should be presented for them in authentic contexts to make them "acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs" (Fiorito, L.2005).

Why it is important to use authentic texts (news, interview or advertisement) in teaching ESP?

1. Material, which is searched and provided by the teacher is (should be) relevant to learner's professional field what rises the motivation of learner;
2. Current material or information from the newspaper or magazine gives the learner more opportunity to become closely acquainted with the form, structure or information of the material. Learner can analyze, discuss or try to appoint the main parts of the offered learning material;
3. Learner enlarges the vocabulary (words, phrasal verbs, structures) with the help of the authentic texts;
4. Learner can develop the skill he thinks need to be mastered according to the authentic material. (E.g. if students need to have progress in speaking, with the help of 'peer work' or 'group work' in the class, he/she can speak up or discuss the theme mentioned in the newspaper article using the new vocabulary from the text. Or, in case, learner's wish is to develop his /her writing skill, can write analyze or report about the interview, try to translate it into another language, write the similar text using newly learnt vocabulary in the context.
5. Finally, if learners are widely included in ESP learning process with the help of the authentic printed media, they become more confident, fluent and coherent in use of English in relevant ESP field.

Learning and adopted materials have many similarities in the teaching process, such as form of the main printed resources (interview, advertisement, news, puzzles), pre and post text exercises (questions on the text, filling gaps, matching, checking the phrase, etc.), activities in the classroom (peer work, group work, interviewing, presentation, games, etc.).

However, main difference comes from the origins of the main learning materials. Learning materials (course /students book) in ESP teaching is very long-term worked-out, acknowledged and experienced means of teaching. Language learning material, in most cases, are adopted and fitted to the learner's skill competences and language level. They are elaborated and designed by the qualified teachers and authors.

The sourcebooks, workbooks, and other additional sources are printed and published with a high circulation. Without doubt, texts, reading or listening materials are very interesting, adopted from popular magazine and newspaper's articles, close to learners' vocabulary and grammar competences, but the contents is about old times and sometimes expressions are obsolete.

As events change permanently in the modern world (in any part of the society or field), up to date information should be more interesting for learners, as they are somehow members of the

contemporary situation in their field of interest. In the course books most listening materials except songs are mostly recorded directly for the relevant topic, which could be not so natural in comparison with the original material, e.g. an interview on TV in live.

Both ways of teaching ESP, with the help of printed media, represented in learning and authentic materials are useful and interchangeable.

Both forms of the teaching ESP have its positive and negative sides for students and teachers as well.

Advantages of adapted printed resources for students are:

- Relevant language level for learner in the sourcebook;
- Prepared background activities for the following lesson e.g. glossary, explanation of the grammar structures met in the following file;
- Exercises for each stage of the file developing language skills: reading, listening, speaking and writing;
- Teacher can be prepared for the lesson according to the file sequences with the help of the teacher's book attached to the main sourcebook.

Disadvantage of the adapted resources in the course book might be:

- Isolated environment in the classroom for the students who fit to the offered and adapted materials. However, good teacher can give students more opportunity to understand more than only course book content;
- Textbook readings are based on texts that are out of date in terms of content, old fashioned in terms of attitude and/ or dated in look. (Case .A. 2012)

Advantages of the authentic material (newspaper, advertisements, news, etc) can be the following:

- Internalization of a full range of world background knowledge, language conventions and vocabulary by exposure through reading;
- Encourage learner to read materials in English outside the classroom;
- Wide range of activities - individual work, group work, peer work. (Gutiérrez M. 2008)

- For teachers it is possible to find interesting and relevant texts for learners. The chances that teacher will “find a good text while readings through a textbook or graded reader for pleasure are much fewer!” (Case .A. 2012)
- Authentic texts “suddenly open up a world of newspapers, websites, magazines, notices etc”. Maybe that is inaccessible for students before and that can provide a “massive boost to the exposure they get to English.” (Case .A. 2012)
- Teacher can build up a database of question forms which could be easily adapted to all kinds of texts such as “Does the writer have a positive or negative impression of what he or she is writing about?” or “Predict what the story is about from the headline/ picture(s) and read through to check.” (Case .A. 2012).

Disadvantages of the authentic materials can be the following:

1. Sometimes the vocabulary used is complex for learners, especially beginners;
2. The adaptation of the activities is time consuming (Gutiérrez M.2008);
3. Information quickly becomes out of date. Nevertheless, this is “mainly a problem for newspaper news stories, so there is no reason why you should not use more long-lasting formats like magazine articles, newspaper articles with more analysis, fiction or biography instead.” (Case .A. 2012)

Activities using newspaper materials can be different and various for the learner. These authentic texts can cover nearly all the ESP skills and competences. Learners can develop not only reading skill and general understanding of the authentic text, but these activities can give learner real opportunity to enlarge vocabulary in the particular field of profession, grammar (in headlines), pronunciation, speaking and writing skills.

Classroom Activities and exercises reflecting English printed media resources

Reading

Learner has to use intensive reading strategies on the exercises based on the authentic texts a) skimming (gist) – to understand the most important pieces of information about something, or general information without details. (Cambridge Dict.) and b) scanning - to look through a text quickly in order to find a piece of information that you want or to get a general idea of what the text contains (Cambridge Dictionary). Moreover, we can „get students to read texts for

communicative purpose” (what means merging these two strategies) , “as part of other activities as sources of information , or in order to identify specific use of language”. (Harmer. 2013. P.288). That is the main sense of ESP.

Sources for reading activities might be: business news, review and interview with the representative of the specific field.

1. Students read the article straight forward and discuss it. (This activity can be implemented as individual reading first and discussion in pairs or group work).
2. Exercise where students are asked to find articles from different nations on a global topic. Students should compare articles by different authors according to “national portray the news story.” (Beare.K.).
3. Students read the article with the attached open questions to understand how well the students understand the content of the article, the main idea, detailed information or vocabulary. This activity is good for exam where student is assessed according to his logical thinking, grammatical knowledge and vocabulary.

Vocabulary

1. Students set apart the text’s segments, translate and discuss using new vocabulary.
2. Students write down new words according to the parts of the speech - verbs, nouns, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. Students should discuss the meaning of the new words according to the special sphere (ESP) in the media resource and analyze their functions; (Shabashvili G.2012) The teacher can ask students what is a word refer to or why does the writer use exactly that word. (Bartram.M. 2016). These give students the sense of the ESP vocabulary.
3. According to new vocabulary students can write a similar text (news, advertisements, etc.). (Shabashvili G. 2012)

Writing

1. Students take information from the article and write their own opinion or ideas on the bases of the article’s main objective using arguments, citations, and paraphrase.
2. Write short contents of the article using new vocabulary from the article. (Shabashvili G.2012)

Speaking

1. Students can accentuate structure of the article (headline, byline, leading section, explanation, additional information) and discuss each part of the article in pair work by setting questions to each other, analyze, translate and understand the main idea of the article.
2. According to the photo attached to the article students can predict and out speak what the article is about.
3. Students develop their pronunciation by speaking over the article using new vocabulary.

Conclusion

Adapted and authentic types of printed media resources are approved means not only in general English teaching but for ESP teaching too. These resources give students opportunity to receive wide range of information from different field of society, enrich their vocabulary and develop language learning skills and competences through the real world life.

Finally, Kristen Gatehouse, the author of the article “Key Issues in English for Specific Purposes (ESP) Curriculum Development” believes that there is value in all texts. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials (Gatehouse, K, 2001). “Newspapers or magazines are a must have in every classroom - even if the class you are teaching are beginners.”- says Kenneth Beare, expert of English as 2nd language.

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