

# PEDAGOGY FOR AUTHENTIC AND PURPOSEFUL ENGLISH LANGUAGE PROFICIENCY

## Abstract

Teacher methods involve language acquisition and structure, including learner-centered approaches, authentic learning, student-led learning, problem-solving, and authentic learning settings. Traditional methods involve planning, preparing, and connecting with students. Authentic learning fosters creativity, cooperation, and problem-solving. Facilitators play a crucial role in authentic learning, eliciting narratives and fostering reflective practice. Authentic materials are valuable language learning resources, but can be challenging for beginners. Understanding individual learning styles is essential for effective lesson plans and study techniques. Task authenticity and authentic assessment techniques improve teachers and learning environments. Trainee teachers teach pedagogic principles but often focus on teacher-centered situations. This chapter explores authentic materials which can increase confidence, acquire language easier, and improve language production. Effective implementation depends on teacher experience, pedagogical support, and continuous reflection. Further studies are needed to understand best practices and cultural issues.

**Keywords:** Authentic materials; approach; techniques; language acquisition; trainee teachers; reflection.

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## I. INTRODUCTION

A teacher uses a set of practices and processes known as a methodology when they are teaching. It will be founded on ideas about the structure and acquisition of language. Teaching methods are techniques used to help students achieve learning outcomes, while activities are ways to implement these methods. Instructors should choose the most appropriate teaching method based on learning outcomes, student needs, and the learning environment. For example, a guided instruction approach with modeling and scaffolding, and formative assessment can help students master complex concepts. Choosing the appropriate teaching method encourages active engagement with content, resulting in successful outcomes.

There is no definitive model for language acquisition or learning by children. Research suggests that humans are born with a device to organize their mother tongue and form rules for language generation. However, even without exposure, deaf children develop language with similar features to formal structures. Pidgin languages, formed by people with no common mother tongue but need to communicate, have been studied. When used as a native language, these languages develop into Creole languages, and a new language is formed by people exposed to a language.

- 1. Teaching Methods:** Teaching methods can enhance educators' job duties by improving student learning, planning educational content, and connecting with students. By utilizing traditional methods, educators can ensure effective teaching, improve classroom management, and identify effective teaching styles for better assessment performance and progress reports. Proper planning and preparation are crucial for efficient and error-free learning experiences.
- 2. Learner-Centred Approaches:** Learner-centred approaches involve learning from the learner, considering their needs and interests, and selecting materials, activities, and tasks. Facilitators and learners engage in negotiation throughout the process, considering the context and potential reactions to the methodology. They ensure learners are motivated and happy with the chosen methodology, and take into account the learning environment.

According to Steve Revington, authentic learning is a practical learning approach that motivates students to produce real-world goods that benefit society. Teachers help students handle complicated issues creatively and cooperatively by incorporating real-world context. Students are better equipped for success in a complicated world using this method. Students are not only sitting at their desks and taking in lectures. This kind of learning is not teacher-directed. Your class is active, moving around, and learning from what is going on around them since it is student-led learning. This might take the form of something as straightforward as going on a stroll in the town, going on a field trip, or even engaging virtually with other students or pertinent special interest groups. The term 'problem solving' refers to the actual issues that pupils may be dealing with or seeing in their local communities or elsewhere. Students of any age are capable of doing this, albeit it may need a higher level of thinking on their part to see beyond themselves and perceive bigger problems in their society (rather than simply a particular problem like Johnny taking a block from Susie).

## **II. THE NEED FOR AUTHENTIC LEARNING SETTINGS**

Horace Mann argues that education is the ‘great equalizer’. Authentic learning encourages students to think outside the box and fosters intrinsic motivation. This motivation is driven by internal rewards, while extrinsic motivation involves external rewards. Educators aim to foster a love of learning for its merits, and authentic learning is crucial for engendering intrinsic motivation. Students learn better when motivated through hands-on problem-solving, tackle open-ended assignments, and set their own academic goals.

- To give students a genuine setting that corresponds to how information will be used in the actual world.
- To include genuine activities
- To access real performances and process models should be made available.
- To include a variety of viewpoints and positions
- To provide chances for collaborative knowledge development.
- To encourage students to reflect on their learning
- To give pupils the chance to explain and defend their work and provide coaching and scaffolding

## **III. ROLE OF THE TEACHER IN AUTHENTIC LEARNING**

Facilitators play a crucial role in eliciting the narrative of learners' experiential journeys and facilitating reflective practice. Key facilitator skills include relationship building, listening, questioning, and connecting. Relationship building is essential for building a strong learner-facilitator relationship, as it strengthens interpersonal connections. The facilitator must be adaptable, accessible, approachable, and supportive, making the learner feel important and respected. Listening and questioning skills are essential for providing intimate relationships, stories, and perspectives.

In facilitation designed for academic achievement, the facilitator should focus on the parts of the story that meet the graduate profile of the qualification sought. Listening for clues to the learner's perspectives, life themes, behaviors, skills, and competencies helps interpret and highlight strengths. Questioning is a key facilitation skill that brings about self-reflection, requiring a deep level of inquiry. The ladder of inference model is recommended for analyzing questions and their effectiveness. As facilitators, they should not just ask questions, but also questions with skill and purpose. Inquiries into basic description, factual data, and how something works represent the most basic form of reflection, while questions about purpose or personal meaning represent the deepest level, engaging the self and providing the learner with the most clarity.

## **IV. AUTHENTICITY IN MATERIALS DEVELOPMENT FOR LANGUAGE LEARNING**

Authentic materials aim to communicate meaning and information, rather than teaching language. They are often free and easily accessible online or in local communities. Examples include TV shows, news segments, documentaries, movies, videos, photographs, advertisements, magazines, and recipes.

Authentic materials are valuable resources in educational settings, with some institutions offering a wealth of resources while others may only offer a few. Teachers' preferences and classroom circumstances determine how to use these materials. They can replace textbooks, curriculum, or serve as foundations for courses. Teachers can use English news snippets, articles, or videos to help students apply their learning.

If a text is viewed as a verbal or written account of used languages, we shall find that, from the very first course books to the present, the majority of course books (and digital assets) contain passages that cannot be claimed to be the text is authentic since it does not mainly serve as a means of communication (according to the standard definition of authenticity in texts). Instead, the language is purposefully manufactured to aid the student in doing so. The argument for this is frequently that such simplicity and artifice allow the learner to concentrate on a particular and repeated target trait, increasing their chances of acquiring it.

Using authentic materials offers benefits and challenges like any instructional resource. They present real-world language usage and interest, boosting students' motivation and willingness to take risks. These materials are not designed with specific grammatical structures or vocabulary in mind, allowing students to read or hear language in real-life situations. However, there are potential challenges, such as outdated resources and difficulty for beginner or intermediate students with vocabulary and grammar structures. Teachers must plan thoughtful interactions with authentic materials to address these challenges effectively.

When selecting authentic materials for students, consider their practice of concepts, language structure, language proficiency level, support needed for accessing content, interesting topics, and their daily interactions with English. Incorporate materials that motivate students to use English outside of the classroom.

## V. LEARNING STYLES

Learning styles are partly innate and partly learned. We are born with abilities and aptitudes, and are exposed to education in various forms, including home, society, formal, and non-formal education. Family roles shape our learning, while school norms shape our cultural context. During formative years, we learn to be competitive, think about success and failure, experience fear, accept limitations, reach potential, enjoy or hate tests, learn to cheat, avoid difficult activities, and shine.

Understanding individual learning styles helps educators implement effective lesson plans and study techniques. These styles are influenced by cognitive, emotional, and environmental factors, as well as prior experiences. Educators must recognize these differences to implement best practices in daily activities, curriculum, and assessments. Many degree programs integrate different learning styles and educational obstacles directly into their curriculum.

**1. Authenticity in Task for Language Learning:** The value of task authenticity in the digital age provides guidelines for developing assignments that take into account the reciprocal connections between texts, interactions, and users. This is done by utilising the dynamic aspect of authenticity to help learners view the assignments as being real. This idea, which is evocative of Web 2.0, aims to be in line with modern learner attitudes and

does not restrict activities to using digital or web-based resources. Tasks must be created in a way that the original communication purpose of the material must be accurately reflected in the tasks in the following ways:

- Add to the source text they were taken from.
- Encourage reaction or interest in the content upon which they are based.
- Possibilities for real-world activity.
- Encourage pupils to apply their prior knowledge of the target language.

For teaching to be effective, students must create genuine connections between their education and the outside world.

- Help them comprehend the significance of a topic and its application to them.
- Give them a goal and an audience, introduce ideas based on their applicability, and let them select their own audience to foster personal learning.
- Give students a genuine audience outside of the classroom, so they may demonstrate their learning while being conscious of who their target audience is.

- 2. Assessment of Activities:** Assessment is crucial in learning activities and should be continuous, fostering good learning habits. Research shows authentic assessment techniques like question-and-answer tests, portfolio assessments, and performance techniques are effective in assessing knowledge, attitudes, and skills. Authentic assessment implementation faces obstacles such as material, time, school conditions, and educators' abilities. Teachers face challenges in managing time, classroom situations, supportive facilities, and lack of mastery of the assessment system. This complexity demands a balance between knowledge, attitude, and skill.

Authentic assessments are crucial for teachers to understand learners' abilities, provide appropriate evaluation materials, and integrate teaching, learning, and assessment activities. These assessments help teachers measure the success of learners' learning across effective, cognitive, and psycho-motor realms. By identifying assessment indicators, encouraging learners to demonstrate performance in meaningful situations, and integrating teaching, learning, and assessment, authentic assessments improve the quality of teachers and environment.

Pedagogic principles and practices are instilled in trainee teachers, who often carry these into the classroom. Despite efforts to encourage learner development and independence, most classroom situations remain teacher-centered. Traditional approaches provide security, but teachers with diverse knowledge and skills can create the best learning environment. Language learning is an innate human ability that grows and develops in favorable environments, and is affected by emotional factors. Spoken competence is the most immediate but fragile competency, and every human factor affects the ability to use a second language competently.

Most people study a second language and any subsequent languages for one of the reasons listed below:

- Work
- Amusement
- Integration into society
- Academic Objectives

## **VI. SOME SPEAKING CHARACTERISTICS THAT CONTRADICT THE SPOKEN AND WRITTEN LANGUAGES**

### **1. Spoken Words**

- Unplanned and spontaneous
- Full of unfinished projects and failed startsentences, half-spoken references, etc.,
- Necessity to use syntax while thinking and speaking
- No issues with handwriting or spellings!
- Voice quality conveys meaning

### **2. Written Words**

- A permanent record (until it is destroyed!) that has been planned and is open to revision before usage
- Can have spelling issues
- Has the additional factor of readability if handwritten
- Require understanding of the style, register, and rhetorical patterns of written communication
- Require understanding of syntax and proper usage of it
- Require more work and time to create
- Require writing supplies (pen, paper, or a computer and printer); is only useful in a culture of literacy; and has the potential to disguise emotions.

Scholars have varying opinions on the value and criticism of authentic materials in foreign/second language classrooms. Hedge (2000) suggests authentic materials are suitable for real-world language learning, while Peacock (1997) suggests they increase learners' on-task behavior, concentration, and involvement. Harmer (1994) believes they improve language production, acquire the language easier, and increase confidence. Shoomossi and Ketabi (2007) argue that non-authentic materials are as valuable as authentic materials, but authentic materials may be useless in low-receptive situations. Kienbaum et al. assert no significant differences in learners' performance between authentic and traditional materials. Kilickaya believes using authentic materials with weak learners can frustrate and demotivate them. Students used various materials to discover, analyze, and process information, becoming autonomous learners. Their achievements included using abbreviations, equivalents of formal and informal English, neutral expressions, grammatical structures, passive constructions, and linking connectors for text coherence and cohesion.

## **VII. CONCLUSION**

Authentic materials, which may be challenging due to language difficulties, provide natural use of target language and exposure to target culture. Teachers must plan and prepare authentic materials to be beneficial and meaningful for learners. Richards (2001) suggests that English class communication should simulate real-world communication, and authentic

materials can be highly recommended for their use. Teachers can be rewarded by watching students actively participate and working independently, while also enhancing their own language competence and cultural awareness. The effective implementation of authentic materials in foreign language learning contexts depends on the teacher's experience, pedagogical support, and continuous reflection. These materials positively impact students' linguistic and effective domains. Further studies are needed to understand the best uses and cultural issues encountered in implementing authentic materials.

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