

**USING AUTHENTIC MATERIALS, ROLE-PLAY ACTIVITIES AND TECHNOLOGY  
AS A MEANS OF SOCIOLINGUISTIC COMPETENCE SUPPORT AT SENIOR  
GRADES**

**Mamadaliyeva Saidakhon Abduvakhob kizi**

English teacher of the secondary school № 54

**Abstract:** This article explores the role of authentic materials in developing foreign language learners' sociolinguistic, pragmatic and intercultural communicative competences (ICC). Authentic resources are texts, audio, video, and real-world artifacts created for native speakers to serve as powerful tools that bridge the gap between the classroom and the target culture. The paper highlights how authentic materials enhance learners' understanding of socio-cultural knowledge, existential competence and nonverbal communication. The article emphasizes that while adapted textbook materials have pedagogical advantages, they often lack the cultural depth and linguistic authenticity necessary for meaningful intercultural learning. Examples of classroom activities demonstrate how authentic materials such as menus, advertisements, songs, films and cultural celebrations can effectively promote awareness of social norms, politeness strategies, turn-taking and cultural traditions. The article concludes that systematic and reflective integration of authentic resources fosters learners' intercultural sensitivity, motivation and communicative competence helping them engage with the target language as a living, culturally embedded system.

**Keywords:** Authentic materials, sociolinguistic competence, intercultural communication, pragmatic competence, nonverbal communication, CEFR, foreign language teaching.

**Introduction.** Authentic resources are thought to be the finest types of materials for strengthening foreign language learners' sociolinguistic competencies. Authentic materials bridge the gap between the classroom and the outside world, bringing the classroom to life. Because authentic materials are ones that were not designed or altered for language learners, most daily objects in the target language qualify. Exposure to authentic resources allows language learners to interact with the target culture's real-world language, customs, and way of life. Using real resources in the classroom to teach culture is a terrific motivator for students and helps them recognize that there is a community of users who live their lives in this other language. Audio, video, and other authentic elements are available. This chapter discusses and gives examples of activities how to use authentic materials in developing socio-cultural knowledge, sociolinguistic competences, pragmatic competences and non-verbal communication.

**Analysis of literature.** Based on the CEFR, general and communicative abilities related to culture have been extracted, summarized, and depicted in clear diagrams that can be used as a foundation for cultural teaching (Reid, 2012). The empirical knowledge relating to day-to-day life, common values, beliefs, history, and taboos of social groups is regarded to be vital to intercultural communication under the component of socio-cultural knowledge. Existential competence is thought to be culturally relevant because it encompasses a person's personal characteristics, personality traits, attitudes, self-image, and perspective on others. Cultural

awareness, the ability to notice differences between one's own and the target culture, and the ability to overcome stereotypes are all significant components of intercultural communicative competence (ICC). Sociolinguistic competencies are linguistic markers of social customs (e.g., greetings and address forms, turn taking, courtesy rules, register differences, and so on). Pragmatic competencies are concerned with functional language use. The cultural component is critical here since it includes ideas, requests, introductions, invites, right use of please and thank you, and so on. "Nonverbal communication" is an important aspect of intercultural communication. Gestures, facial expressions, eye contact, body contact, proxemics; extra-linguistic speech sounds for expressing silence, happiness, disgust, approval, disapproval, and so on; and prosodic features such as loudness and pitch of the voice are all very delicate features in intercultural communication. They differ from culture to culture and can lead to major misunderstandings if perceived or executed incorrectly.

There are numerous resources available for teaching sociolinguistic competence and culture. Several English language textbooks have special sections called "cultural pages" that develop ICC. However, convincing English teachers that teaching culture is not a secondary purpose is often challenging. Culture is an inseparable part of foreign language teaching (Byram, 1998, 1997; Kramsch, 1993, 1998; Brooks, 2001; Cullen, 2000; Robinson, 1988; Huhn, 1978), because language without culture is a set of symbols which can be misinterpreted, if they are not understood in the right cultural context. Authors of English language textbooks are more cognizant of the importance of developing learners' ICC and are making greater efforts to offer culturally relevant texts, recordings, and activities. Materials in English language textbooks, on the other hand, are modified materials with significant advantages but also disadvantages. One of the most significant advantages is that they are created with the learners' educational and psychological features in mind. They are designed for a certain age group, language proficiency, and topic, and they are simpler to use for foreign language teachers. The most significant downside of adapted materials is that information can quickly become out of date, for example, when teaching popular arts, which are appealing and motivating themes for young learners. According to Daskalos and Jellum Ling, textbooks frequently use falsified material (e.g., travel anecdotes or family excursions to distant locations), which can feel forced and unnecessary. Another issue is that adapted materials do not always employ real everyday language and do not always depict accurate images of foreign cultures. Texts, images, audio and video recordings are the only resources available in adapted materials (genuine materials have more). Without a question, authentic materials are the finest tools for teaching cultural characteristics since they bridge the gap between the classroom and the outside world and bring reality into the classroom. Authentic materials are more concerned with content and meaning than with language forms and patterns. Authentic resources do not replace textbooks, but they can be highly useful extra materials or a substitute for specific texts that may not be well suited for the individual classroom. The majority of daily things in the target language is actual materials. Authentic resources, according to Nunan and Miller, are ones that were not created or altered for language learners. Exposure to authentic resources allows language learners to make contact with real-life language, which may be a tremendous motivator, as well as understand that there is a community of users who live their lives in this other language. Audio, visual, and printed resources are

examples of authentic materials.

Audio materials include TV programmes, commercials, news, weather reports, films, cartoons, phone messages, podcasts, radio programmes, music, internet audio materials, audio-recorded stories, announcements at the stations and airports, shops, etc. Visual materials include photographs, paintings, drawings, wordless street signs, images, pictures from magazines, newspapers, postcards, stamps, coins, wordless picture books, toys, food and any items. Printed materials include newspapers, magazines, books, TV guides, catalogues, lyrics to songs, restaurant menus, product labels, street signs, tourist information brochures, maps, letters, greeting cards, junk mail, school notices, billboards, public transport schedules, traffic tickets, application forms, information on the internet, packing slips, packaging from various items, food labels, etc.

There are a wide range of real materials available for use in teaching sociolinguistic competency in foreign language classes, but teachers must exercise caution when selecting acceptable materials. Teachers should establish criteria for selecting materials that are appropriate for specific groups of students. The resources should meet the requirements of the curriculum themes, learners' interests, usefulness, language level, age, and background knowledge. The original materials must be culturally suitable while also being understandable to English as a foreign language learner. It is important to remember that authentic resources are based on the culture of native speakers, which may appear alien or improper to language learners.

English is used as a foreign language. It is important to remember that authentic resources are based on the culture of native speakers, which may appear alien or improper to language learners. Ianiro (2007) suggests five approaches for using real materials in English education. The first stage is to identify the needs and goals of the learners for learning the target language and culture. Learners should be welcomed to engage in the selection of real materials, such as bringing recipes, newspapers, labels, and other non-school things to the classroom. Based on their previous academic experiences, students may regard these items as improper for school. Teachers should discuss with students the purpose and rationale for using authentic materials, as well as its connection to the target culture. Teachers and students could collaborate to collect materials. Authentic materials are simply and affordably available. The internet, in particular, offers a wealth of information.

Using authentic materials is fascinating, but it is unavoidable that we will encounter some issues. Authentic materials, without a doubt, have drawbacks. To begin with, selecting culturally acceptable, current, and understandable content is extremely tough and time consuming. Real-life language is frequently difficult to grasp because it employs dialect terms, idioms, and complex linguistic patterns. Language can be culturally biased for specific groups of people, and learners may struggle to decode it. When utilized in an insensitive manner, language learners may become frustrated. Listening to actual language might also be problematic due to the variety of dialects and accents (Martinez, 2002).

Although there are some disadvantages to using real materials, there are many more benefits, particularly in terms of improving learners' intercultural communicative competencies. In reality,

developing ICC without employing actual materials, particularly sociolinguistic, pragmatic, and nonverbal competencies, is very impossible. To be more specific, numerous exercises based on actual materials and aimed at fostering intercultural communicative competencies are listed here.

Socio-cultural awareness can be accomplished by teaching about customs such as Slovak All Saints' Day and American Halloween. First, the teacher and students explore the traditions of the All-Saints' Day celebration in Slovakia. The teacher tries to find out what the students know about Halloween, trick-or-treating customs, costumes, parties, pumpkins, and so on. Learners are invited to name movies and explain Halloween traditions. Authentic images of both ethnic customs can be used to support the issue. There are many YouTube films exhibiting cultural habits that learners can view and then pick and write down the peculiarities of the displayed habits using the noticing technique (e.g., <http://www.youtube.com/watch?v=vtnWYMMTUR8> ). This activity is especially suitable for young learners, but a modified version could be used with older learners too.

The following activity promotes sociolinguistic competency through practicing greetings, address forms, turn taking, politeness, and registration. For example, actual menus that may be downloaded from the internet could be used. First and foremost, students must comprehend the various culinary items on the menu. The easiest method to practice ordering food in role plays is to utilize the correct sociolinguistic terms (helpful phrases may be found at: [http://www.speakenglish.co.uk/s/at\\_a\\_restaurant](http://www.speakenglish.co.uk/s/at_a_restaurant)). This type of practice would be beneficial to older or adult learners beginning at the introductory level of language proficiency. Role plays involving comparable types of phrases, such as buying toys in a toy store, could be employed for younger learners.

According to Hansen and Jensen, students of all competence levels should be exposed to natural speech on a regular basis as part of their listening practice. According to Bacon (1989), real literature can be understood and benefited by pupils who are less adept. Scientists emphasize the importance of assisting learners in approaching totally authentic tasks gradually, rather than attempting to make tasks lifelike from the outset. It is proposed that teachers examine current practices and materials used in language classes to determine what students listen to, how much they listen, and how they listen in order to determine what needs to be done to prepare students for real-world situations. And also implementing authentic speech in classroom listening allows students to have "immediate and direct contact with input data which reflect genuine communication in the target language" (Breen, 1985, p. 63).

**Conclusion.** To summarize this article, authentic materials are without a doubt a rich supply of cultural content. Teachers should not be scared to use actual resources because they are entertaining, motivating, and instructional. Authentic materials must be carefully selected and prepared, but they are well worth the effort. Finally, in the relaxed atmosphere of the language classroom, learners should openly debate and compare the chosen cultural elements to their own culture. If learners are exposed to real materials on a regular basis, they may get more comfortable with them and, in the future, may be able to avoid experiencing cultural shock when visiting the culture in question.

## REFERENCES

1. BYRAM, M. 1997. Teaching and Assessing Intercultural Communicative Competence. Clevedon, Philadelphia: Multilingual Matters, 1997. ISBN: 185359377.
2. BYRAM, M. 1998. Cultural Studies in Foreign Language Education. Clevedon: Multilingual Matters, 1998. ISBN: 1853590177.
3. BROOKS, N. 2001. Culture in the Classroom. In: In: Valdes, M. (ed.) Bridging the Cultural Gap in Language Teaching. Cambridge: Cambridge University Press, 2001. ISBN: 0521310458.
4. Breen, M. (1985). Authenticity in the language classroom. Applied Linguistics, 6, 60-70. <http://dx.doi.org/10.1093/applin/6.1.60>.
5. BENNETT, Christine I. Comprehensive multicultural education: theory and practice. 4th ed. Boston: Allyn and Bacon, c 1999. ISBN 0-205-28324-1. <https://journals.uio.no/index.php/adno/article/view/1089/968>.
6. CULLEN, B. 2000. Practical Techniques for Teaching Culture in the EFL Classroom. The Internet TESL Journal. Vol. 6, no. 12. 2000. <http://iteslj.org/Techniques/CullenCulture.html>.
7. HUHNS, P. 1978. Landeskunde im Lehrbuch: Aspekte der Analyse, Kritik und korrektiven Behnadlung.
8. IANIRO, S. 2007. Authentic materials. <http://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf>.
9. KRAMSCH, C. 1993. Context and Culture in Language Teaching. Oxford: Oxford University Press, 1993. ISBN: 9780194371872.
10. KRAMSCH, C. 1998. Language and Culture. Oxford: Oxford University Press, 1998. ISBN: 9780194372145.
11. Martinez, A. (2002). Authentic materials: An overview. Karen's linguistic Issues.
12. REID, E. 2012. Compatibility of the National Curriculum in Slovakia with the CEFR with Respect to Intercultural Education.
13. ROBINSON, G. 1988. Crosscultural understanding. New York: Prentice-Hall. 1988.