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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

WAYS OF USING AUTHENTIC MATERIALS IN THE ADVANCED COURSES AT THE FACULTIES MAJOURING IN LANGUAGES (based on English language materials)

Specialty: 5801.01 - Theory and methodology of education
and training (methodology of
teaching English)

Field of Science: Pedagogy

Applicant: **Goncha Khanlar Hajiyeva**

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The dissertation work was performed at the Department of Foreign Language Teaching Methodology at the Faculty of Education-1 of the Azerbaijan University of Languages.

Scientific supervisor: doctor of pedagogical sciences, professor
Gulnar Jabbar Huseynzadeh

Official opponents: doctor of philological sciences, professor
Fikret Fatish Jahangirov
PhD in philology, associate professor
Ulviyya Davud Hajiyeva

PhD in pedagogy, associate professor
Minevver Firudin Mammadova

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Scientific Secretary of the Dissertation Council doctor of pedagogical sciences, associate professor
Sharafat Aram Bakhishova

Chairman of the scientific seminar. doctor of pedagogical sciences, professor
Dilara Abdul Ismayilova

GENERAL CHARACTERISTICS OF THE THESIS

Relevance of the topic and degree of development. Learning foreign languages a necessary requirement in modern times. Our independent Republic need qualified experts working in our country and in the countries of the world at various level. In view of this, the changes made in our education, the development and implementation of new educational programs (curricula) are the factors that serve to regulate the solution of the issue. The content standards prepared in our country in accordance with world education and European standards lay the groundwork for updating our education and integrating it into the international world.

In 2005, with the aim of integrating Azerbaijani education into European education, our Republic joined the Bologna process and achieved improvement in the quality of education in our country. The Bologna process ensure the development of the education system in a balanced manner, in this process the characteristics, history, and traditions of each nation are protected and respected. Language is the main and strongest tool of effective communication. English, being one of the world's leading languages among foreign languages, is used as a means of international communication. Teaching English is based on 4 content lines and types of speech activity: Listening, Speaking, Reading, Writing, as well as creates a foundation for the formation of communication skills, plays an important role in ensuring communicativeness and mastering authentic materials.

The “State Strategy for the Development of Education in the Republic of Azerbaijan”, approved by the Decree of the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, dated October 24, 2013, defines five strategic directions for achieving the development of education in our country, the creation of the content of personality-oriented education based on competence is the basis of these strategic lines.¹

¹ “State Strategy for the Development of Education in the Republic of Azerbaijan”. Decree of the President of the Republic of Azerbaijan Mr. Ilham Aliyev dated October 24, 2013 // “Azerbaijan muallimi”, October 25, 2013.

In order to achieve a solution to the problem considered in this thesis, one of the tasks arising from these strategies is the study of “Ways of teaching authentic materials in the advanced courses at the faculties majoring in languages” (based on English language materials). Another aspect that determines relevance of the topic is that no special research has been conducted in the field of teaching methodology of authentic materials or this issue has been touched upon in a limited number of studies.

Extent of prior research of the topic, the following well-known specialists: Bim I.L., Bredikhina I.A., Galskova I.D, Demyanenko M.Y., K.Brumfit, Solovyova E.N., Yermeeva G.T., Passov E.I., Rogova G.V., Vereshagina I.N., R.Gardner, K.Green, E.Christopher, A.Halliday, J.Harmer, D.Haymz, R.Carter, R.Slavin, A.Widdowson, J.Willis, S.Shatilov, Guliyeva M.A., G.Huseynzadeh, D.Ismayılova, Safiyev A., Shiraliyev A.Sh., Jamalova G.M. and others addressed the problem and investigated its various aspects. Relevant problems in teaching foreign languages have been studied not only by scientists in the sphere of education, but also by well-known pedagogues, psychologists and psycholinguists mentioned below: A.Leontyev, B.Lomov, V.Artyomov, B.Belyayev, J.Zimnyaya, N.Jinkin, L.Vıgotsky, Klichnikova Z.I., Folomkina S.K., Sudakov B.B., M.Hamzayev, A.Alizadeh, H.Alizadeh, R.Aliyev, N.Kazımov, A.Abbasov, H.Ahmadov, N.Zeynalova, I.Jabrayılov. The given thesis analyzes ways of improving the teaching of communication skills in students by using authentic materials in teaching English to Azerbaijani students who study English for professional purposes in faculties majoring in languages and studies theoretical and practical aspects of the problem.

The object and subject of the research. The object of the study is the process of training students’ communication skills by using authentic materials in teaching English and the teacher’s teaching activities to improve this process. The methods and ways of using authentic materials in order to prepare students for communication in the teaching of English, are the subject of the thesis.

Research goals and objectives include. To develop and propose effective ways of organizing work on creation, development

and formation of skills of using authentic materials, in order to prepare students for communication in teaching English.

The tasks facing the research are the following:

1) To study the existing literature to determine effective methods and ways of communicative teaching of expressive skills using authentic materials in order to prepare students for communication in the advanced courses of faculties majoring in foreign languages.

2) To systematize the latest research on the teaching of authentic materials in the teaching of English in the advanced courses of faculties majoring in foreign languages.

3) To analyze teaching methods, programs and textbooks from practical point of view that students engage in communication through the teaching of authentic materials in English language teaching in the advanced courses of faculties majoring in foreign languages.

4) To study, analyze and explore effective ways of different approaches and practices, applied principles.

5) Conducting an experiment on the acquisition of authentic materials in the teaching of English in the advanced courses of faculties majoring in foreign languages.

6) To analyze and summarize the results obtained from experiments in the field of mastering authentic materials in the teaching of English in the advanced courses of faculties majoring in foreign languages.

7) To develop exercises and appropriate form that provide the basis for assimilation of authentic materials and the formation of lively communication skills.

Research methods. The research methods include: theoretical analysis and content, pedagogical observation, interview, conversation, study of advanced practice, synchronous descriptive method, mathematical static methods, pedagogical experiment.

The main arguments of a thesis to be defended:

1. The formation of lively communication skills is ensured as a result of the correct and purposeful use of authentic materials in English language classes.

2. Step-by-step work is done in the context of acquiring live communication skills by using authentic materials.

3. Although certain problems related to the formation of communication skills have been eliminated by using authentic materials in English classes, some problems remain to be solved, and appropriate recommendations are given in this direction.

4. There are certain deficiencies in the current curriculum (syllabus) related to authentic materials in English language teaching, and certain suggestions are made to eliminate them.

5. It is intended that textbooks and teaching materials related to authentic materials in English language teaching should be useful for Azerbaijani students and meet the requirements of the day.

6. The instructional form provided for authentic materials in English language teaching and the exercises prove their efficiency to overcome the difficulties encountered by students.

Scientific novelty of the research. In order to acquire communication skills at any level through authentic materials in English language teaching in our country it is considered to develop relevant exercises and ideal form for communicative and action-perspective approach (this approach is a continuation of the communicative approach, it is based on the principle of non-verbal, action activity, “learning while moving”, this approach is widespread in France and other European countries) using modern technologies, appropriate innovative methods and tools, necessary techniques.

Theoretical and practical significance of research. Theoretical significance of the research consists of the formation of the ability of students to use authentic materials in English, the generalization of theoretical knowledge and ideas, the determination of the differences of authentic materials in the Azerbaijani audience from a theoretical point of view, the theoretical justification of the features and possibilities of using tasks related to the development of communication skills. The practical significance of the research is related to the determination of effective ways of using authentic materials to acquire communication skills in the English language teaching process and the wide use of authentic exercises that regulate the communication process, corresponding to the communicative and action-perspective action approach.

Approbation and application. The thesis was carried out and

discussed and recommended for defense at the Department of Foreign Language Teaching Methodology at the Faculty of Education-1 of the Azerbaijan University of Languages. The results of the research work were regularly reported at the department meetings. The main ideas of the research are reflected in articles published in various scientific journals and also in journals published in Russia. Nine theses of the applicant were discussed at scientific conferences held within the country and abroad and were published in the materials of the conference.

The name of the organization where the thesis was performed. The thesis was completed at the Department of Foreign Language Teaching Methodology at the Faculty of Education-1 of the Azerbaijan University of Languages.

The total volume of the dissertation in characters, indicating the volume of the structural sections of the dissertation separately. The dissertation work consists of an introduction, 2 chapters, 6 paragraphs, a conclusion and a list of used literature. The introduction of the dissertation is 5 pages (8580 characters), Chapter I is 54 pages (96485 characters), Chapter II is 63 pages (88613 characters), a conclusion is 5 pages (8009 characters), a list of used literature is 16 pages, and appendices are 8 pages, making the total volume of the work 153 pages (201687 characters).

MAIN CONTENT OF THE THESIS

The **introduction** of the thesis states the relevance of the topic, object and subject of the thesis, goals and tasks of the research, research methods, the main arguments to be defended, scientific innovation, theoretical and practical importance, approbation and application, the name of the organization where the thesis was performed.

Chapter I of the thesis “**Theoretical foundations of teaching the use of authentic materials in the advanced courses of faculties majoring in languages**” consists of three sections. This chapter investigates the linguistic, pedagogical, psychological and didactic

bases of teaching of the use of authentic materials in the advanced courses of higher schools majoring in foreign languages.

What is meant by authentic material? The explanatory dictionary of the Azerbaijani language, define the meaning of the word “authentic”, as “authentic, true, original, reliable, confirmed by a document”.² “Authentic material” is the original material, a native speaker’s speech, i.e. unadapted, unsimplified speech. Training students for real communication and free conversation with a native speaker through authentic materials in English language teaching is considered the main goal of language teaching. To develop 4 types of speech activity in students in foreign language teaching: Listening and Comprehension, Speaking, Reading and Writing skills, as well as teaching materials for each of these types, which are considered as content lines, as well as communication skills through authentic materials is demand of time.

Communication is a social process in which there is an exchange of experience, methods of action, skills and results of action. E.I.Passov states that communication is a rational and emotional interaction of people, thoughts and their form of manifestation appear during communication, a way of life is created. This is the most important condition for the formation of a person’s consciousness and personality.³

Communication tools are receptive, interactive, informative, etc.

Means of communication can be divided into two main categories: verbal (linguistic, i.e. the main types of verbal and speech activities: listening comprehension, speaking, reading and writing) and non-verbal (paralinguistic, i.e. facial expressions, gestures, intonation, body movement, etc.).

Communication units mean understanding of the situation as a system of mutual relations. That is why, since the situation is a unit of communication, lessons in teaching foreign languages are based on the situation. Although these situations are not real situations,

² Explanatory dictionary of the Azerbaijani language [in 4 volumes] / – Baku: Sharg-Garb. – 2006.

³ Passov, E.I. Program - the concept of communicative foreign language education / E.I. Passov. - Moscow: Prosveshenie, – 2000. – 173 p.

they are created to improve teaching and learning. But through the teaching of these situations, students gradually become ready to master authentic materials, i.e. original materials, and authentic situations, i.e. native speaker's speech.⁴

Let's consider a brief description of the main types of speech activity in the formation of communication. There are two types of speech activity, oral and written (receptive, productive), and each of them has two types: receptive - listening and reading, productive/expressive - speaking and writing. Oral speech includes listening and speaking, and written speech includes reading and writing.

Oral and written speech, like inseparable parts, act together; in the process of communication, the speaker and the listener often shift their roles (as well as the reader and the writer). Therefore, the learning process continues to be collaborative and interdependent. Otherwise, the retardation of one type of speech activity prevents the development of another type.

Language phenomena are divided into three parts: language, speech, speech activity. L.V.Sherba suggests to distinguish three aspects of language: speech, that is, the process of speaking and understanding; language, i.e. language practice (application); linguistic material, i.e. language materials.

Listening comprehension, unlike speaking, is a receptive form of speech activity. Its form is internal and unexpressed. But the listener acts accordingly to the communication: his/her reaction (laughter, wishes, gestures) is felt immediately. Thus, listening comprehension is a reactive type of speech activity.

Listening comprehension can be through directly authentic, original, i.e. native speaker's speech or dialogic communication and indirectly, i.e. radio, television.

The purpose of listening comprehension is the formation of listening skills for different types of speech (monologue and dialogue). As a teaching tool, listening comprehension is used in the following cases:

⁴Bredikhina, I.A. Methods of teaching foreign languages. Teaching the main type of speech activity / I.A. Bredikhina. - Yekaterinburg: - 2018. - p.8-9.

- 1) introducing new language material;
- 2) memorize language materials along with their meanings in the process of creating correct pronunciation habits.⁵

It is known that mastering the types of speech activity is carried out within the framework of a single system of foreign language teaching. Listening comprehension is only one component of this overall system and therefore interacts with all other components. Speaking or expressive language is a complex multifaceted process that allows oral verbal communication to be carried out together with listening comprehension.⁶

Linguistic and psychological studies of speech activity show that oral and written forms of communication are not separate systems in all their respective features, but also receptive and productive forms of communication.

The main difference between these two processes is the final result – decoding of information for listening comprehension i.e. understanding, and encoding of information for speaking i.e. expression of thought.

It is known that, there are two types of speech - monologue and dialogue. A monologue is a speech that expresses a person's thoughts, intentions, and evaluation of events to a greater or lesser extent. Dialogue is a form of speech in which there is a direct exchange of ideas between two or more people.⁷

The teaching unit of dialogic communication is a dialogic unit (a dialogic unit is a set of two close expressions, utterances, related to each other in content and form). A monologic communication teaching unit is a complex syntactic unit, a speech segment that exists in the form of a sequence of two or more sentences connected by a common theme in semantic blocks.

⁵Bredikhina, I.A. Methods of teaching foreign languages. Teaching the main type of speech activity / I.A. Bredikhina. - Yekaterinburg: – 2018. – p.18.

⁶ Rohova, G.V. Methodology of English language training at the primary stage in the secondary school / G.V.Rogova, I.N.Vereshagina. – Moscow:Prosveshenie, – 2000. – p.132 .

⁷Bredikhina, I.A. Methods of teaching foreign languages. Teaching the main type of speech activity / I.A.Bredikhina. - Yekaterinburg: – 2018. – p.31-33.

Based on the characteristics of monologic and dialogic communication, it is determined that during teaching the goal is to develop the ability to carry out oral speech communication in various social situations.⁸

With regard to, the effect of authenticity is of exceptional importance. Traditionally, three components of the content of communication teaching are distinguished: linguistic, psychological and methodological. The linguistic component consists of the use of language and speech units mastered in certain educational situations within the framework of certain topics; psychological component - mastering the habits and skills of expressive speech; methodological component consists: using supports, the formation of the ability to perform activities necessary for the implementation of speech, to create one's own support for mastering monologue speech.

Speaking is support in the development of skills and abilities, language, speech and content. Speech and content are divided into two parts, verbal and non-verbal. Their number and choice is determined depending on specific learning conditions:

- general education level and age of the students;
- language level;
- features of speech situations;
- the nature of the speech task / the degree of understanding of the speech task by all participants of the communication;
- individual characteristics of students.

At the initial stage, descriptive support is widely used and should be in a complex form (relevant to both the form of language and the content of speech): picture, or a series of pictures, video films - to master the skills of free expression of thought from previously acquired language material (lexical, grammatical).

The second sub-chapter is called "Psychological foundations of teaching the use of authentic materials in the advanced courses of faculties majoring in languages". Listening comprehension is a complex type of speech activity, because the listening process in real

⁸ Bredikhina, I.A. Methods of Teaching Foreign Languages. Teaching the Main Type of Speech Activity / I.A. Bredikhina. – Yekaterinburg, – 2018.

communication is not repeated and cannot be analyzed and recorded. New information replaces the old, the abovesaid disappears without repetition. Often there is no time to think about what is heard, and therefore it is often impossible to understand what is being heard and the communication process is disrupted.

There are listening comprehension difficulties when using authentic materials. Let's consider how the process of listening and understanding takes place from a psychological and physiological point of view.

As we mentioned above, listening comprehension refers to the receptive form of speech activity and represents the perception and understanding of spoken speech.

The following components are necessary for communication: source (speaker); transmitted message (text); receiver (the listener). At the same time, the act of communication takes place in a certain situation - the spoken text is always addressed to a certain listener. It is necessary to determine who is speaking and to whom is addressing. The listener not only understands the text, but also build connections with it. The text sends signals that the listener wants to recall in their search of the text, which are then used again in the text. The basis of listening and understanding, like any process, is certain psychophysiological mechanisms: perception, recognition and understanding.

Mechanisms of perception include the mechanism of internal acquisition, operational and long-term memory, identification, comparison, anticipation (probabilistic prediction).

The success of listening is related to the mechanisms of the so-called auditory memory and depends on the volume of the "operational perceptual unit", that is, the ability to retain parts of speech in memory. The process of understanding the audio text, the possibility of its subsequent interpretation, depends on the ability to store the received speech segments in memory. The student keeps the words and phrases in his/her memory, having time to understand the information he/she hears. However, it is impossible to receive auditory

information without the participation of internal pronunciation.⁹

Thus, promptness of perception (sound memory/listening promptness) depends on internal simulation (correct imitation → correct recognition) result → adjust (long-term and persistent memory/comparison of received speech), i.e. longer-term memory, better identification.

The success of listening comprehension depends on the interest created in the text being listened to. Preliminary reflection of reality is the basis for achieving the result. From identification, the listener moves towards understanding.¹⁰

As for the structure of listening comprehension, like other types of speech activity, has its own horizontal structure. I.A.Zimnyaya distinguishes three stages in listening: motivational-encouraging, analytical-synthetic and expressing opinion.¹¹

A.A.Leontiev states the necessity of the inspection stage. Motivational-stimulating stage is activated through communicative tasks. Students should be informed about what they are listening to and specifically what they need to hear. The motive, as a rule, is created with an interesting exposition, a conversation about the author, the theme of the work, etc. In natural communication, the source of motivation for perception and understanding is the subject of communication and the interlocutor (style of communication, ability to attract the listener's attention, etc.).

All these processes, including the result of listening and understanding, are not obvious, that is, the application phase/expression in the field of listening is combined with the analytical-synthetic one.

The psychological component of the training content, first of all, involves the formation of habits and skills through actions that provide the mechanisms of listening and understanding, as well as tasks that serve to master specific language and speech material.

⁹ Zhinkin, N.I. Mechanisms of speech / N.I. Zhinkin. – Moscow: Academy of Pedagogical Sciences, – 1958. – 370 p.

¹⁰Bredikhina, I.A. Methods of teaching foreign languages. Teaching the main type of speech activity / I.A. Bredikhina. - Yekaterinburg: – 2018. – p.16.

¹¹ Zimnyaya, I.A. Psychological aspects of teaching speaking in a foreign language / I.A.Zimnyaya. - Moscow: Prosveshchenie, - 1985. - 160 p.

The following listening comprehension skills are distinguished:

- separation of primary content from secondary published content;
- defining the topic;
- break the text into semantic/meaningful parts;
- establishing logical connections;
- to emphasize the main idea;
- receiving content till the end at a certain speed, in a certain time, without passing anything.

The psychological component is formation of the ability to understand foreign language speech at a high level, based on the formation of phonetic, lexical and grammatical skills at a high level.¹²

It is important to imagine that the development of listening skills is carried out according to the following formula:

The purpose of teaching foreign languages to the advanced level students through the use of authentic materials is to ensure the development of students' coherent opinions and thinking on the subject they are studying. All this is included in the form of monologue prepared oral speech.

While talking about the necessity of training of monological speech, L.V.Shebra notes that very few people are capable to express their opinion in monological speech, most of the students are not able to communicate and all this can be observed every day.

It should be noted that active and passive forms of speech in students do not occur at the same time. So, students, first of all, acquire passive speech. They understand the speech of others and react to what they say. Gradually, after the formation of active speech they enter into communication by actively using words directly. This situation is more clearly expressed during the study of the English language. At the initial stage of learning English, priority is given to passive communication. Though the English language learner clearly understands many words at that stage, he/she finds it

¹² Rogova, G.V. Methodology of training foreign languages in the secondary school / G.V. Rogova, F.M. Rabinovich, T.E. Sakharova. – Moscow: Prosveshenie, – 1991. – p.120.

difficult to use the words in his/her active speech. However, after thoroughly mastering that language and its vocabulary, the learner has no difficulty in using the active communication. And after that, the process of assimilation of authentic materials becomes easier.

From a psychological point of view, reading is a single process consisting of technique and reading comprehension (i.e. procedural and content aspects). Comprehension being related to reading technique acts as a goal or a tool. Motif (a recurring narrative element with symbolic significance) is differentiated as an activity in reading, as well as purpose (to obtain information of interest to the reader), activity condition (mastering the graphic system of a language and methods of obtaining information), the result (understanding the text with varying degrees of accuracy) can be distinguished. Structurally, like other types of speech activity, reading is characterized by steadily development during teaching, work on levels. Most specialists in teaching methods identify the following stages of teaching reading: *1) motivation; 2) analytical and synthetic; 3) inspection and implementation.*

As a result, teaching reading is structured like other types of speech activity, that is, as a step-by-step process and includes a pre-text stage, i.e. pre-reading, motivation, while-reading, and post-reading. The last stage is associated with processing, understanding and observing the correct understanding of the received information. As a result, according to the step-by-step principle, the reading of original sources becomes easier.

In mastering oral communication in English, the importance of writing and written text and the use of authentic written materials is undeniable. For a long time, the writing skills was of secondary importance in the teaching of foreign languages. Writing acted as a tool for teaching of other types of speech activity. Thus, the increase in the role of writing came both from school, and from science. In modern times, writing and teaching students to express their ideas in writing has changed dramatically. Writing as a purpose of learning is present in programs for all types of educational institutions at all stages of foreign language teaching, since the main didactic rule consists of mutual and parallel teaching with a different approach to

each of all types of speech activity. This subchapter studies the difficulties of teaching all types of speech activity from the psychological point of view, conclusion is made that it is possible to teach authentic materials through activities as listening, understanding, memorizing, comparing, identifying, etc., and as a result, inoculation of communication skills relevant to the communicative and perspective-action approach to advanced level students.

The *third sub-chapter* called “*Didactic bases of teaching using authentic materials in the advanced courses of faculties majoring in languages*”, studies the methodological bases of the types of speech activities for language acquisition using authentic materials in English language teaching.

The methodical component is general education and compensatory (independent work, management and organizational skills) skills, teaches the student techniques for understanding a foreign language.

Interesting information is presented by English scientists in education: in the act of communication, verbal speech (voiced, verbal speech) occupies 35%, and the rest belongs to non-verbal speech.¹³

Modern methodology suggests developing the student’s use of a certain listening algorithm (when extracting information from audio text): 1) *Highlight the name of the text or narration.* 2) *Point out people and events.* 3) *Expressing one’s attitude to the listened texts.*¹⁴

When talking about the technique of teaching listening comprehension, during the teaching of listening comprehension, it is important that the teacher’s speech should be a sample for communication in a foreign language. The student must be confident in his/her abilities in every lesson and understand speech in a foreign language. This develops the students’ desire to communicate in the language, acts as an important incentive to increase his/her desire to learn a foreign language.

Scientists in education suggest to divide the work on the text

¹³Sudakov, V.V. pedagogical experiment. Organization, methodology, management. Actual nature of experimental and pedagogical activity / VV Sudakov. – Leningrad: Prosveshenie, – 1989. – p.109.

¹⁴Bredikhina, I.A. Methods of teaching foreign languages. Teaching the main type of speech activity / I.A. Bredikhina. - Yekaterinburg: – 2018. – p.20-21.

into the following stages: 1) *Before listening to the text.* 2) *While listening to the text.* 3) *After listening to the text.*

Based on the above three-stage scheme, simplified listening training can be presented as follows: 1) *Instruction and preliminary task.* 2) *Comprehension of audio text.* 3) *To check comprehension of audio text.*

By listening to relevant teaching materials, i.e., materials prepared for pedagogical purposes corresponding to the textbook, students gradually become ready to listen to authentic, original materials, understand the speech of the native speaker, and acquire similar, i.e., fluent, language skills.

Another type of speech activity, the main goal of speech teaching is to develop students' ability to perform oral speech communication in various situations.

In advanced level courses, students should be able to move easily from one topic to another. At the same time, expression of thoughts easily when using language tools should lead to natural speech communication.

In language teaching, speaking is taught according the following steps:

Step I - the preparatory phase. Purpose: formation of the basis of speech. At this stage, the development of linguistic automatisms, the skills to use phonetic, lexical, grammatical material quickly and without mistakes are formed. The main focus is directed on form and content. Reproductive tasks (imitation, replacement), reproductive-productive tasks (replacement, conversion, combination) are considered.

Step II - is the teaching of prepared speech. Purpose: forms the content of speech. The content of the prepared speech teaches the selection of language tools that are appropriate for the purpose of communication. Attention is effectively distributed between form and content and is focused on expressing content with the help of adequate logical-structural material. Two levels can be distinguished here: the level of micromonologue and microdialogue, that is, the main divisions of monologue and dialogue speech are formed.

Step III - teaching imprompty speech. At this time, we are talking about the formation and development of free speech skills.

This, as a result, creates a basis for understanding the speech of the native speaker.

The success of speaking teaching depends on the age and individual characteristics of the students, the linguistic and discourse characteristics of the texts, and finally the students' motivation and learning environment. It is clear that speaking skills are not formed by themselves, they must be taught according to the above stages and specific exercises must be practiced.

In the **first chapter**, called “**Theoretical foundations of teaching the use of authentic materials in the advanced level courses of faculties majoring in language**”, we studied the linguistic foundations, pedagogical-psychological foundations and didactic foundations of teaching the use of authentic materials in the advanced level courses of faculties majoring in languages. From the first stage of training, we tried to determine the effect of linguistic, psychological and methodical aspects of using authentic materials on advanced level students according to the principle of step-by-step learning. We came to the conclusion that the impact of theoretical issues on practical application and the ability to understand authentic speech and join the communication is formed in students through the correct, logical and consistent teaching of authentic materials.

The **second chapter** is called “**Ways of forming the skills of using authentic materials in students in the advanced level courses of faculties majoring in languages**”. The *first sub-chapter* called “*Analysis of the syllabus and textbooks used in teaching the use of authentic materials in the advanced level courses of faculties majoring in languages*” studies the situation of mastering authentic materials in teaching English in the advanced level courses of faculties majoring in languages. In this regard we reviewed course subjects of the 3rd and 4th year students. “Speech practice” course for teaching English is the main subject in the 1st and 2nd semesters of the 3rd year (textbook - Communicate, author-Doctor of Philosophy in Pedagogy., prof. G.Huseyinzadeh) –is intended for 75+75 hours. Only in the 1st semester of the 3rd year, “Business English” and “ESP/English for Special Purposes” are taught as elective subjects. In the 1st semester of the 4th year, the course of “Speech practice” is

replaced by the course “Academic Reading and Writing”. Total number of hours is 60 hours.

Although elective subjects are also important in the teaching of “Authentic Materials”, our research involves compulsory subject courses.

As for the analysis of textbooks and teaching aids used in the teaching process of “Authentic materials” in English classes, let’s note that the “Communicate” is taken as the textbook to be taught in the 3rd year in “Education” faculty of Azerbaijan University of Languages. Certain ideas and impressions about this book were formed in the lessons observed during the 1st experiment.

The mentioned textbook “Communicate”¹⁵ (Advanced English (by Gulnar Jabbar gizi Huseynzadeh, professor of Azerbaijan University of Languages, Doctor of Philosophy in Pedagogy), consists of 20 units and covers 284 pages with additional materials.

Unit 1 is for 6 hours and covers the following:

“Communicate”. Unit 1. “Mabel” by W.S. Maugham. Vocabulary. Conversation Development. Communicate. Unit 1. Dialog practice. Debates. Newspaper material + Vocabulary in Use (Units 9; 10)

Alongwith the analysis of the textbook “Communicate”, our research includes the textbook “Academic Writing and Reading” (2005) by George Bishop and James A.Solan, which is used as the main textbook in teaching the “Academic Writing and Reading”.

The analysis of the textbook indicates that it is necessary to enrich this textbook with the necessary authentic materials according to the requirements of the day.

Syllabuses and textbooks on Speech practice and “Academic Writing and Reading” courses, which are considered as the main courses in English classes in the 3rd and 4th years, were analyzed, along with positive features, deficiencies were also noted and relevant recommendations were made and the issue of improving the materials was emphasized.

The *second sub-chapter* of the mentioned chapter is called

¹⁵ Huseynzadeh, G. Communicate / G.Huseynzadeh. – Baku: Elm ve tehsil, – 2012. – 284 p.

“Exercises used in teaching the use of authentic materials in the advanced level courses of faculties majoring in languages and opportunities of using these exercises”. This subchapter states that the exercises, arising from the active nature of foreign language teaching that affect the quality of work performance in the success of speech activity in a foreign language, are not only a means of mastering language material which acts as a form of communication between the language material and the implementation of the set learning objectives, but also a means of mastering various speech activities.

Experts in the field of education have different approaches to exercises. Some scientists consider it a structural unit of tutorial organization of teaching material. Others consider it as a unit of teaching of foreign language speaking activity.

The exercises apply various teaching techniques and create favorable conditions for the development of speaking skills in a foreign language.

I.L.Bim notes that the close interaction of exercises and their interlevel transitions, that is, their system provides a set of targeted actions to achieve certain goals for teaching the main types of speech activity.

One of the possible ways is the approach put forward by E.I.Passov, who defined four levels of mastering foreign language material that solve the problem of the system of the exercises related to the teaching of foreign languages. These levels are the following:

Level 1 - this is the level of mastering of a certain language material (phonetic, lexical and grammatical).

Level 2 - the level of mastering of any aspect of speech activity, for example, phonetically, grammatically or lexically.

Level 3 - this is the level of application of language material in any speech activity (listening, speaking, reading or writing).

Level 4 -generally ensures the learning of a foreign language (simultaneous use of all types of speech activity).

E.I.Passov’s general approach to building a system of exercises for teaching the language as a whole is based on logic and confidence. At the same time, the model proposed by him for the system of special exercises for teaching speaking, does not reflect the

stages of skill formation.

I.Rahmanov believes that the system of exercises means the right choice of its types, the sequence of their implementation.

S.F.Shatilov notes that the system of exercises, that performed in sequence and considers the general didactic principles and psychological regularities of mastering speech activity for the most successful mastering of this type of activity by students given for a certain level of education, is the most optimal system of the necessary type of exercises.

I.A.Bredikhina defines two types of exercises intended for teaching speaking:

1. Preparation - reproductive exercises - forms the basis of the formation of speech (lexical, grammatical, phonetic exercises through imitation, substitution, conversion, combination, etc.). These are speech exercises intended for practice.

2. Productive exercises allow students to use the skills they have developed in solving communication problems. Speaking is the main goal of teaching: (reproductive-productive - replacement, conversion, combination, etc.) These are speech exercises.¹⁶

Our research include the theoretical study of linguistic, psychological, pedagogical foundations of the methodology of teaching skills in speech activities such as listening, speaking, reading, and writing in the teaching of “Authentic materials” to the 3rd and 4th year students.

We conducted an experiment in order to determine whether the system of textbooks and exercises used during the teaching of authentic materials is useful or not.

The goals and objectives of the experiment: to organize effective teaching of “Authentic materials” in faculties majoring in languages, to develop knowledge and skills of students related to communication, comprehension of “Authentic materials”, to enrich the student’s lexical resource for understanding the authentic speech and to provide suggestions for improving student’s existing lexical

¹⁶ Bredikhina, I.A. Methods of Teaching Foreign Languages. Teaching the Main Type of Speech Activity / I.A. Bredikhina. – Yekaterinburg, – 2018. – p.41.

resource. Tasks facing our experiment:

- to define practical language materials;
- to reveal the vocabulary, grammar, style and means of expression related to the “Authentic materials” that involved in the study and commonly used in English
- to determine the knowledge and skills necessary for the teaching of “Authentic materials” (on four types of speech activity (etiquette rules, national mentality, intercultural communication).
- to get acquainted with the experience of teaching “Authentic materials” in the advanced level courses of faculties majoring in language and to achieve the effectiveness of the work carried out in this field.

An experiment may have several assumptions, some of which may be confirmed and some of which may not.

If the acquired knowledge (basic knowledge) related to “authentic materials” is aimed at the formation of communicative skills covering various speech situations (oral and written), if interactive learning methods, which require critical cognitive activity and mutual participation, and new learning technologies are effectively used, students can acquire comprehensive oral and written speech skills during the teaching of "Authentic materials”, understand the original speech at an appropriate level, can enter into communication and represent our country at various levels.

Conducting experiments related to pedagogical research works, as a rule, continues in several (in some sources three) directions. According to V.V.Sudakov’s classification, the experiment consists of 6 stages: 1) *Organizational* 2) *Diagnostic* 3) *Prognostic*; 4) *Practice*; 5) *Experimental*; 6) *Generalization*.¹⁷

The experiment highlighted in our research includes 5 parts.

1. *Organizational stage*. The stage of organizing the experiment is the first and main stage. Because the successful outcome of the experiment depends on the right organization.

¹⁷ Sudakov, V.V. Pedagogical experiment. Organization, methods, management. The current nature of experimental pedagogical activity / V.V.Sudakov. - Leningrad: Prosveshchenie, - 1989. - p. 95.

2. *Diagnostic stage.* The purpose of this stage is to check the current and actual level of development of students' speaking skills. This stage was conducted for 5 weeks in November-December 2017. At this stage, in the experimental group, it was revealed that the students had certain problems related to the teaching of the course subject, small number of authentic materials, as well as it was determined that the students' comprehension skills of authentic speech and to enter communication was not developed at the necessary level.

3. *Prognostic stage.* At this stage, it has been predicted that, during the teaching of "Authentic materials" to students in the "Education" faculty of Azerbaijan University of Languages, in order to increase the level of development of communication skills with native speakers, with the help of a pre-selected and prepared exercises, students can conduct business negotiations and correspondence in this field, participate in various debates, read, understand and analyze texts related to this field and the possibility of achieving progress in the field of teaching "Authentic materials" of an international character in accordance with the Azerbaijani environment.

4. *The Practice stage.* To implement the teaching of "Authentic materials" in the "Education" faculty of Azerbaijan University of Languages, using new methods of teaching. The application of the acquired knowledge that benefited from the works of foreign and local experts reviewed on "Authentic materials" is carried out at this stage in the mentioned group.

5. *Generalization (or verifying) stage.* In this stage the materials of the experimental work have been reviewed, the obtained results have been systematized and theoretical generalizations have been made.

Certain goals are set in front of each practical-experimental study, which helps the realization of the experiment. The experimenter brings to light the knowledge and skills in this work. In that respect, the following tasks were set before our experiment:

1. Defining the basis of experimental research based on the theoretical foundations given in Chapter I of the research, describing and justifying the consecutiveness in terms of organizational work;
2. Developing, describing and experimentally approving the

diagnostic method of teaching to determine the actual level of development of the listening, speaking, reading, writing skills of students who will be taught “Authentic materials” in faculties majoring in language;

3. Determination and selection of experimental and control groups;

4. To determine the actual level of development of the speech skills of experimental and control group students according to the prescribed methodology;

5. Analysis of the results of the diagnostic experiment;

6. Setting the purpose of a new system of exercises based on the results of a diagnostic experiment

7. To determine the pedagogical conditions that are important for the development of oral speech skills, to develop and describe the system of exercises, and on the basis of that system of exercises to organize the teaching of methods of mastering listening, speaking, reading, and writing skills to students in the teaching of “Authentic materials” in faculties mastering in languages;

8. Checking the results of experimental teaching conducted on the basis of the new study system designed for teaching “Authentic materials” to students in faculties mastering in languages;

9. Collection of facts, evidence and their analysis in accordance with the set goal;

10. Systematization and generalization of general results of experimental research;

11. Based on the results, determining to what extent the listening, speaking, reading, and writing skills of the students are developed during the teaching of “Authentic materials” in faculties mastering in languages;

The experimental base of the research work is the 3rd (and 4th) year of the “Education-1” faculty of the Azerbaijan University of Languages. To conduct the experimental research 2 groups were selected. In the first part of the experimental study, that is, in the diagnostic (determinative) experiment, both experimental and control groups activity, in the second part, that is, in experimental teaching, only the activity of the experimental group, in the third part of expe-

riment, that is, in the final verification experiment, the activity of both experimental and control groups was stated.

The duration of the experiment is 60 hours in the first semester of the 2017-2018 academic year, and 60 hours in the second semester.

As illustrated from the analyzes conducted during the research, the main purpose of teaching “Authentic materials” in faculties majoring in languages is to prepare senior students for spontaneous, authentic speech and real communication with native speakers, taking into account local and foreign experience in learning the English language.

In order to define the teaching methods of using authentic materials in the advanced level courses of the faculties majoring in languages, the analysis of existing literature, syllabi, textbooks used during training, the investigation of the experience at the “Education-1” faculty of Azerbaijan University of Languages and the experiment we conducted allow us to come to the following **conclusions**:

1. The textbooks and teaching aids used during the teaching of “Authentic materials” in the English language classes at the “Education-1” faculty of the Azerbaijan University of Languages do not fully meet modern requirements from a methodological point of view, there is a need for some improvement.

2. Most of the exercises are language-specific and conditional communicative in nature, and though most of them are communicative in nature, they do not respond to the to the new approach, actional, perspective-actional approach, and do not sufficiently ensure the development of the skills of using authentic materials.

3. The presented materials in language teaching do not cause enough interest among students.

4. The teaching materials do not provide the basis for developing the students’ speaking abilities (monologues, dialogues or group discussions).

5. As for the materials presented to the students, taking into account the fact that “Authentic materials” are taught in Azerbaijani universities in faculties majoring in languages, the selected material should reflect modern life for a specific population and it is

important in the selection of topics to take into consideration national and cultural values, economic and political situation, business relations, intercultural dialogue, etc.

As a result of the study, we would like to present the following suggestions:

1) It is prerequisite that teachers who teach “Authentic materials” in faculties majoring in languages should have: the necessary knowledge of international trainings, communication with native speakers, and acquisition of actional, perspective-actional approach.

2) The number of hours intended for the teaching of “Authentic materials” in faculties majoring in languages is insufficient. It should be (90+90+90).

3) For the teaching of “Authentic materials” in faculties majoring in languages, it is necessary to develop textbooks, materials or books suitable for the Azerbaijani audience together with native speakers.

The content, main arguments and results of the research are reflected in the following list of articles published by the applicant:

1. Hacıyeva Q.X. Tapşırıq əsaslı yanaşmadan istifadə edərək tələbələrin şifahi nitq ünsiyyətinin inkişaf etdirilməsi yolları. Filologiya məsələləri, Bakı: Elm və Təhsil, 2013, №3. s. 404-410.

2. Hacıyeva Q.X. İngilis dilində şifahi nitq vərdişlərinin inkişaf etdirilməsində Jack C.Richards yanaşması. Beynəlxalq Elmi-Praktiki konfransın materialları (6-7 may). Bakı, 2013. s.77-79.

3. Hacıyeva Q.X. İngilis dilində ev oxusunun tədrisi zamanı “Ədəbi dairələrdən” istifadə yolları. Xarici Dillərin Tədrisinin aktual problemləri, Respublika Elmi-Praktik konfransı (7-8 may). Bakı, 2014. s.251-254.

4. Hacıyeva Q.X. Dil fakültələrinin yuxarı kurslarında autentik materiallardan istifadənin səmərəli yolları. Tətbiqi Dilçiliyin Müasir Problemləri mövzusunda Beynəlxalq Elmi konfrans (25-26 oktyabr). Bakı, 2018. s. 124-125.

5. Hacıyeva Q.X. Dil fakültələrinin yuxarı kurslarında autentik materiallardan istifadənin metodiki əsasları. BSU, Humanitar elmlərin öyrənilməsinin aktual problemləri. Bakı, №5, s.187-189.

6. Hacıyeva Q.X. Xarici dillərin tədrisində tələbəyönümlü

yanaşma əsas pedaqoji amil kimi. BSU, Elmi əsərlər İctimai-siyasi elmlər seriyası. Bakı, 2018. №2, s.107.

7. Hacıyeva Q.X. Dil fakültələrinin yuxarı kurslarında autentik materiallardan istifadənin tədrisinin didaktik əsasları. Azərbaycan Pedaqoji Universiteti, Linqvistika Problemləri, 2021. №1 (20). s. 147-153.

8. Hacıyeva Q.X. Dil fakültələrinin yuxarı kurslarında autentik materiallardan istifadənin tədrisinin linqvistik əsasları. Naxçıvan: Nuh, Naxçıvan Universiteti, Elmi Əsərlər, 2021. Cild 2, № 2. s. 309-319.

9. Hacıyeva G.Kh. Factors ensuring success in oral speech teaching. Proceedings of the Third International Scientific Conference Education and Science in a Changing World: Problems and Prospects for Development Dnipro, Ukraine March 26-27, 2021 Part I. p. 218-219

10. Hacıyeva G.Kh Ways to use authentic reading and complete task types. Актуальны питання гуманитарных наук: межвузовский сборник научных праць молодых учених. Дрогобицького державного педагогического университета имени Ивана Франка, 2021. Выпуск 35. Том 2. с. 197-203



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