



Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»**  
XIII Халықаралық ғылыми конференциясы

### **СБОРНИК МАТЕРИАЛОВ**

XIII Международная научная конференция  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ - 2018»**

The XIII International Scientific Conference  
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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Considering both gamification as a method of teaching and teaching English we make use of different theories about motivation. Here we touch upon old and new motivational theories, intrinsic and extrinsic motivation, reward systems, and a theory specifically about motivation in relation to literacy. Before different theories about motivation can be discussed it is important to define what exactly motivation is. The Merriam Webster dictionary gives three definitions for the word “motivation”: “the act or process of giving someone a reason for doing something . . . , the condition of being eager to act or work . . . , and a force or influence that causes someone to do something”. This already shows that motivation has different interpretations though the common denominator is that ‘something gets done’. This means that motivation has to do with simultaneously the act of doing something and the explanation which the person doing it can give for doing so. Of course this explanation can refer to many different things as shown by Helle Hedegaard Hein when she discusses motivation in the light of being willing to do something, deciding to do something, feeling like doing something, being focused to do something, having a driving force to do something, needing to do something, or even having to do something.

For the purpose of this article the second definition in the dictionary is the most appropriate as “the condition of being eager to act or work” is the condition which many teachers try to instill in their students. The idea is that the student would become eager to do the work and learn and in fact perhaps even enjoy doing so. This means that the explanation (the motivation) for doing the work is about a willingness to do something and feeling like doing it. However, as Hein shows, the term motivation is always a relative one and she even writes that despite her whole book dealing with motivation rather than clearly defining the term she wants to encourage the reader to reflection on motivation and where it comes from.

The author issues a word of caution concerning different theories about motivation; they usually contain a lot of assumptions about the motivated subject resulting in theories which might not be generally applicable [1, 12-14].

#### *Early Motivational Theories*

The following part briefly discusses early motivational theories. This part should lead to a clear overview of how different ideas about motivation have developed early on and by which philosophers. The first thing which comes to mind when discussing motivational theories will for a lot of people be Abraham Harold Maslow’s hierarchy of needs. A system developed in 1954 to show different driving forces behind human motivation (Dictionary of Public Health). The system developed by Maslow is often presented through a model in the shape of a pyramid with different levels or layers of needs. Hein highlights in her book that just showing Maslow’s pyramid is a very limited way of showing the complex system which the philosopher thought out and often does injustice to the ideas and ideals Maslow had for a better world. That said, this misuse of Maslow’s theory often comes through judging his view on people purely based on his pyramid and has nothing to do with the validity of the pyramid as a representation of his ideas as such. It is mainly important to keep in mind that Maslow was an idealist and was well aware that humans are complex beings and cannot simply be placed within a simplified model. Maslow’s pyramid is built in the following way: At the most basic level are needs related to the survival instinct (need for food, shelter, clothing, etc.); then come the need for safety and security, social needs such as family and other social support systems, then what Maslow and others describe as self-actualization needs, i.e., achieving full potential as a person and thus satisfying self-esteem.

The next theorist who played a big role in the development of motivational theory is Fredrick Irving Herzberg. Herzberg defined a two-factor theory which included a set of hygiene factors and motivational factors. Herzberg's theory focuses mainly on work situation and what causes satisfaction and dissatisfaction. However, Herzberg states that satisfaction and dissatisfaction are not on the same continuum and are therefore not opposites [2]. This means that the opposite of being satisfied does not automatically lead to not being dissatisfied or vice versa. Herzberg shows that for example the hygiene factors cause dissatisfaction when absent and no dissatisfaction when present. Hein points out that, according to Herzberg, the hygiene-factors were mainly about dissatisfaction and the motivational factors were mainly about work satisfaction. An example of a hygiene factor is for example income or leadership and an example of a motivational factor is the work itself or responsibility. This shows that Herzberg's theory was predominantly focused on jobs and work and less on motivated students within education but is still already more applicable than Maslow's theory as it factors in a lot more elements [3].

The last of the classic theories on motivation came the year 1980 the theory from J. Richard Hackman and Greg R. Oldham. These researchers wrote about how work could be restructured to be as motivating as possible. The basic idea of their theory was that the actual work and the worker should match up as well as possible to create motivation. This means that the individual human and the specific work start playing a major role in this particular theory. Hackman and Oldham suggest looking at for example the recruitment process, the work environment and even a reward system to improve overall work motivation. This means that the right people should be attracted for the right job and then further on rewarded for work well executed and put in a pleasant work environment. Although this is a simplified way of looking at their model it shows that the work environment and adapting the way the worker is approached is now considered important when it comes to motivation. This theory is useful up to a certain point as it could be translated to a school environment where, in the case of this essay, students will be met through the gamification method and the material will be adapted or matched up to the student to improve motivation.

Nowadays there is an awareness of the many different specialized work areas such as within the field of technology, design, art, science, and more. This new awareness is for example present in what Hein calls "professionsteori" and focuses on different types of work and workers based on their experience and educational background. The newer models often try to account for more layers of complexity of humans yet this also often adds to the complexity of the models and can lead to issues. An example is Christensen's model from 2007 about the well-educated creative worker called the TURPASmodel which stands for the following words in Danish: Sense of belonging, challenging assignments, plausibility, presentation, autonomy, self-actualization. Hein immediately points out that the motivational factors as translated above are considered insufficient even by Christensen, the inventor of the model.

The model thus has a large amount of exception clauses to make it work. Hein's own theory is called the "motivation of "prima donnas" and focuses on the question of how to motivate the highly specialized and creative type of worker. The reason the model talks about prima donnas is because this type of worker can be seen as temperamental, demanding, and excessively self-conscious. One of the main contributions to current motivational theory provided by this research is the four archetypes of highly specialized workers; prima donnas, achievement-hunters, pragmatics, and salary takers. These four archetypes range from the extremely driven worker who wants to make a difference and has a calling to do the work to the salary-driven worker who just wants to collect a reward in the form of money and does the work only for that sake. Note that according to Hein workers can move between archetypes depending on their mood, circumstance, and other factors.

Motivation can also be seen as a state or a feeling. What this means is that at times a person may experience a certain state or feeling in which the work just seems to get done and move forward effortlessly. Hein points out that there are three different ways in which this can manifest. The first of these would be when the working person "gets a kick" out of what they are doing. This means that a feeling is experienced in which the person doing something simply feels that it is meaningful, that the person can say that it is something worthwhile and extremely enjoyable. A kick

leads to a certain level of fulfillment which leads to the work being easy to do because it is so meaningful. Hein also states that getting a true kick out of the task is quite a rare occurrence and is not something which can be counted on as a common source of motivation.

The second state which can occasionally be achieved is called “flow”, when someone gets in the flow of things. Flow can be defined as a state of optimal experience characterized being fully focused and engaged in an activity [4, 133-143]. The idea of flow as it was first mentioned by Mihály Csíkszentmihályi is that a person loses track of time and just focuses on the task and gets a lot of work done by only thinking of the task and nothing else. One difference from kick in this case is that flow does not necessarily mean that the person is enjoying the activity but more that the person is fully focused on it. A requirement to reach a state of flow is therefore often that the task at hand is particularly challenging so that the person for example does not drift off in thoughts.

The last of the three is identity which means that the work one does plays an important role in the identity one creates. This means that the way different people perceive themselves and perhaps even their self-worth is intricately linked to their work. Through this process doing the work well means that their identity is strengthened and if the person would fail to do the work properly they would let their identity and themselves down. This means that the feeling of a strong connection of oneself to the work can be a motivational factor and help workers do their work better. All three of these factors can play an important role in analyzing gamification and student motivation to work with English literature as one of the goals of a teacher could be to have the students get a kick out of their tasks or at least get into the flow and work harder. Students of upper secondary level but even younger ones are also at the time busy forming their identity and part of that could be linked to things they are good at, such as subjects in school. Helping students connect with their work and forming an identity for the future could work as a motivational tool [5].

#### *Reward systems*

In the many theories discussed previously rewards have regularly been mentioned as a way to motivate. This can be in the form of money, fulfillment, satisfying needs, gifts and more. Many game designs also make use of reward systems and thus it is worthwhile having a closer look at how rewards and reward systems actually work.

In the book *Morötter (Carrots)* by Bo Jäghult the author extensively deals with how rewards work and which is the best way to deal with them. The author indicates a split between extrinsic and intrinsic rewards as perceived by the receiver of the reward. Here the author talks about extrinsic rewards in the form of goods or upgrades. As the book focuses on rewards in companies he gives examples such as money, a bigger office, gifts, bonuses, etcetera [6]. These rewards are always given to you by someone else. Intrinsic rewards on the other hand are rewards in terms of feeling satisfied, challenged, and happy by or with the situation experienced while working. Here the reward perhaps does not require someone else though in many cases another person is still involved to make the reward feel real [7].

The author however identifies several issues with rewards and reward systems. It is for example possible that giving an extrinsic reward completely kills the intrinsic reward because the focus fully shifts. Rewards can also quickly become habitual so that the reward is expected and just doing the work is no longer enough and stops providing an intrinsic reward. Other than that rewards can be experienced as unnecessary, irrelevant, too small or too big, unevenly distributed, only short term effective, subjective, or simply not honoured. This means that it is important to consider very specifically how a reward will be awarded and with which goal [8].

Rewards need to be suited for the task and available to everyone without feeling effortless. There is a tough balancing act involved with rewards and reward systems especially when the newest generations are involved which Hein calls the “what’s in it for me”-generation [9]. For a generation which has grown up receiving a lot and getting many rewards it is even harder to find a suitable and well thought out reward which reaches the goals one is trying to achieve.

#### *The Building Blocks of Gamification*

Karl M. Kapp is one of the first authors actually to have written a full book dealing with gamification, a term which has only very recently made it into the dictionary and was hardly ever

googled before 2011 [10, 48-50]. In his book *The Gamification of Learning and Instruction* Kapp highlights both what gamification is and what gamification is not. According to Kapp gamification is or is about; Game-Based, Mechanics, Aesthetics, Game Thinking, Engaging, People, Motivating Action, Promoting Learning, and Solving Problems. Each element plays a key role in the method of gamification and by explaining the different element the process of gamification should become clearer. We can group these elements into three different categories. The first three are about what makes it a game, the second three are about how the created game is met by players and the last three indicate the desired effects of gamification. The first three elements which are Game-Based, Mechanics and Aesthetics mean that to apply a method of gamification to an activity one needs to create a system in which learners, players, consumers, and employees engage in an abstract challenge, defined by rules, interactivity, and feedback that results in a quantifiable outcome ideally eliciting an emotional reaction [11]. One very important part here is that games are indeed a set of rules to which the player has to adhere and which make the game playable. OnTime magazine mentions in relation to these rules the process of “onboarding” which basically means that the rules and the available tools of the game are introduced to the player at a reasonable speed and in a user friendly way which allows the player to understand how the game works. Being aware of the system and how it is played is thus very important when playing a game or engaging in a gamified activity [12].

Mechanics are the way the game works practically; this includes levels, point systems, goals, choice of abilities, etcetera. Kapp states that just having mechanics is not enough to make a game be engaging, the mechanics need to work but they are crucial building blocks used during the gamification process. Aesthetics are lastly how the game looks and how it is experienced. Note that this does not necessarily mean virtual graphics but even games designed in the real world or the way a gamified activity is presented is part of the aesthetics of the game. To have a person become fully absorbed in the experience offered by an activity which has undergone gamification it needs to both look and feel attractive to have a chance of success [13].

The second three elements which are Game Thinking, Engaging, and People is about the interaction between the game and the player. Here Kapp shows that games are always made by and played by people who can be learners, consumers or players. These people need to have an engaging experience to enjoy the game and to want to play it or keep playing it. This is done through changing an everyday activity by adding elements of for example “competition, cooperation, exploration, and storytelling”. This means that gamification is not simply about creating a system with a set of rules which look good but also about adding a story, a world waiting to be explored which turns the experience into an engaging journey with a start and a finish making the players (students) feel that the activity is taking them somewhere and has meaning [14].

The third and last set of elements describes the desired effects of gamification in the form of Motivating Action, Promoting Learning and Solving Problems. All three simply mean that gamification has the aim to increase the progression rate in certain situations. This can be work, education, and many other situations. Through gamification people should not only be motivated to undertake different tasks but in many cases be motivated to undertake such tasks with great enthusiasm and productivity. In a similar way a gamified activity may increase the rate at which a person learns and goes through educational processes. However, this is not the only way that learning is promoted. Learning through gamification can also mean that a person optimizes the way a task was previously handled to increase for example their time or effectiveness. Kapp also echoes Jäghults theory mentioned in the theoretical background that a task must not be too hard or too simple to have the desired effect.

When it comes to problem solving, a similar effect can be found when it comes to gamification. A key part of many games is that the player is presented with a certain problem and needs to find a solution to said problem. This is very obvious in so called puzzle games but is present in (almost) every game. Whether the problem is calculating the fastest route from point A to B, the trajectory with which to launch a projectile or the right weapon with which a monster needs to be hit in the right spot to defeat it. This also means that solving the problem is the key to winning

a game, and due to the competitive nature of games and gamification the process can advocate problem solving.

As stated in the introduction gamification is a term muddied through misuse and has been a buzzword which has led to hesitation and some unjustified critique.

The following section will be an overview of associations with gamification which are incorrect. The first important point to highlight is that although gamification as a term is new and the process is a newly defined concept, the actual act of gamification is not new. Duggan and Shoup name for example 3000 year old dice dug up in Iran or the equally old game of Go played in China. Gaming and playing games has been an integrated part of society and have also often been used to make certain activities more engaging or to promote learning. It is also not surprising that many classic but also modern games involve a warlike element considering the fact that military groups have long since made use of simulations to train troops.

This can range from simulating battle with figurines in the early days to full out virtual simulation of war scenarios in modern days. War scenarios are reflected in the Japanese shogi or the chessboard which is more common in the European regions. When looking at school one can also quickly draw the conclusion that there are quite a lot of game elements present in school already. Tsasser writes that “school is already a (poorly-designed) game” despite the occasional teacher shouting that “this is not a game” [15]. She writes that at times when educators are incapable of understanding the fact that they are playing a game because they can play the game so well; they are, as a result, often bewildered by those who can’t or won’t play the game or who want to change the game. This means that elements of gamification have always been present, yet as Kapp points out, it is perhaps the first time that there is a focus on the effect of game elements and how they can be used to reach certain goals. As Elisabeth Sampar writes in her blog; “game design is everywhere. Instead of trying to stick a crappy, half-formed game onto real life, the real challenge– the one that’s tough, the one that will bring the greatest results– is to fix the bad game design that’s all around us” [16]. Secondly gamification is occasionally interpreted as a way to trivialize learning or as a band aid which can be applied to any learning situation. Gamification is not intended to turn learning into some sort of playful joke, instead gamified learning is supposed to be challenging and focused on the learning rather than the games. Kapp states that gamification “is a serious approach to accelerating the experience curve of the learning, teaching complex subjects and systems thinking”. This citation shows that even if games are associated with fun, gamification certainly has a serious element to it and should be seen as a method of teaching aimed at increased learning rates. The earlier mentioned blogger Tsasser shows a similar frustration with how gamification is seen at times and used as a trivial way to quickly spruce up teaching.

She states that it is “not a magical band-aid” with which she means that gamification often is used as a “quick-fix applied on top of a poorly designed game”. Tsasser indicates that teachers misunderstanding the complexity and seriousness of gamification at times add random game designs with the intention to modernize the teaching and expecting positive results. To design a captivating game which also enhances learning a teacher will have to approach the subject seriously and understand that both gamification and learning are no trivial matters. A more callous approach to and application of gamification is in part responsible for some of the negative views of gamification as it ignores the fact that for example “those video games that keep our kids so enthralled for hours at a time are not built in a day or even a week and they are often designed, created, tested, and debugged by an entire team of people with game design experience and expertise”.

The blogger means that if it takes that much effort to design a normal game then it should not be a surprise that using game design within a learning environment also takes a lot of time and effort from the educator. Finally Tsasser shows that once the method of gamification is applied, the work does not stop there. Regular evaluation of whether the game is working, needs to be improved upon, and actually has the desired affect is required and the different game design elements need to be adjusted constantly. Kapp echoes all of this when he states that it takes time to develop the right theme, the correct method of scoring, and the best way to develop the winning states. In short, it is



not easy to create a game that is both fun to play and instructional.

The third and final point of consideration when it comes to the misuse of gamification is the often mentioned system of badges, points and leaderboards. Far too often, non-gamers and sceptics of gamification and games-based learning assume that gameplay is all about extrinsic motivation: points, badges, leader boards, prizes, etc. Due to this assumption leaderboards and badges have become the face of gamification and for many unfortunate students the only way they have been brought in contact with gamification by teachers misunderstanding the concept of the method.

Kapp calls for educators who have been adding “real” game elements to learning to take back the word “gamification” and use it for themselves [17]. What this means is that even if badges and leaderboards can be used within gamification, simply switching from letter grades to badges does not equate with increased engagement; it’s merely exchanging one game mechanic for another. By that same token the researchers Michael D. Hanus and Jesse Fox show in their longitudinal study of gamification how leaderboards and badges affect learning within the method of gamification and whether this is positive or negative. The two authors use the work of many different researchers to show that the social comparison element of leaderboards and badges leads to a competitive environment which lends itself to both upward and downward comparison amongst students. Upward and downward comparison refers to students comparing themselves to better performing students or students performing worse respectively. It may be important to note that while Hanus and Fox explain how the game design element of leaderboards and badges affect students, their findings indicate a negative effect of leaderboards and badges on the students’ learning motivation. This however simultaneously proves the point made by Kapp and Tsasser that simply adding an element of game design (leaderboard and badges) is not enough to successfully apply the method of gamification.

To sum up, it can be said that gamification as a defined method may be new but the use of game design is not. Furthermore, it is important to keep in mind that game design and the method of gamification is a serious approach and that simply applying a game design mechanic such as badges and leaderboards is not enough to call a class gamified, and does this do justice to the complexity of the gamification process.

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## USING AUTHENTIC TEXTS IN THE LANGUAGE CLASSROOM

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The term “authentic” was used as a reaction to prefabricated textbook samples whereas authentic texts werenot pedagogical texts used to help students, improve not only their communicative, but also cultural competencies.

The purpose of the article is to establish a link between the use of authentic texts andthe improvement of communicativeabilities and to identify types of authentic texts that facilitate academic performance of students and understandingtarget culture.

The choice of words in the teaching of a foreign language is limited by the context in which we use this language.

Context plays an important role in constructing meaning. The pedagogy of foreign languages protects the need for teach the language in context, although it is not always clear how teachers relate language to its social context.

The context is the general environment in which the language unfolds, that is, its fivethe dimensions of linguistic, situational, interactive, cultural and intertextual are formed by people in a dialogue, in a variety of roles and statuses.

Because of the complexity of the values, contexts are unstable; they constantly changing and recreating in accordance with the individual needs of students. Context can be formed through a foreign language, so that students learn, discover and exchange certain types of meanings, «the central code of another culture». Although the teaching of a foreign language is largely carried out by standardized texts, we accept that improvement of language skills can be performed in and outside the classroom through the use of authentic texts.

Language is a dynamic process that changes in accordance with the requirements of social migrations, mass culture and even technological innovation. If teachers rely on a traditional textbook for teaching materials, teachers will constantly providing obsolete information. Students who are trained to use the language as native speakers will find less.

Later, change your language using it in interactive mode. In addition, when providing the opportunity to travel to places where the target language is used, the student will not have so much difficulty in using it in different contexts.

The original text was defined as a text that was created to fulfill a social goal in the language community in which it was created. The term «authentic» was used as response to pre-fabricated samples of textbooks, while authentic texts were not used by pedagogical texts [1].

To help students improve not only their communicative, but also cultural competencies. Authentic materials - also known as realia, can be described as something created for native speakers, we can use for our educational purposes.