

AUTHENTIC TEXTS AS A MEANS OF TRAINING WRITING SKILLS

Existing language teaching approach emphasizes the urgency of acquiring authentic communicative competence to be successful in transmitting and obtaining information properly in a real-life discourse. Such ability is essential for ESP students to accomplish original tasks and be efficient in their professional environment.

Authentic materials help a teacher to engage students into true to life context and enhance their writing skills. Being produced by a real speaker, authentic texts are culturally colored, conveying a real message. They serve as real examples of writing patterns and formats. This allows students not only to enlarge new vocabulary and improve linguistic awareness of coherence (logical organization of all the discourse elements) and cohesion (the connection of sentences and paragraphs), but behave like a target language group in order to be recognized and validated by them (Kramsch 1998).

Authenticity features a link between learners' linguistic abilities and their professional goals. Using original texts to practice writing skills increases students' motivation and arouses their curiosity by transferring course knowledge to their daily lives. Besides it makes classroom activities more active, removes the monotony of artificial texts and stimulates students to achieve the level necessary for successful communication in English.

However while selecting authentic content a teacher should consider its real purpose. It means there is a strong correlation between the text and relevant tasks. They are supposed to be authentic and goal oriented. There is also a risk to implement culturally biased or grammatically and lexically burdened material. It can lead to frustration; reduce students' motivation and confidence. Besides too much time is needed to decode the information given. Some researchers argue that only upper-intermediate and advanced level students can cope with authentic texts as they are too complicated to comprehend. The methodologists are against the use of too conceptually dense authentic materials with beginners as it interferes successful understanding.

All in all natural discourse makes the learners solve true to life tasks through the language. Realistic models of written English function as clichés and facilitate further communication in professional sphere, allowing students to feel the realia they can face in the future and be prepared in advance.