

THE ROLE OF AUTHENTIC MATERIALS IN THE TEACHING OF FRENCH FOR SPECIFIC PURPOSES (FOS) IN THE FIELD OF VETERINARY MEDICINE

Elena VELESCU¹

elena.velescu@uaiasi.ro

Abstract

The use of authentic materials in learning French for Specific Purposes when we talk about the future veterinarians is very important, because the students are introduced to a real language, the medical terms, the slang and media's discourse. The authentic documents, such as: brochures used in advertising animal food or veterinary drugs, video presentation products for veterinary use, prescriptions, health cards, passports for animals, the vaccination records, etc. are providing opportunities for learners to understand better the realities and the new events. In addition, they can provide new paths for research by consolidating some specializations of veterinary medicine through scientific articles. These documents, called "authentic", are not originally designed for a language course: news articles (scientific or commercial), excerpts from an interview, video presentations of a medical product or a surgical intervention, pictures and various brochures. Their educational use is primarily a communicative goal and an important part of the process of learning a foreign language because they focus on the socio-cultural knowledge, by upgrading the knowledge of different skills.

Key words: pedagogy, language, authentic documents, agronomic profile

Any process of teaching French is designed to answer the specific public's purposes (French with specific aims) and must take into consideration the context in which teaching is made. Due to this observation, a revise of the teaching methods and materials is necessary. This thing requires the elaboration of new means of teaching tools like the authentic materials. In the field of medicine, these can be: prescriptions, a medicine's leaflet, programs regarding diets, breeding calendars, brochures, leaflets of different products for veterinary use, news articles, vulgarization documents about diseases and hygiene, ailment's descriptions, interviews, presentations of: private veterinary clinics, jobs, studies in veterinary field, etc.

The reasons for determining us to didactically exploit the authentic materials are:

- The absence or the renewal of specialized course books;

- The absence of course books which take into consideration the linguistic distinctiveness (French as a second language), the students' age (different teaching methods for adults) or a specialized vocabulary (i.e. French for: agronomists, veterinarians, Economics or juridical purposes, etc. ;

- The inadequacy of the course book to the level of language, the students' lack of interest about the subjects presented in the traditional course books, the ethnocentrism, the inadequate activities, the obsolete content, the price of the course book, etc.;

- The need to contextualize the study of French by giving it the chance to use an everyday language (for example, the recording of an examination from a French veterinary clinic is more likely to be better accepted than a text created by a teacher of French trying to explain an examination);

- The desire to develop a "multimedia approach" (Lemeunier, 2003) which could be applied to all the senses and knowledge, implying the variety of tasks, the valorization of communication and cognitive development, public's autonomy, an opening to the world to discover and understand the language while developing yourselves at the same time;

- The desire to please both the auditory and yourself;

- The possibility to revise your competencies and to invest in your profession in a different way, not in the traditional one;

¹ University of Agricultural Sciences and Veterinary Medicine, Iasi

Briefly, it is about focusing on the target audience, the one we address to.

MATERIAL AND METHOD

When we exploit an authentic document, we have to take into consideration some aspects that are not necessary linked to the language, but to some cultural aspects and knowledge, which can help the audience to face the cultural misunderstandings caused by some documents of this type (Gautheron-Boutchatsky, 2003). To do so, teachers should ask themselves first if:

- The entry of an authentic document in a foreign language's course is necessary.
- The students' profile allows me to introduce this kind of document.
- The authentic document has something in common with the lesson's objectives.
- the nature of the document (oral, written, figurative, pictorial, completely original or reworked) gives further information
- the proportion of authentic documents used during courses is justifiable
- the type of activity is an oral or a written one
- it is based on the four competences or it focuses on a specific competence.

It is very important to respect some recommendations regarding the use of authentic documents during a course. Before using this kind of document, we have to think of the following aspects (De Ferrari, M., 2013):

- read the entire document before considering using it;
- never cut the original, but make a copy;
- identify the topic and the interest you have in using it during the course;
- evaluate the level of language and make sure it is proper for your target audience;
- avoid the extreme polemical topics;
- verify the correctness of the information presented through the chosen document;

Before giving the document to our students we have to take into consideration the following aspects:

- to correct the mistakes or the little flows that may appear in a text;
- to rewrite and to annotate the text if it is necessary (a glossary of terms above the text, different explanations, etc.);
- to change the text, if it is necessary : if we cut it, making it simpler, we have to mention that by the use of brackets [...]; we could replace different words or structures, but we have to mention that at the end of the text by using the term "adapted from....."; we could enrich it by adding images or creating an assemblage from smaller documents- in this case we have to write each document's origin;
- to clearly present the tasks;
- to prepare different activities: if that document is the starting point of the lesson, we should enrich it by the use of other vocabulary, grammar, conversational exercises; if it is just a presentation of the

course, to clearly say in which way we would like to use it, for example as a starting point of a debate(for and against, etc.) ;

- to indicate the origin of the document.

Which are the objectives of the teacher who uses this type of document?

The general objectives are:

- to develop French and international knowledge and practical abilities;
- to determine the students to make use of their knowledge; a certain passive acquisition can be used when reflecting or analyzing in French;
- to rectify some lacks;
- to include French in a present and lively field;
- to value different types of materials (news articles, audio-video documents, essays, oral or written interviews, tables, statistics, songs, publications, novels, poems, games, caricatures, etc.) and other multimedia applications about French culture and language;
- to develop the sense both of the language and of the oral and written culture;
- to value the learners by admitting their specific status (the socio-cultural context, bilingualism, etc.) by the use of a means which is especially addressed to them;

At the same time, the formatting person may consider that the authentic documents are not only a source of learning for students but for himself too (self-forming by the help of his creativity) and to value a "multimedia endeavor" by giving French language a valuable status.

The transversal and simultaneous objectives are referring to contextualization (of a piece of information, of a socio-cultural space, of a specific practice in a geographical environment, etc.) and to adding into the speeches (ways of says, presenting, advising, recommending, etc.) chosen by the authors of the given statements.

Thus, the words, the logos and the saying have a meaning and they will be easily memorized because of contextualizing and linking to particular intentions.

The multi dimensional objectives activates the cognitive motivation and the desire to understand the French language and culture: by associating, by comparing, by the use of meaning hypothesis to understand and consolidate the autonomy in finding the meaning and the topic.

At socio-cultural level, we can develop cultural references, which methodically shared, are correlated to a meaning when it comes to words or expressions.

At a psycho-emotional level, the undramatised access to topics and complex discourses, when the level of knowledge of a language is not very high, can block the access to materials that the learners would be willing to discover.

On a larger scale, the public is usually facing this problem and the learners do not try to access them because they fear not to understand the information, or to misunderstand it.

At a communicative level, the purpose of the activities is to develop realistic discourses, being asked for in authentic interactive realities: to describe

and to value an information together with another person, to understand and to identify the opinion when it comes to an animadversion upon a personal choice (a debate on a given topic: cloning, genetic engineering, prohibiting bullfight, legalizing dogfight etc.); organizing a social event- for example, sensitizing and informing about the stray dogs, etc.

RESULTS AND DISCUSSIONS

How can we create this kind of material? To successfully elaborate this kind of didactic document, we have to take into consideration the following:

- To have solid knowledge: competences to define the level, the topics, the objectives and to bring a coherent and legitimate didactic practice of the document used;
- A good knowledge of the target auditory and an availability to understand its needs;
- Imagination, creativity and polyvalence in creating the shape and the content of the document, when it comes to the formative;
- A personal and profesional motivation;
- The capacity to self-evaluate your knowledge before a creative activity;
- The aesthetical sense, the logistic potential: the available material and technical possibilities to have a pleasant finite product;
- The resources the formative has access to: personal documents, library, etc.;
- The professional time(paid) and the personal one (unpaid) that we accept to spend when preparing for these courses;
- The chance to turn the finite product into a socializing mark: a source of exchange between students and teachers and teachers themselves.

Some examples of authentic documents in the field of veterinary medicine:

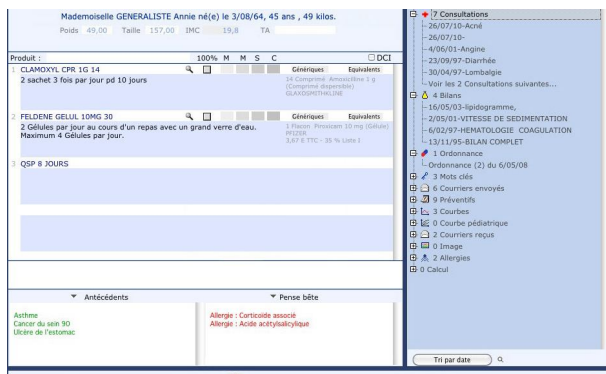


Figure 1. **Veterinary prescription**
(<http://www.mustinfo.com/medimust/>)



Figure 2. **Pet passport**
(<http://www.mustinfo.com/medimust/>)

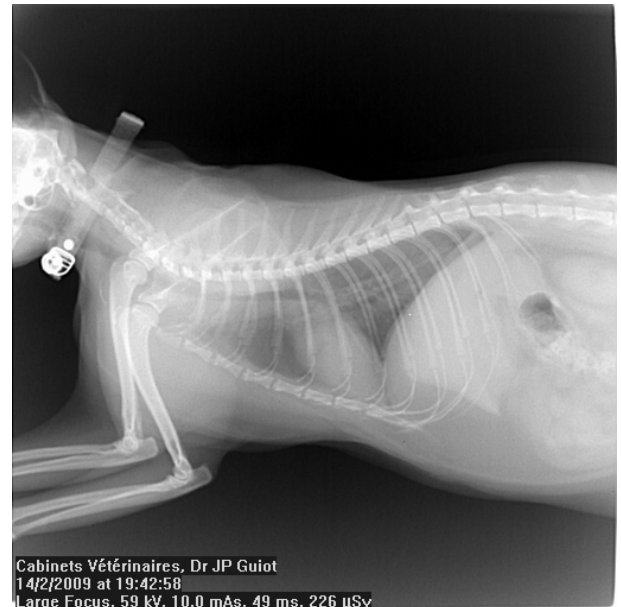


Figure 3 **X-Ray Radiography**
(<http://www.veteguillot.be/radiologie>)



Figure 4 **Video-publicity for a veterinarian product**
(http://www.youtube.com/watch?feature=player_embedded&v=qEjeh9L9J0c#t=0)

CONCLUSIONS

The pedagogic endeavor presented in this paper is not meant to eliminate the existing methods and materials- especially for the inexperienced formative who need these materials, but they enlarge and complete the competences, they vary the ways of creating an activity and they

apply the foreign language course in a different manner, thus increasing the interest and the motivation of the learners.

By the use of authentic materials without excessive practice and the repetitive activities, teachers can offer ways of learning a foreign language into a given context and having specific objectives. This type of learning encourages the opinions' diversity, the break through into some aspects concerning the French society about its way of functioning and its values and a reevaluation of the way people think and do in this area when regularly using this type of document or enrich our knowledge by virtual or lively visits to documentation centers (for example, the service offered by Culturetheque from the French Institute).

The formative's place and role in using the authentic materials are again questioned and new competencies will be needed. From guiding to animating, his attributes vary according to the materials used and the activities presented. The main priority will be the endeavor which best facilitates the learning process of French not for a general use, but for a specific purpose, to help the learner in a future well-defined activity.

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