

USING AUTHENTIC MATERIALS TO BOOST STUDENTS' SPEAKING SKILLS

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ANNOTATION: The current study aims to assess whether teaching speaking to foreign language learners with genuine materials is effective. This study included a group of intermediate-level language students from language centers, ranging in age from 14 to 17 years old. To obtain the desired results, participants received two more speaking lessons. During the first lesson, a group of pupils was trained and involved in exercises with both traditional and unauthentic materials. We observed their activity and curiosity. Participants in the second meeting were also observed. However, the fact that they were taught with genuine materials distinguished between the two classes. Utilizing actual materials to teach speaking is more effective than utilizing traditional course materials, according to both observation and outcomes.

KEY WORDS: Authentic materials, videos, speaking skills, EFL.

Introduction

Speaking involves interaction with the listener, who shares and processes the information as needed. It is essential to develop speaking and listening skills in order to communicate effectively. It is a necessary part of education and a skill for giving effective or emotive speeches. The act of communicating thoughts and feelings through spoken language is known as speaking. Speaking to inform others is a widespread practice. Each student in the classroom can ask questions, get information, and gauge understanding more easily if they can speak. The classroom is the most important place to educate children how to listen to others and share their opinions. Teaching resources are also essential for learning a language. Speaking with the listener entails communication as

they share and assimilate the knowledge as required. To communicate successfully, one must hone their speaking and listening abilities. It is a talent for delivering powerful or moving speeches and an essential component of teaching. Speaking is the act of using spoken words to express ideas and emotions. It is common practice to speak in order to inform people. Speaking allows every student in the classroom to more readily ask questions, obtain information, and assess understanding. The most crucial setting for teaching kids to listen to others and express their thoughts is the classroom. Moreover, instructional materials are necessary for language acquisition.

Literature review

Teachers and students agree that authentic materials are a helpful teaching aid for teaching speaking English to speakers of other languages. Speaking is one of the most important communication skills for EFL students. By including non-native English speakers in speaking lessons, instructors can better demonstrate to their students how the language is used in real-world situations.

The importance of teaching speaking skills in second language

Speaking is a vital skill when learning English as a second language. It has the greatest impact when considering the purpose of the speaking learning process, particularly in ESL. The purpose of English instruction is to prepare students to communicate effectively. Speaking is a skill in the oral modality. It, like the other talents, is more sophisticated than it appears at first and entails more than simply pronouncing words. Vocal sounds are produced during speaking. Speaking can be defined as using spoken language to communicate or to express one's thoughts and feelings. Speaking frequently entails sharing information. It could be from an official address, an academic presentation, or an informal remark.

- Speaking skills provide us the ability to communicate successfully.
- These abilities also enable the speaker to communicate his ideas clearly, passionately, and persuasively. Speaking well also helps to ensure that others listening won't misunderstand you.

Teachers nearly often encounter problems when teaching speaking. Each challenge is linked to the decision to select an appropriate strategy and appealing items. Vowel

reduction and elision good difficult spoken language. Slang and idioms complicate learning to speak, as do stress, tempo, and tone. Speech is a skill that is underappreciated. People overestimate their writing abilities since they always need to be trained, whereas speaking is something that is taken for granted in one's native tongue. Speaking a second language, however, necessitates additional training as it's a distinct and intricate process that involves the speaker encoding a message and the listener decoding it. In the classroom, spoken language characteristics also need to be considered.

What is authentic material?

Authentic material terminology has been defined in a number of ways in the literature. authentic materials as those designed for native speakers' usage and not for teaching purposes; they have been proven to uplift students' overall linguistic and communicative performance, as they grant learners' enhancement of intercultural competences, embrace the usage of grammar as a tool to understand the materials rather than as the focus of language learning, and benefit students' motivation to learn a language. [1] Writings and speech that are considered authentic are meant for native English speakers, not language learners. Genuine materials, such as the disclosure of actual language and how it is used in the society in question. These materials cover a wide range of topics, including idioms, jargon, and cultural expressions, as well as how native speakers use the language in various contexts. Following this logic, Gebhard (1996) classified authentic documents as follows: 1) authentic audio and visual documents: television commercials, quizzes, cartoons, news clips, comedy shows, films, soap operas, short stories, and professionally recorded novels, radio commercials, songs, documentaries, and sales pitches. 2) authentic visual materials: slides, photographs, paintings, children's artwork, stick figure drawings, wordless road signs, silhouettes, magazine images, ink blots, postcard images, picture books without words, postage stamps, and xrays. 3) authentic printed materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituaries, advice columns, song lyrics, restaurant menus, street signs, cereal boxes, candy wrappers, brochures tourist information, university catalogs, telephone directories, maps, television programs, comic books, greeting cards, grocery coupons, news pins, and bus schedules . Genuine materials

offer various linguistic contexts, registers, dialectal varieties and styles for students to start exploring several possibilities regarding linguistic differences and not to be unable to move further the standard American and British English which they are used to work with.[2]

Speaking authentic materials

As was noted, genuine resources are those that are created with the intention of transferring knowledge to native speakers rather than for educational objectives. A few instances of speaking real content are provided below.

- TV shows, news segments, documentaries, movie clips and trailers, online videos, and commercials.
- Radio broadcasts, songs, and podcasts.
- Photographs, artwork, signs, postcards, maps, and advertisements.
- Images, artwork, posters, postcards, maps, and commercials
- Periodicals, emails and letters, news items, pamphlets, websites, blogs, and posts on social media
- Menus, price tags, product descriptions, bus and rail schedules, food labels, and recipes

EFL teachers must thus have a thorough understanding of how to help their students communicate in the target language given the intricacy of speaking English as a foreign language (EFL). When attempting to achieve these aims, teachers must keep in mind certain principles that will help EFL teachers assist learning. These include understanding the psychology of their students, managing the classroom, choosing effective teaching tactics and media, and choosing instructional materials. Putting up authentic language during instruction is one of the ideals EFL teachers need to uphold when it comes to teaching speaking, as highlighted by Brown's 2007 book *Focus on Teaching Speaking* (p. 331). Thus, teachers must supply real materials to their students in order to be able to provide authentic language. Experts like Dascalos and Ling (2005: 11) have already defined several terms related to authentic materials; they state that authentic materials

relate to language that is utilized in everyday culture and is not intended for instructional communication. Belaid and Murray (2015: 16) define non-pedagogical communication in the authentic material realm as the materials' suitability for the learning objectives and the needs of the students. The two definitions provide us with the insight that any written and spoken language that students hear, see, and use in their daily lives is considered authentic material in the language-teaching field. Although this language is not intended for educational purposes, it can still be extremely helpful in the teaching and learning process. Using authentic materials has several advantages, including boosting student motivation, educating students about the real target language culture, exposing them to real language, better meeting the needs of the students, and encouraging more innovative teaching methods (Berardo, 2006: 64). Authentic materials promote the introduction of natural language to students who, after being exposed to it, become positively motivated to keep learning not only the language itself but the cultural traits and perspectives surrounding it. The end result will be a measurable enhancement to learners' linguistic performance in different contexts thanks to the implementation of original materials in their learning processes. [3]Furthermore, according to Harmer (1994 in Al Azri and Al-Rashdi, 2016: 252), authentic materials benefit language learners by helping them produce better language output, assisting them in learning the target language, and enhancing their confidence in their ability to interact with language in everyday situations. To discover how to use actual materials, numerous researchers have undertaken this task. The efficacy of authentic materials and their utilization, however, are the main focus of the research. Enhancing the linguistic proficiency of pupils; one such study examines students' opinions about real materials, conducted by Idayani Hartatik and Rahma. It is clear that many researchers favor the use of real materials in language instruction. They view the use of these resources as a beneficial means of stimulating and inspiring students. On the other hand, some researchers are against employing real materials. They believe that classroom resources may be too biased toward specific cultures and have complex terminology and organization, therefore they don't want to use them. Despite the advantages of providing pupils with real resources for learning, this may annoy them—

though this is a negative belief. As many research studies have been studied, this course paper also examines the use of real materials in speaking instruction.

METHODOLOGY

This qualitative study report is focused on using authentic materials to teach speaking in order to assess whether real resources are more beneficial for language learners. Over the course of two days (two courses), a group of intermediate language center participants took part in the study. During the investigation, the students' participation in both meetings was noted. Examining the effects of genuine materials on students' growth and speaking abilities was the aim of the study. On the first day, participants received instruction using conventional, non-genuine materials; on the second day, they received instruction using real materials. A TV film about friendship was chosen as authentic material for the second lesson, and both were prepared a day in advance. Both classes were monitored, evaluated, and some key observations were made. The outcomes were then contrasted.

Participants In total 16 pupils from lyceum at the age of 15 and 16 years old pupils upper-intermediate level course are chosen in this research. All participants are equal level.

Procedure: On first day, I went to lyceum and I came into a group which was chosen for a research. I started the lesson as traditional with greetings. I asked what topic was chosen at last lesson. A boy answered and it was about famous film now which was they watched. Then I asked several questions based on topic, such as What is last film that you watched? How can it attract you? Why did you think it more preferable? After that, they began to answer these questions. Girls were more active than boys. After their answers, I gave handouts which were picture of famous actor and actresses. It is demanded that saying who they were. After a minute, they started describing who they were. Female were more active because they watched films more than males. In the end of lesson, I then gave them homework to bring a picture they had taken with their pals to the following lesson. Everyone arrived on time for the second lesson, and I noticed that they had all brought the photos I had requested. I asked them if they had completed the assignment

after we had exchanged greetings. They were all prepared. One by one, I then asked them to describe a photo that they had brought with them. Each person gave a description of their own image. Following that exercise, I showed them a quick movie about friendship and instructed them to make notes and write new words. I instructed them to recount the movie or share what they had comprehended after seeing it. I also inquired as to whether they had encountered any unusual words. Every individual responded and expressed their own viewpoint. By the end of the session, I asked the participants about the two lessons—what worked and what didn't—and I recorded their oral feedback.

Result I made some significant notes throughout both lessons and made an effort to watch every student. The pupils were not as engaged in the first class. They said that while the subject matter was fascinating, the first class was a little dull when I asked them about it. Since they only provide information on the people in the photo and address queries. They did, however, think that the subsequent course was engaging and helpful for improving their speaking ability. The materials differed, but the theme remained the same. They make use of genuine, real items that they could encounter in everyday life. During the process of describing the photographs, they expressed a strong desire to talk. Additionally, every participant viewed the little film with intense interest and concentration. Compared to reading a text the day before, they were able to communicate their own views more freely and fluently after watching it. They mentioned that the movie had also helped them pick up new vocabulary. On the second day, the male participants demonstrated greater activity. One of them even disclosed that he had personally experienced several of the film's events and scenes, allowing him to freely express his opinions. I discovered during my research that the second lesson, which used real materials, assisted pupils in expanding their horizons. I asked them what they would have done if they had been the movie's characters after they had seen it. After seeing the film, people were able to picture themselves in the scenario, so they applied their perspective and attempted to find a solution.

Discussion

This study's primary goal was to determine whether or not authentic materials are effective in teaching speaking. The study's conclusions demonstrated that instructional

materials significantly affect all language proficiency. Though different materials were used, the lessons' topic remained the same. Students were inert and bored when the teacher used non-genuine materials; but, when the teacher utilized authentic materials (a personal photo, a short film), the students were engaged and tried to answer questions and express their own thoughts. Through the film, students acquired new vocabulary as well. In the meantime, they had read a manuscript that contained a lot of new words, but they had ignored it since they thought it was dull. As numerous academics have noted, using real materials increases the effectiveness of language instruction while inspiring students.

Conclusion

It is clear from reading the pertinent literature that scholars are firmly in favor of using authentic materials for language training. They think that introducing students to language they will encounter in their daily lives, motivating them, and piqueing their attention are all accomplished through the usage of these tools in the classroom. Since they let language learners see themselves using the language in authentic situations, authentic resources also aid language learners in their learning process. Some experts believe that using authentic resources gives language learners the impression that they are learning the "real" language, which motivates them to pick up the language.

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