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Using Authentic Materials to Teach Speaking

Ermanov Davron Raxmataliyevich

*Tashkent State Uzbek language and literature university English Philology Department
Tashkent, Uzbekistan*

Ratsimbazafy Tchiourson Fenotsoa Ravaka

Air Communication Company, Antananarivu, Madagascar

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ANNOTATION

The purpose of this research is to find out whether the using authentic materials on teaching speaking is effective for foreign language learners. In this research a group of language learners who study at language center on intermediate level, at the age of 17.1 on average, participated. To get results participants had two extra speaking lessons. In the first lesson group of learners were taught and did activities with usual and non-authentic materials. Their interest and activeness were observed. In the second meeting participants were observed too. But the difference between two lessons was that they were taught with authentic materials. Both observation and results showed that using authentic materials in teaching speaking is more efficient than using usual class materials.

KEYWORDS: Authentic materials, teaching speaking, speaking skill.

Introduction

Speaking is an interactive process in which information is shared and processed by the listener. Therefore, it is important to develop speaking and listening skills for effective communication. It is a production or expressive skill in the oral situation and an important part of learning. To speak is to say or express one's thoughts and feelings in spoken language. Speaking often means conveying information. In the classroom, speaking skills allow individual student to ask questions, present information, and elicit understanding. The classroom is the most important environment for students to learn how to express themselves and listen to others.

In addition, teaching materials play an important role in language learning. Educational materials can be divided into two types: authentic and non-original. In speaking classes, both types of materials have a specific effect on students' learning. Using authentic materials in the classroom is a useful tool to motivate students and facilitate learning a foreign language. Authentic materials, if used properly in authentic learning environments, can have a wide range of language teaching applications, even if they are not specifically designed for language teaching. Therefore, foreign language teachers should expose students to authentic

materials in a constructive learning environment. According to the work of many researchers, language learners achieve more effective results using authentic materials than non-authentic materials. This article further explores the use of authentic materials for teaching speaking and suggests better student outcomes with authentic materials in English language learning.

Literature Review

Original materials are recognized as valuable resources for teachers and students when teaching English as a foreign language. Speaking is one of the most important skills for EFL learners to communicate with others. By including their use in conversation lessons for non-native English speakers, teachers can show students how the target language is used in everyday life outside the classroom.

What is speaking EL?

According to the previous studies of many researchers, the ability to speak is defined as the production of vocal sounds. We can say that speaking is that we can talk or express our thoughts and feelings in spoken language. On the other hand, English is a global language that unites us all to communicate with everyone without barriers. According to Firth, A (1996), the role of English as a lingua franca in today's world and its decisive role in situations where interlocutors do not speak another language. It is true that speaking is the most critical of the four skills (Jung, U.O.H., 1995). Nevertheless, it is known that it is the most difficult skill to master (Hinkel, E. 2005). Most importantly, Kurudayoğlu (2011) advances that speaking should be considered primary for the personal and social achievement of language learners because it is a means of everyday communication between people. In addition, Diyab et al. (2013) suggested that communication competence is necessary for the acquisition of language competence rather than just focusing on language competence. Furthermore, Ellis (2012) claims that collaboration is a key element in language teaching and learning when meanings and blind spots are addressed through group interaction in the classroom. Ellis (2012) also stated that the acquisition of grammatical and structural skills could be achieved through the acquisition of speaking skills. However, Wardhaugh (2006) argues that speakers of a language tend to automatically understand the grammatical structure of the language. Thus, we can conclude that by speaking and communicating in the target language, we can contribute to the development of other language skills that we have. Considering all the progress made by the adult students of Uzbekistan, these claims can be proven. We choose to learn to speak first, only then do we learn to understand forms. We also add that teachers and students pay less attention to speaking skills because they are not tested. This is in line with the findings of Al-Lawati (2002) in his study who reported that many students focus on writing, reading and listening tasks that are assessed as exam tasks, but the textbooks do not involve oral tasks. because oral assignments are completely excluded from the exams.

Teaching speaking

Despite the importance of speaking a second language, there are few studies in language teaching except Boxer and Cohen (2004), Bigate (2000), Bigate, Skehan and Swain (2001) and Ellis (2005). Speaking is a demanding skill in second language teaching, as Brown (1994) described production with phenomena such as sound reduction and elision in difficult spoken language. Lazaraton (2001) also argues that elements such as slang and idioms make speaking difficult rather than stress, pace and intonation. Bygate (1987) considers speaking to be a minor skill. Because speaking skill is considered the first language skill, while writing skills need to be practiced all the time, this causes them to be overrated. However, speaking a second language also requires special training because it is a different and more complex process that requires the speaker to encode

the message and then decode it as part of the listener. The quality of spoken language should also be considered in the classroom. This skill can be divided into three main areas that are often associated with success: fluency, experience and precision. In fact, complexity and accuracy are closely related to building familiarity. This last term is used by Segalowitz (2003: 384) as "the ability to produce or understand expressions in a second language fluently and quickly". Speed of delivery is associated with the ability to produce linguistic structures, and Bygate (2009) distinguishes between speed and regularity, which refers to the amount and organization of breaks. In turn, Skehan and Foster (2005) identify two keys. Elements of Fluid: Disturbance Fluid and Repair Fluid, the former referring to breaks focused on "creating treatment time supplements" (Bygate, 2009: 10) and the latter are those interruptions that occur when the speaker corrects "phrasing problems" and "articulation" (Bygate, 2009: 10). Teachers should pay attention to accuracy and fluency, and should understand fluency not only as the ability to link linguistic elements, but also as "use of natural language" in the sense of Hedge (1993). As we can see if the type of speaking is interactive, this skill has not always been at the heart of second language teaching methodology and it is also important that precision and fluidity are considered as ways to promote language usage.

Effectiveness of speaking materials

Language teaching materials can help teachers to motivate and stimulate students' interest in the learning process. Materials can also guide, motivate and orient flexibility. In addition to promoting the use of language, materials are also related to extracurricular factors, such as the society in which they live. Therefore, the material is everything that teachers and students use to learn a language that improves learning.

What is authentic material?

In the literature, the term original material is defined in different ways. According to Martinez (2002) and Carolyn and Hwang (2005), authentic documents (written or oral) are documents intended for native English speakers and not for language learners. While Kilickaya (2004) defined the original material as the discovery of the real language and its use in the real community. This type of material includes many aspects such as cultural components (expressions, idioms and slang) as well as how native speakers use their language in their context. Following this logic, Gebhard (1996) classified the original 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, students'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

Using authentic materials has been shown to have favorable impacts, according to some researchers. As per Kilickaya (2004), reading authentic texts gives students the impression that they are learning a real-world language. Gilmore (2007: 111) additionally offered additional empirical proof. In a one-year experimental study at a Japanese university, he compared the effects of authentic material and textbook material on the

development of communicative competence of students in the experimental group. He discovered that students who received the authentic inputs improved statistically significantly in comparison to the control group on six trials meant to measure various types of proficiency.

Speaking authentic materials

As we introduced above authentic materials are those that are made for that goal, as it was indicated, in order to transfer information to native speakers and not for educational objectives. Some examples of speaking authentic materials are provided here

- a) Articles from newspapers, magazines and journals
- b) Radio and television scripts and documentaries, shows, news segments, movie clips, online videos and commercials
- c) Comic books for entertainment, blogs, social media posts
- d) Publicity brochures and posters, postcards, street signs, maps
- e) Short stories, poems and plays
- f) Photographs, picture stories

Using authentic materials to teach speaking

Due to the difficulty of speaking English as a foreign language (EFL), EFL teachers must be knowledgeable on how to help their students communicate effectively in the target language. Understanding student psychology, classroom management, choosing appropriate teaching tactics and media, as well as choosing teaching materials are just a few of the aspects that EFL teachers must keep in mind when attempting to achieve such goals. Focusing on teaching speaking Brown (2007:331) emphasizes that utilizing authentic language when teaching is one of the characteristics EFL teachers need to uphold when teaching speaking. Thus, teachers must supply authentic materials to their students in order to speak in authentic language. Authentic materials have already been defined by specialists like Dascalos and Ling (2005: 11), who assert that they refer to the language that society uses on a daily basis and are not intended for instructional communication. Speaking of non-pedagogical communication in the context of authentic materials, Belaid and Murray (2015: 16) define it as the materials' suitability for the requirements of the student and the goals of the lesson. The two definitions provided help us understand that authentic material in the field of teaching languages is any written or spoken language that students hear, see, or use in their daily lives; the language is not intended for educational purposes but can still be extremely helpful in the teaching and learning process. Some advantages of employing authentic materials include a favorable impact on student motivation, information about the real culture of the target language, exposure to real language, a closer connection to the requirements of the students, and support for more innovative teaching methods (Berardo, 2006: 64). Further, according to Al Azri and Al-Rashdi, (2016: 252), authentic materials benefit language learners because they can help them produce better language output, aid in the acquisition of the target language, and increase their confidence in dealing with the language that is used in everyday life. Several researchers have done it with the intention of learning how to use authentic materials. Yet, the research places a strong emphasis on the use and efficacy of real content enhancing students' language skills, as seen in Idayani's research on how pupils feel about authentic content. He conducted classroom action research and discovered that students in the 10th grade at a school in Indonesia saw an improvement in students' speaking abilities because of the authentic

content. He also discovered that materials from real-world situations helped increase pupils' motivation and self-confidence. Efficiency of use, unlike Idayani (2014) and Rasheed (2014) Practical Speaking Material for Malaysian EFL Students; his most recent research revealed that students performed significantly better after being taught using real materials because real materials can stimulate and enrich the experimental group's language learning experience.

In addition to the investigations mentioned above, a number of studies were done to get student viewpoints. 2015 witnessed complete one done by Firmansyah. According to his findings, pupils who were exposed to real content found it to be motivating, fascinating, and difficult, ensuring that they loved the course (active participation in class). It is clear that many researchers favor the use of real materials in language instruction. They view the use of these resources as a useful strategy for inspiring and motivating students. Nonetheless, some researchers are against using original sources. They don't want to use classroom resources because they think they might be too culturally specific biased and have difficult language and structure. This might aggravate students in spite of the benefits of teaching students with authentic materials although this is an unfavorable perception. As many researchers' works have been learned, in this paper another work is researched on using authentic materials to teach speaking.

Methodology

Research design

This qualitative research paper based on using authentic materials to teach speaking in order to know whether authentic materials are more efficient for language learners. The research was hold on for two days (two lessons) with a group of participants on intermediate level who study at a language center. During the research, in both meeting students' activeness were observed. The purpose of the research was to analyze impact of authentic materials on students' speaking skill and its improvement. On the first day, participants were taught with usual, non-authentic materials and next lesson they were taught with authentic resources. Both lessons were planned a day before and for the second lesson TV film on the topic of friendship were chosen as authentic material. Both lessons were controlled, analyzed and taken some important notes for observation. After that, results were compared.

Participants

In this current research a total number of participants 12 from an intermediate level course at language center. Four of them were male and eight of them were female learners who were at 17.1 age on average. All of participants were on the same level but some of male students were less active than female students in speaking. None of the students has lived abroad.

(Table 1)

N	Name	Age
1	Omina	15
2	Abdulloh	16
3	Muslima	14
4	Xadicha	14
5	Anvar	17
6	Zulfiya	15
7	Oysha	17

8	Abdurahmon	15
9	Nuriya	17
10	Guli	16
11	Alibek	14
12	Saida	16
		17.1

Procedure

On the first day, I went to the language center and I came into a group, which I should take a research. Almost all participants were there, but one of them came late. I started lesson with greeting and introducing myself. Then I asked about themselves and they introduced. Female participants tried to speak a lot. After introduction, I told them the lesson topic. The topic was chosen a day before and it was about Friendship. Friends are considered important part of our life, that is why this topic was chosen in order to make relevant to authenticity. After giving the topic, I asked participant some questions related to it, such as “What is friendship?” “How important is friend in our life?” “How is ideal friend for you?” And so on. Students tried to answer with their own opinions. Female students participated more actively than male students did. After their answers, I distributed handouts, a little about friendship was written on them. I gave a task them to read the text and retell it. After they have finished reading, I started to ask them retelling one-by-one. Again, female participants answered a lot. Then I asked them bring a photo that they had taken with their friends for the next lesson as a homework. For the second lesson everyone came on time and I realized that all of them brought photos which I asked. We greeted and I asked if they have done the task, which I told. All of them were ready. Then I asked them to describe the photos that have brought with themselves one-by-one. All participants described their own photo. After that activity, I play a short film about friendship and I asked them to take some notes, and write new words. After watching the film, I told that they should retell the film or tell what they have understood. I asked if they had come across any strange word. All participants answered and gave their own opinion. At the end of the lesson I asked participant about both lessons, their difference and method, they gave feedbacks orally and I took some notes.

Result

During both lesson, I tried to observe all participants and made some important notes. In the first lesson, students were not so active. When I asked their opinion about the first lesson, they answered it was a little bit boring although the topic was interesting. Because they just read a text and answered question. However, the following lesson was interesting and useful for their speaking skill, according to them. The theme was the same, but materials were different. They use authentic (real) materials that they may face on real life. When they were describing photos they had an interest for speaking, they wanted to speak a lot. In addition, all participants watched the short movie with deep attention and desire. They could explain own ideas more freely and fluently after watching it than reading a text a day before. They told that they also had learnt new words from the movie. The second day, male participants were more active, even one of them told that some event and episodes of the film happened in his life, so he could explain his opinion freely. During the research, I noticed that the second lesson with authentic materials, helped students to broaden their horizon. When they had watched the movie, I asked them what they would do if they had been instead of the film characters. With watching the movie, they could imagine themselves in situation of it, so they use their outlook and tried to solve problems.

Discussion

The main objective of this research was to know if authentic are efficient on teaching speaking. After the research, results showed that teaching materials have a big impact on any language skills. The theme of lessons was the same, but used materials were different. When teacher used non-authentic materials, students were passive and they got bored, but in the lesson with authentic materials (personal photo, short movie) they were active and tried to speak, answer, give own opinions. By watching the film, they also learnt new words. Meanwhile, there had been many new words on the text they read before, but they had not paid attention to them as they considered it boring. As many researchers have discussed, authentic materials give more efficiency on teaching language with motivating learners.

Recommendation

In order to provide examples of future foreign language teachers using real materials in their own classes, it is necessary to create a learning environment using real materials when training future foreign language teachers. In this way, teachers are given the opportunity to see and experience first-hand the benefits and caveats of these materials. The purpose of this study is to focus on the importance and use of authentic materials in foreign language education and to make some suggestions in this regard. Materials are important as a means of helping teachers to understand and apply the theories of language learning, and this importance means that they have become a focus of study in their own right. A teacher should have some creative ideas in designing teaching materials. Authentic materials come in different forms, newspaper and magazine articles for example, poems and short stories etc. But in addition to these print based authentic materials, the rapid development of computer technology. Authored materials refer to textbooks and other specially designed materials. Real material is different from other materials. It was developed by teachers who recognized the important role technology plays in teaching and learning. This case becomes interesting when integrated into teaching and learning. Teachers coordinate the functions of technology in the learning process. Therefore, when teaching speaking using authentic materials, English teachers need to find ways to enable students to practice and communicate in their own English. A good teacher's speech activity can and should be very engaging for students. Students who understand each other well and have sufficient English skills. At the right level and given right topic by the teacher, they are often free and enthusiastic to participate and to do tasks.

Conclusion

The use of authentic materials in language instruction is clearly supported by many researchers, as can be seen after reading the pertinent literature. They see the use of these materials as an effective way to inspire students, pique their curiosity, and expose them to language they will encounter in the real world. Additionally, since they see themselves using the language in everyday situations, authentic materials help learners succeed in learning a language. According to some researchers, using authentic materials gives language learners the impression that they are learning the "real" language, which motivates them to learn it. Additionally, claims that one of the most significant benefits of using authentic materials is that it improves students' motivation and influences their learning process. However, some researchers are against using authentic materials in the classroom because they think they might be too culturally biased and have complex wording and structure. This might aggravate language learning. Despite this unfavorable perception, some researchers have shown that using authentic materials when teaching ESL students outweighs the drawbacks and is still a crucial strategy that EFL teachers should use to aid their students' language acquisition. Further evidence that using authentic materials is "more effective than using non-authentic materials" comes from the findings of the study conducted by another researcher. The latter is and undoubtedly will be the researchers'

belief regarding the crucial part that such authentic materials have played and will continue to play for an efficient, useful learning process that must take place in every teacher's classroom. Moreover, during this research work and after getting students' results I realized that authentic materials have a considerable support while learning language. Students' interest and activity grew up during the lesson because of speaking tasks and activities with authentic materials.

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