

PRINCIPLES OF USING AUTHENTIC MATERIALS TO DEVELOP SPEAKING SKILLS OF YOUNG EFL LEARNERS

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ABSTRACT

This article deals with the problems of teaching and learning speaking skills. It studies the principles of using authentic materials to develop speaking skills of young learners.

Keywords: authentic materials, techniques, imitative, intensive, responsive, interactive, extensive, task-based activities.

INTRODUCTION

In the modern classroom, English teachers apply various methods and techniques in the classroom to teach speaking skills. Predominantly, they focus on communicative language teaching (CLT) and collaborative learning because CLT is based on real-life situations and it is more useful in developing communication skills among the learners. Collaborative learning is also encouraged by teachers to involve the learners in various task-based activities. It is applicable to both EFL/ESL settings. While teaching speaking skills to the learners, teachers need to focus on speech sounds, sound patterns, stress and intonation patterns, the selection of appropriate words and sentences; according to the audience, social setting, subject matter and situations. The teachers help the learners organize their thoughts and ideas logically and meaningfully in order to use their language to express with values and judgments. Since speaking is considered one of the language productive skills, according to the intention of the speaker, Brown (2004) has classified them into five types: imitative, intensive, responsive, interactive and extensive.

METHODOLOGY

Imitative speaking is the learners' ability to parrot back or repeat the others' speech as a word, a phrase or a sentence. This type of repetition involves grammar and lexis which are useful to interact in a conversation or to convey the meaning.

Intensive speaking is the product of short discourses where the learners have to complete the tasks like reading aloud and completing sentences and dialogues. Responsive speaking involves two persons or two groups in short conversations, small talk and simple requests to make them authentic.

Interactive speaking involves transactional language and interpersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships. Extensive speaking is more deliberative and formal for extensive tasks and it involves speeches, oral presentations and story-telling.

The role of teachers in training the learners in speaking skills is crucial in English classrooms.

According to Vilar (2003), “Teachers have two primary functions in education: the managerial and the instructional functions. The latter refers to the conditions that teachers create for learning to take place and the other is the knowledge that the teachers impart in the classrooms. Teachers should carry out these functions simultaneously for efficient language instruction because they cannot be separated”.

The teachers are expected to play a key role in imparting quality education in ELT classrooms, both in ESL/EFL settings, especially in teaching language skills. To achieve this quality, teachers should use their skills, knowledge and various techniques to motivate the learners towards the learning of language skills. In this context, teachers should act as facilitators, motivators, organizers, monitors, participants, assessors, models, observers, and so on. When it comes to teaching speaking skills, the role of teachers is essential because speaking skills can be taught effectively by teachers applying various techniques such as interaction, motivation and encouragement.

RESULTS

In order to develop the speaking skills of the learners, the English language teachers have to put their focus mainly on vocabulary and grammar and then on speech sounds, stress, intonation patterns and finally on patterns of sentences. To enable the learners to enrich good vocabulary and to have a good command over grammar, the teachers should concentrate more on speech sounds, stress and intonation patterns which are the fundamental elements required for speaking skills. After proper training in these areas, the teachers have to provide the learners with a number of opportunities to make use of them in their speaking practice sessions. Moreover, the teachers are supposed to conduct some learner-focused activities like

activity-based or task-based activities that involve the learners to develop their speaking skills in the real classroom environment. Here the teachers can implement innumerable activities such as JAM (Just a Minute) sessions, role-plays, group discussions, preparing for both interviews and presentations and preparing the learners to present papers in conferences, seminars, workshops, etc. The role of teachers is very crucial here to prepare the learners for their future career and prepare them to be competent in their speaking skills as the classroom is the main platform for learners to perform these tasks.

The necessity to equip individuals with the modern language teacher training and to present the advantages qualifications today makes it compulsory to increase of using these materials in this process. In respect of this quality of education presented to the students. To meet aim, first, the characteristics of authentic learning this need, more creative, different and effective teaching- environments are pointed out and then, the uses of learning strategies must be used in and out of class. One authentic materials in general and how these materials can way of achieving better understanding is to create an be used when educating the prospective foreign language authentic learning environment and to use authentic teachers in specific are discussed. Lastly, some materials in class. Newmann and Wehlage (1993) say that suggestions related to their use in the teacher training the more there is a connection to the real world students program are made live in, the more a lesson gains authenticity.

DISCUSSION

Authentic materials can be used in the prospective foreign learning environments each of which certainly has a lot to contribute to learning. One of the learning-related approaches stressed a lot recently is constructivism. waiting passively for the information to be transmitted to.

The above mentioned goal can be achieved better if Lots of authentic materials can be made use of in learning takes place in an authentic learning environment foreign language teaching. These materials can be as it provides a context which reflects the way knowledge classified depending on their characteristics. Authentic and skills will be used in real life. This environment-be it materials into four categories a physical or a virtual one-resembles the real world with its complexities, limitations, options and possibilities also present in real life and provides a context to an authentic.

Authentic Listening-Viewing Materials: Songs, task. When learned in such an environment, the documentaries, radio and TV ads, or broadcasts, quiz information will be more meaningful and long-lasting for shows, cartoons, movies, soap operas, sit-coms, the students. Furthermore, they will be motivated and professionally audio-taped short stories and novels, stimulated to develop competencies for their future web pages.

Professional or daily lives (Herrington and Herrington, C Authentic Visual Materials: Photographs, paintings, 2005). Authentic materials used in such a learning postcards, pictures, stamps, stick-figure drawings, environment are not prepared specifically to be used in wordless street signs, wordless picture books, class, but they are the materials already existing in real life posters.

CONCLUSION

Using one or several authentic materials, comparative researches can be conducted between the foreign language teacher training and the other training programs. The influences of authentic materials together with various teaching methods on learning can be examined. This study may encourage the teachers or teacher educators to use authentic materials in their teaching environments to arouse the students' interest and curiosity for the lesson and to facilitate their learning.

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