2. Сікора Я. Реалізація змішаного навчання у вищому навчальному закладі. *Науковий вісник Ужгородського національного університету. Серія : Педагогіка. Соціальна робота.* 2016. Вип. 2. С. 236–239.
3. Теорія та практика змішаного навчання : монографія / В. М. Кухаренко та ін. ; за ред. В. М. Кухаренка. Харків : «Міськдрук», НТУ «ХПІ», 2016. 284 с.
4. Richards J. C. Key Issues in Language Teaching. Cambridge; Cambridge University Press, 2015. 826 p.

DESIGNING AUTHENTIC SPEAKING TASKS
FOR ADVANCED FOREIGN LANGUAGE LEARNERS

Дацків О. П.
кандидат педагогічних наук, доцент
кафедри англійської філології та
методики навчання англійської мови
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна

Authentic tasks in the classroom are replicating real-life situations; they form communicative experience that students could have outside of university using a target language. Because of this, authentic tasks have a purpose that goes beyond language use; learners are not just practicing particular target language words or grammatical structures but they also need to achieve a specific goal by using the language.

Foreign language teachers have long recognized the benefits authentic tasks offer. Authentic tasks are beneficial for foreign language learners because they find them engaging and more up-to-date. Enriching teaching and learning of any foreign language with authentic tasks leads to increased students' motivation. When students feel motivated, their anxiety reduces and confidence increases both while involved in class speaking activities and when they have to speak in the real life situations.

It is often the case that teachers focus on creating **authentic speaking tasks** for classroom practice in order to enhance their learning experience. D. Willis and J. Willis offer the following criteria in the form of questions teachers should ask themselves while designing authentic tasks.

– Will the activity engage learners' interest?
– Is there a primary focus on meaning?
– Is there a goal or an outcome?

– Is success judged in terms of outcome?

– Is completion a priority?

– Does the activity relate to real world activities? [4, p. 12–14].

J. Herrington, R. Oliver and T. C. Reeves suggested ten characteristics of authentic activities or tasks that may provide the necessary and relevant conditions for bridging the gap between the classroom and the real world. Authentic tasks: 1. have real world relevance, 2. are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity, 3. comprise complex tasks to be investigated by students over a sustained period of time, 4. provide the opportunity for students to examine the task from different perspectives, using a variety of resources, 5. provide the opportunity to collaborate, 6. provide the opportunity to reflect, 7. can be integrated and applied across different subject areas and lead beyond domain specific outcomes, 8. are seamlessly integrated with assessment, 9. create polished products valuable in their own right rather than as preparation for something else, 10. allow competing solutions and diversity of outcome [1, p. 282–283]. H. Tuttle (2007) and D. Rivers (2010) wrote about authentic aspects of language use creating activities that are fun, engaging and achievable within a classroom context [2; 3].

The most commonly used types of authentic speaking tasks are as follows:

Short responses to written/audio-visual prompts

The students receive a written or audio-visual prompt to which they respond orally. Recording of the students' response can start as soon as the prompt is accessed (for a more spontaneous answer) or the teacher can allow students to repeat the prompt and/or have some planning time before they respond. The teacher then listens to each response and provides feedback.

Story telling

The teacher creates an image prompt using a painting, an illustration, a cartoon, etc. and determines the length of time that students have to examine the image and prepare. The students tell an original story based upon the image.

Story completion

The teacher creates an audio or audio-visual prompt to deliver in the target language the introduction and middle portions of a short story. The students must listen closely to the prompt in order to understand the characters and the main plotline. Then the students are asked to invent the conclusion of the story, using the target vocabulary and grammar.

Comparison and contrast

The teacher creates an audio-visual prompt using a picture or video of a cultural practice or way of life, such as a celebration, religious rite, food preparation, family photo, etc. The students study the prompt closely and look for examples of unique cultural perspectives. Then the students compare and contrast what they see with

customary practices performed in their own lives, such as holiday traditions, family relationships, or eating practices.

Paired problem-solving

The teacher creates an audio-visual prompt in which students are given a problem that they, while working in pairs speaking in the target language, must solve. For example,

You have been stranded on a desert island and you must develop a survival strategy while waiting to be rescued.

Art critique/analysis

The teacher creates a visual prompt – an image of a famous painting by an artist from a region where the target language is spoken. The students describe what they see on the canvas, such as colors and shapes. Then they discuss tones or moods that the painting may evoke in the observer. They also indicate if they like the painting and why or why not. Finally, students explain what the artist is attempting to communicate via the painting.

Current events

The teacher creates an audio-visual or reading prompt asking students to analyze a current events topic. The students share their viewpoints on the topic in as much detail as possible.

Designing authentic speaking tasks for advanced foreign language classroom is made easier by the fact that the students are using more complex grammatical structures and sophisticated vocabulary. Advanced language level allows for the extensive use of authentic materials, such as print, video, and audio materials native speakers use in their daily lives. Image, visual, visual-auditory or auditory prompts can be created using technological learning tools such as QR code generators.

In summary, authentic speaking tasks make learning foreign languages meaningful, improve students' motivation and enhance their learning experience. Foreign language teachers should design authentic speaking tasks using a set of specific criteria and incorporating educational technology.

References

1. Herrington J., Oliver R., Reeves T. Patterns of Engagement in Authentic Online Learning Environments. *Australian Journal of Educational Technology*. 2002. Vol. 19. P. 279–286.
2. Rivers D. An exploration of on-task language policy and student satisfaction. *ELT Journal*. 2010. Vol. 64(3). P. 261–271.
3. Tuttle H. Livening up foreign language: Technology enables language learning in authentic situations. *Technology & Learning*. 2007. Vol. 28(4). P. 40–42.
4. Willis D., Willis J. Doing task-based teaching. Oxford University Press, 2007. 278 p.