

DEVELOPING HIGH SCHOOL STUDENTS' SPEAKING SKILLS THROUGH THE USE OF AUTHENTIC MATERIALS

Speaking is a productive skill that is essential for every language learner. However, it is often challenging for both the students and the educators to achieve the desirable outcome. To ensure the smooth development of foreign language speaking skills among high school students, teachers have started applying authentic materials such as movies, TV shows, songs, books etc. to turn the process of language learning into acquisition and provide learning through real life context.

The aim of this article is to identify the notion and role of authentic materials in developing high school students' speaking skills, focusing on their advantages and disadvantages.

Which materials are authentic? As is it stated by the scientist V. Ryandani, from the university of Surakarta the materials can be entitled authentic if the purpose of their creation isn't educational in the first place: «Authentic materials are materials that are drawn from real-life contexts rather than being specifically designed for language instruction» [3, p. 16]. Moreover, according to researchers J. A. Abersold, and M. L. Field such materials are hardly ever adapted to the students' level of knowledge which provides an extra opportunity to face the real spoken language: «Authentic materials are taken directly from L1 sources and are not changed in any way before they are used in the classroom» [1, p. 48].

Therefore, the role of those resources is often to lower the students' affective filters, motivate them and elevate their productive speaking by immersing them in the real language environment through relevant topics.

A skilled teacher can design and use authentic materials as an effective tool for developing all four language skills. Some of the most common types of activities include: printed materials (newspapers, magazines, menus, brochures), audio materials (songs, podcasts, radio, interviews), visual materials (photos, posters, cartoons), audiovisual materials (movies, TV shows, YouTube videos, news clips), digital materials (social media posts, blogs, emails, comments)

Authentic materials possess countless merits from the methodological point of view. This can be proven by the opinion of two acclaimed academics from Indonesia A. Hariri, and L. A. F. Yuma expressed in their article.

Authentic materials boost students' motivations and encourage participation in class discussions which, in turn, leads to overall language level improval: «...when the classroom uses authentic material, the students unconsciously think they are outside the class because they see their real-life exposure in the classroom. As a result, students feel more enthusiastic and motivated to participate in the teaching-learning process» [5, p. 5].

Let us now focus on the disadvantages of this kind of materials. The majority of authentic tasks have to be designed by a teacher from scratch which equals hardships in choosing the material suitable

for students' age, language level and cultural differences. A scholar from the University of Hawaii R. Day, proves that comprehensibility and appropriateness are the key problems an educator might face when opting for an authentic activity: «Materials need to be appropriate in terms of language, both the level and the type or variety or dialect, and in terms of the activities, tasks and exercises that students are asked to do» [2, p. 111]. This definitely requires more teacher preparation before class.

Once the materials have been designed, it is yet another challenge to get your high school students' to cooperate during the class; here, movies, songs or You-tube videos may come in handy.

According to the findings of M. H. Santosa, published in his case study «Authentic Materials Used by Senior High School English Teachers» the use of authentic materials in the high school classroom is virtually effective for promoting students' communicative and speaking skills.

In this case study 2 groups of teachers worked according to their curriculum. One group used just the coursebook, while the other applied authentic materials to elevate the students' speaking skills.

As it is given in the research, the educators used a variety of teaching techniques to get the attention of their teenaged students: «...the activities used on implementing authentic material were communicative language teaching, problem-based learning and content-based instruction in which the most activity used was communicative language teaching in implementing slides as authentic visual material...» [6, p. 41].

Consequently, the results were in favour of teaching speaking through a communicative approach with the help of authentic materials. «All the classification allowed the students and even teachers involved into the teaching and learning atmosphere...students are able to understand the text, structure, vocabulary easily, read fluently and they also can communicate in target language which is use appropriate learning strategies in order to achieve the target language well... Based on the data found in using communicative language teaching, the students were encouraged to speak directly in order to use good English in which it has been demanded basic and core competence in learning» [6, p. 42].

So, when it comes to teaching teenagers, authentic materials are a foolproof way to get the involvement of all the students and ensure that they have contributed their bit to the classroom discussion.

Let us now present an example of an activity, designed for the students of 10-11th grade. The topic is «Food» and the estimated level of students' knowledge is B1/B1+

The task is a Youtube video entitled «Top 10 Most Bizarre Foods From Around the World» — an audiovisual type of authentic material dwelling on the topic of unusual dishes cooked and consumed around the globe. It is replete with useful colloquial expressions about food, the speaker is apparently a native possessing an American accent, his speech is quite fast and smooth, therefore the students will be exposed to real life speaking speed.

This task is preceded by a pre-watching activity, where students have to discuss bizarre food they have already tried. Then, a while-listening matching task is provided, which is aimed at familiarising our students with the video lexis. Finally, the post-listening stage entails a set of CCQs to identify the students' overall comprehension. The home assignment for this authentic activity is a virtual wordwall quiz for students to use the new vocabulary in context and prepare a speaking project in groups of 3 about their preferred bizarre dish from the given video applying the active vocabulary.

We believe such tasks are suitable for developing listening for details, new vocabulary knowledge, boosting group work and cooperation skills, as well as cultural awareness.

To conclude, the integration of authentic materials into the process of teaching speaking to high school students has proven to be both an effective and motivating approach of SLA. Authentic resources — such as movies, songs, social media posts, news articles, and YouTube videos — bridge the gap between the classroom and the real world, allowing learners to experience language as it is naturally used by native speakers. As shown through the theoretical framework and research by scholars such as Ryandani, Abersold, Field, Hariri, Yuma, Day and Santosa, authentic materials contribute significantly to the development of communicative competence among teenaged learners. However, authentic materials also pose certain challenges. Teachers must ensure the chosen materials are appropriate in terms of language level, content, and cultural context.

The practical example of the activity illustrates how audiovisual authentic resources can effectively develop students' speaking and listening skills while expanding vocabulary and cultural knowledge.

Thus, authentic materials are invaluable tools for developing high school students' L2 speaking skills therefore, they should be viewed not as supplementary aids, but rather as central components of modern language pedagogy that connect academic learning with the real-life use of English.

Example

Top 10 Most Bizarre Foods From Around the World

1. Where is Fugu popular?
2. Who isn't allowed to eat it and why?
3. Which organs are the most dangerous?
4. What does "San-nakji" mean in South Korea?
5. What is unusual about this particular kind of an octopus?
6. Why are the clams called "bloody"?
7. Where can these clams be found?
8. Where have the frog legs initially been considered a delicacy?
9. What kind of milk is Casu marzu produced from?
10. How is it made?
11. What country does Haggis come from?
12. Why isn't it a typical pudding?
13. The tuna eyes taste just like.....
14. Where are fried spiders the most popular?
15. How expensive is the bird's nest soup?

Match

1. bizarre
2. refined palate
3. daring
4. to acquire
5. to forbid
6. poison
7. lethal
8. to be granted a license
9. to be willing to
10. run the risk of (doing sth)
11. (endangered) species
12. to choke on sth
13. unsettling
14. slimy
15. to swear by smth
16. to turn up one's nose at sth
17. apprehensive
18. to praise sth(s) for being
19. poptent(taste)
20. to/a harbour (harbour a grudge against sb)

- to be awarded
- a substance that can make people or animals ill or kill them if they eat or drink it:
- to do something although something bad might happen because of it:
- to get or obtain something
- to believe strongly that something is effective or useful
- to express admiration or approval of the achievements or characteristics of a person or thing
- very powerful, forceful, or effective
- to refuse to take or accept something because it is not good enough.
- (feeling anxiety about the future; fearing that something unpleasant will happen)
- to be happy to do something if it is needed
- very strange and unusual
- stop breathing or find it hard to breathe because it is blocking your throat
- able to cause or causing death
- prohibit
- brave and taking risks
- causing change (worry or anxiety)
- covered in slime
- a type of animal or plant that might stop existing because there are only a few of that type alive
- an area of water next to the coast, often protected from the sea by a thick wall, where ships and boats can shelter/ (to think about or feel something, usually over a long period)
- a person with a special interest in, or knowledge of, food.

SOURCES

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РОЗВИТОК УСНОГО МОВЛЕННЯ СТАРШОКЛАСНИКІВ ЧЕРЕЗ ДІЯЛЬНІСНИЙ ПІДХІД

Усне мовлення є провідним видом мовленнєвої діяльності, який забезпечує ефективне спілкування, самовираження та міжкультурну взаємодію. В умовах сучасної освіти, що орієнтована на компетентнісний підхід, розвиток комунікативної компетентності в старшокласників стає однією з ключових цілей навчання іноземної мови.

У сучасній системі шкільної іншомовної освіти навчання говоріння набуває особливого значення, оскільки саме цей вид мовленнєвої діяльності найповніше відображає рівень сформованості комунікативної компетентності учнів. Говоріння є не лише засобом практичного оволодіння мовою, а й показником здатності мислити, аргументувати, переконувати, висловлювати власну позицію. Проте на практиці старшокласники часто виявляють труднощі у процесі усного висловлювання, що пояснюється низкою чинників - психологічними бар'єрами, браком мовленнєвого досвіду, а також недостатньою інтеграцією говоріння з іншими видами мовленнєвої діяльності. У більшості випадків учні тренують окремі мовні структури або відповідають на запитання за підручником, не маючи змоги використовувати мову для досягнення конкретної мети. Проте практика показує, що учні часто відчують труднощі під час усного висловлювання, що зумовлено недостатньою кількістю комунікативних ситуацій, страхом помилок та браком мовленнєвої впевненості.

Ефективним способом подолання цих проблем є застосування діяльнісного підходу, який розглядає учня як активного учасника навчального процесу, здатного самостійно діяти, планувати, оцінювати й контролювати власну мовленнєву діяльність.

Ідеї діяльнісного підходу в навчанні іноземних мов розвивалися у працях Л. Виготського, Ж. Піаже, Дж. Дьюї, а в сучасній методиці вони конкретизуються через моделі Task-Based Learning та Project-Based Learning [5]. Основна ідея цих моделей полягає у створенні навчальних ситуацій, де учні виконують комунікативно значущі дії, а засвоєння мовного матеріалу відбувається природно - у процесі досягнення мети. У межах цих моделей учень розглядається не як пасивний реципієнт інформації, а як активний учасник навчального