The Usage of Authentic Materials as a Motivational Method for ESL Learners to Improve their Speaking Skills

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Abstract: The purpose of this research is to look at the usage of authentic materials as a motivational method for ESL learners to improve their speaking skills. Researcher would improve the learners' speaking skills in order to validate or refute the assumptions that the instructor utilizes genuine resources. The second is that if teachers use a creative approach to employing authentic materials, they will push learners to improve their speaking skills. This research reveals that the learners have psychological issues such as anxiety, a lack of self-confidence when expressing themselves, and the incorrect use of language when speaking, which results in hesitation (the level of fluency and accuracy appears to be low). The results of this study show that using authentic materials can help learners become more integrated in the target language and improve self-confidence.

Keywords: Authentic Materials, ESL, Language-learning, Psychological Issues

Introduction:

In general, the language teaching strategy and the type of resources are integrated in the classrooms, since this will assist pupils in accomplishing their primary goal of increase their command of the English language and their ability to communicate in it It is critical to take action taking into account that using actual resources with children has a lot of advantages. It is inspiring; it has educational value: it encourages pupils to talk about their experiences. Opinions, sentiments, and prior experiences are all factors to consider. Overall, students should be paid their due more than only practising the language in scenarios, opportunities to utilize it for communication

Teachers are in charge. This articulates authentic materials as socially arranged materials for social purposes and helps to connect the learners in study hall with the language outside the study hall in reality. Another researcher, Jordan (1997) characterizes authentic materials as materials which are not composed for language teaching purposes and which cause the student to be presented to the genuine language.(Yadav, A Critical Review of Authentic Materials, 2019) Not utilizing relevant Authentic Material for ESL learners result lack of proficiency, productivity in English language just as English relational abilities. In this research we evaluate the profitability, productivity, authenticity and dependability of real materials for ESL learners. (Yadav, A Brief overview of Authentic Materials in ESL/EFL Classrooms, 2019). Authentic materials have real language. In order to achieve the objectives of English language teaching/ learning it is important for the English language teachers to exploit other materials around them according to the needs of learners and to create interest in them.(Yadav, Optimal Learning of Communication and soft Skills, 2022) Be familiar with your material- words and phrases, to inspire your audience's trust and confidence hence it is pertinent to choose AM selectively according to the need of learners.

Definitions of Authentic Material by ELT Scholars

1. Jordan (1997) defines "Authentic texts as the ones which are not designed for pedagogical aims".

2. According to Herod (2002) "Authentic learning 'materials and activities' are designed to imitate the real world situations".

3. Nunan (1988) defines authentic materials as the materials "which have been produced for purposes other than to teach language".

4. Herrington and Oliver (2000) propounded a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.

5. Jacobson et al (2003, p. 1) sees "Authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life."

6. In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."

7. According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes."

8. According to Dr. Lalit Kumar Yadav " Authentic Material means all available materials in our daily life use ,helpful in any way learning English language are Authentic Materials".

The study's Significance

Many instructors believe that the function of teaching materials and the classroom is to assist students in making effective use of linguistic resources and those materials may assist them in doing so. Researcher wants to demonstrate that teachers have a significant impact on the way they teach, i.e. the technique or strategy they employ; additionally, the use of authentic materials can aid in improving students' oral performance and proficiency; teachers should be aware of the role authentic materials play in oral expression instruction; such materials attempt to achieve the desired objectives of learners as well.

The Motivational Process

Academic performance relies heavily on motivation. All researchers agree that motivation is the most crucial factor in determining whether kids succeed or fail in school. When pupils are driven to study, academic achievement rises considerably. "Motivation is some type of internal drive that propels someone to do things in order to achieve something," according to Harmer (2001, p. 51). In other words, motivation is what motivates and drives a person to do things, and everyone has something to do in their lives, from the simplest actions such as eating, which is driven by hunger, to more sophisticated acts such as learning.

Types of Motivation

Because motivation is one of the most important affective variables in second language acquisition, many students are extrinsically motivated to learn the language in order to achieve specific goals, such as passing an exam or training overseas at a prestigious university. Intrinsically driven pupils, on the other hand, are those who have a strong desire to learn a language. Extrinsic motivation, as previously said, is influenced by a variety of external variables, but intrinsic motivation stems from inside the individual.

Creating the basic motivational conditions	Generating initial motivation	Encouraging positive retrospective selfevaluation
Appropriate teacher behaviours	Making the teaching materials relevant for the learners	Promoting motivational attributions
A pleasant and supportive atmosphere in the classroom	Increasing the learners' expectancy of success	Providing motivational feedback
A cohesive learner group	Increasing the learners' goal orientedness	Increasing learner satisfaction

The employment of motivational tactics leads to a higher interest in generating fundamental motivating circumstances, particularly the instructors' development of a pleasant environment because this serves to motivate students bring interaction into the classroom, making learning and language more enjoyable meaningful by concentrating on improving learners' attitudes and increasing intrinsic motivation interest. As a result, kids gain confidence in a variety of communication responsibilities. Teachers provide resources that are appropriate for the students' level so that they can eventually become self-sufficient.

Motivational Strategies based on real-life activities

a. Role-playing

Role players are a highly beneficial type of activity that many teachers utilise in EFL lessons to help students improve their speech skills. According to Little Wood, Simulation and Role Playing are techniques in which students are asked to imagine themselves in various situations that may occur outside of the classroom, ranging from the simple, such as meeting a friend on the street, to the more complex, such as a series of business negotiations, and they are asked to adopt a specific role. Learners may be requested to behave as themselves in some situations, while in others, they may be asked to take on a simulated role and react as if the experience were genuine.

b. Discussion

 It is designed to give a clear purpose and obvious to be reached at the end of the course. Before any of the students are called to speak, they get the opportunity to have a brief conversation in small groups so that they can think of ideas and the language to communicate them with. before being asked to give a presentation in front of the entire class. The amount of anxiety associated with that eventuality. The overall performance of the class is lowered Learning to Speak necessitates the acquisition of knowledge. Participation of the learner in a communicative context.

c. Presentation and Discussions

Making students deliver oral work in front of their classmates is the finest technique to help them acquire self-confidence claims that students' behaviour when getting up and speaking in front of their peers is good preparation for real speaking. When students deliver a prepared talk, they present on a topic of their choice.

d. Using songs in the classroom

Using songs in the classroom can help students improve their listening comprehension as well as their speaking abilities. Songs stick in our heads and become a part of us for a variety of reasons, and they're easy to exploit in the classroom .It is a normal occurrence for us to forget almost all we learn in a foreign language save for a few songs. As a result, the value of songs and music in the classroom is significant, and many language teachers regard songs as a motivating activity for establishing a pleasant classroom environment.

The statements below represent the significance of incorporating music and songs in the classroom in general:

1- Music and songs are "tools for living," and the issue is particularly important when pupils choose the resources.

2- Allowing students to pick sustains them and increases their participation in the course, as well as giving relevance to their issues.

3- It saves instructors time and effort by reducing the amount of time they spend looking for resources. Most importantly, songs contribute by providing diversity and enjoyment, as well as encouraging harmony within oneself and among a group.

4- Keeping Students at the Center suggests that songs are primarily utilised to engage students with the topic; in other words, "songs are meant to reach inside the students."

Significance of Authentic Materials in improving speaking skills

Based on multiple earlier research, Hedge (2000) concludes that in normal life, 45 percent of communication time is spent listening, 30 percent speaking, 16 percent reading, and 9 percent writing. To put it another way, approximately half of all conversation time is spent listening. Since listening is by far the most important skill in everyday communication, ESL teachers should stress it and devote significant class time to it. However, according to Hedge (2000), Field (2008), and Siegel (2013), listening has typically been overlooked or given less emphasis than the other language abilities. Listening has gotten greater attention since the early 2000s, and one reason is "because current culture demonstrates a trend away from printed media. Two very important and popular publications led to this increased focus on listening in language classes: Field Notes on Listening in the Language Classroom (2008), as well as Listening in a Second Language (Second Language Listening) (Flowerdew & Miller 2005). Field's principal work was published in 2008.The idea is that, in general, teachers prefer to focus on the product rather than the process of learning. As a result, many teachers only use comprehension questions that are related to hearing rather than teaching them how to listen to texts. Field reacted to the situation by (2008)"We should match the sort of listening demanded by the listener as nearly as possible," he says useful in a genuine conversational setting" (p. 63). In any case, as "We are not enabling her [the learner] to succeed," as the tale in the introduction demonstrates.

Flowerdew and Miller (2005) illustrate several differences between input provided in textbooks and input learners will encounter outside the language-learning classroom. Two In natural speech, elisions (words that are omitted or decreased) and assimilations (where sounds and words are blended in a single utterance) are common, but in written speech, they are uncommon When sounds are given in "their idealised citation forms" in textbooks, they are frequently ignored. In its idealised form, the word "armoured car" is pronounced /':md 'k/, while in reality, it is pronounced /':md 'k/speech that is natural /':mg'k/ is likely to be absorbed. Similarly, in idealised terms, "heading there" Although it is pronounced /o. tu/, it is frequently misheard as "going to" in natural conversation /gənə/. Flowerdew and Miller (2005), for example, dedicate an entire chapter to examining. Listening tasks in four ESL textbooks and find "that, notwithstanding the books' claims, the books' claims are false."In certain areas of listening skill improvement, the analyses have been successful.

Gilmore (2004) also examines the contrasts between AM and AM encounters, noting that textbook listening materials differ from actual talks. He outlines various variations that he believes might have detrimental consequences, such as the AM. inadequately prepare students for the kind of encounters they are likely to experience in the real world outside the confines of the language-learning classroom In his research, he discovered that erroneous beginnings, Repetition, pauses, and hesitations, to mention a few, are significantly more common in AM than they are in AM. "If our learners' objective is to be able to act freely in the L2 outside of the classroom, then at some time they must be exposed the genuine nature of conversation," writes Gilmore (2004). (p. 371). This line of reasoning implies that AM does a poor job of preparing students for the types of listening they will encounter outside of the ESL/EFL classroom.

Conclusion: The findings show that use authentic material in their speaking lessons, and that the primary reasons for doing so are that authentic material is more interesting to teachers, and that authentic material can better align with students' interests, societal lives, and future working lives. Furthermore, teachers who read this essay will gain a better understanding of why and how they use authentic materials in speaking lessons, and will be able to reflect on why and how they do so. This will help teachers better align their teaching and material choices with the ESL than they could if they did not use authentic materials.

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