

**THE ROLE OF MOTIVATION IN TEACHING SPEAKING THROUGH
AUTHENTIC MATERIALS****Salikhova N., Sherbayev D****The English language department****of applied disciplines, USWLU****nasibasalikh@gmail.com****ABSTRACT**

This article examines the impact of authentic materials on English language acquisition among EFL learners. It presents research findings on how information technology (IT) influences learner motivation and offers insights that can assist educators in designing more engaging and effective language instruction. By integrating authentic materials into the curriculum, educators can create a dynamic and immersive learning environment that encourages students to practice their newly acquired language skills in real-world contexts. Motivation is an abstract concept that cannot be directly observed, yet educators play a crucial role in fostering it among learners. Motivation is an internal state that propels individuals to engage in goal-directed behavior. It is often understood as a force that explains why people or animals initiate, continue, or terminate a certain behavior at a particular time.

Key words: Motivation, authenticity, language learning, education, classroom, communicate, activities, modern education, didactic, critical thinking, effective, real-life situation.

Authentic material is any material written in English that was not created for intentional use in the English classroom. Using this content for teaching English can make the teaching experience even more engaging, imaginative and motivating for students. What is authentic language learning content? Essentially, this term refers to materials (e.g audio, text or video) used in a lesson or language learning task that have not been specifically created for language learning purposes. When students are motivated, they develop a strong desire to learn, engage actively in the learning process, and demonstrate enthusiasm for acquiring new skills. In this regard, technological innovation serves as a powerful tool in modern education, particularly in language learning.

Numerous studies have proven that the use of authentic materials is beneficial for FL students of any level in many ways. According to Rubin “good language learning depends on at least three variables: aptitude, motivation, and opportunity” (p.42). The first variable is related to the student’s language strategies and knowledge; the second is related to the intrinsic or extrinsic

will to use an FL to communicate within a classroom or in a streetwise context; and the third one is related to the activities, outside or inside the classroom, that give students a chance to practice the FL. These three variables can be tackled and easily improved in the language classroom with the use of authentic materials.

A didactic proposal based on authentic materials and situations is developed paying attention to all the important teaching and acquisition theories related to them, to the criteria for material selection. Furthermore, this didactic proposal follows the principles of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) approaches since they are the ones in which authentic materials can be best made the most of. These approaches reflect real-world situations following several steps to achieve of a goal (a task in this case) which is why they are perfect for this proposal based on authentic materials. The final task of the Didactic Unit consists of the students creating a movie and series section within a magazine for which they have to use authentic materials and follow a series of real-life like steps to complete it.

Authenticity requires a space for learners to make their own meaning. We must avoid an over-mediated presentation of the past. Students' conclusions must be freely arrived at as the result of open discourse, personal reflection, critical thinking and enquiry. This teaching is based on five basic principles: higher-order thinking, in-depth learning of information, making connections with the real world, sharing ideas, and providing social support. The motivation of pupils is one of the most important factors in teaching. Without motivation there can be no learning. However, a teacher must understand both types of motivations to make his teaching learning process more effective and interesting. The concept of authentic materials involves different elements referred to diverse aspects of a communicative situation. When using them in the FL class we have to take into account all these elements and we need to have a clear idea of what is the purpose of each text we are using in each situation and for what purpose and situation we are going to use them in the FL classroom. In other words, we should create authenticity in the FL classroom based on the materials chosen.

As Pinner conducted a teacher training workshop in Japan in which he gave the participants three different types of FL activities and they had to decide which the most authentic one was. In figure 1, the three activities can be seen.

Figure 1: Teacher's options to decide on authentic activities.

Example 1	1. The teacher brings an English language newspaper to class and has students read the text and underline every instance of the present perfect aspect
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	or passive tense, and then asks them to copy each sentence out into their notebooks.
Example 2	2. The teacher uses an inauthentic' text from a published course book which was contrived specifically to practise reported speech and then discusses other ways in which the speakers from the text could have said the same thing in a different way.
Example 3	3. The teacher asks students to use the internet to research about their favorite celebrity or hero and then create a short presentation in English to the rest of the class about that person.

Most of the participants chose example A as being the most authentic task because of the use of an authentic material in the classroom (an English language newspaper); however, the way in which the newspaper was approached, from a methodological point of view, was not authentic since the task focuses on analyzing the grammar of the newspaper and not the communicative situation that involves it. This means that the use of authentic materials has to be obligatorily linked to creating authentic situations in the classroom for them to be actually effective.

Regarding the speaking skill, Porter and Roberts (Oura, 2001, p.69) state that conversations in real life differ a lot from those created for language purposes. Especially when referring to the pace, turn-taking, hesitations and errors in sentence forms. Many times, students feel they are never going to be able to achieve to maintain a conversation similar to that in a contrived recording; however, exposure to real-life conversations could show them that speakers do not utter perfectly grammatical sentences or that they do not always respect turn-taking which could be beneficial for the student's self-confidence when starting to produce oral utterances in the FL. Real-life conversations improve the students' speaking skill as well as their communicative competence in the sense that they can feel confident to produce fluent messages not fearing making accuracy mistakes.

After studying the effect of aural authentic materials on the listening comprehension of English as a Foreign Language adult students, found out that these materials improved the students listening comprehension and speaking skills since they were more confident when communicating in English, and motivated to listen to authentic language outside the classroom. This shows that even if authentic materials are used to develop a certain skill, they also improve other skills at the same time.

Motivation in education can be defined as the reasons that move students to carry out a task successfully or not (Pinner, 2014). Motivation could be extrinsic or intrinsic depending on whether it comes from outside the students or from within them. On the one hand, if they are intrinsically motivated, they value a task because it matches their interests, needs or values (Deci & Ryan, 2000). On the other hand, if they are extrinsically motivated, they carry out a task because there is a “strong external coercion” (Deci & Ryan, 2000) which could be passing an exam with high grades to enter university or family pressure, among others. In short, students could be interested in learning a language because they have a lasting interest or because there is an external pressure to learn it.

In addition, the criteria of text and task authenticity and materials’ difficulty were very important for the students’ language acquisition and autonomy. The students were able to read the written review without much difficulty because it was chosen according to their language level; however, they did not find it too easy to read which improved their language aptitude. Moreover, aside from helping learners establish self-confidence and cultivate self-motivation, the use of communicative teaching method has incredible effect on students’ academic performance.

Summarizing our research, we would like to emphasize that motivation is essential because it directs, focuses, and maintains goal-directed behavior. It plays a crucial role in relationships, work, sports, and education (Ryan & Deci, 2018). Motivation turns values into actions, creating more positive human behaviors and contributing to positive health and life outcomes. All in all, authentic materials can improve the students’ FL acquisition and task motivation greatly; however, it must always be kept in mind that they must be used in a way that students’ find useful and interesting in order for them to be willing to acquire a language instead of being willing to pass an exam.

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