

USING AUTHENTIC MATERIAL TO ENHANCE COMMUNICATIVE COMPETENCE

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Abstract

This present paper talks about the communicative competence with the use of Authentic Materials. Making students watch a video clip and in middle paused it, they should come forward to complete the remaining activities. It is done in class as a pair work, which develops conversation skill, giving sudden situation and observing students will power. Students face challenges. This paper also includes a bit of recommendations. A few problems researcher found or observed in the class, while communicative competence was implemented. Learning to communicate in other language is too difficult or it takes time. Researcher used the sample students in an effective manner.

Key Words: communicative competence, second language acquisition, authentic materials.

Introduction

Let us first discuss the communicative competence, the term communicative competence is comprised into two words, the combination of competence to communicate, communicative competence. According to Chomsky, the theory of syntax has been viewed today as a classic distinction between competences, the monolingual speaker- listener's knowledge of language and for performance the actual use of language is real situation. Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence. It is constructed in the year 1960. This is one of the challenging tasks for ESL learners. Students from their native can speak their own language, by listening and practicing from infant. So, my sample students know how to learn English language. But they did not make a habit of speaking. So in this investigation we are going to discuss about how to improve student's communicative skill. Authentic visual materials such

as street signs, magazines and newspapers pictures, post cards, etc. Students should first learn how to start a conversation and end it. Conventions for initiating, maintaining and closing conversation.

Conversation can be used in many ways, casual communication, monologue (story telling), telephone calls, giving direction of a people, classroom conversation. "Authentic materials" refer to "materials that are originally produced in a given language for a native-speaking audience of that language and not for learners of the language as a foreign language." (Garza, pg. 24), selected certain topics of native speakers interview, BBC News, Movies without any subtitle, played audio of native speakers. Students first did warm-up, basically while starting a class, researcher played a songs, which means ESL is not that difficult.

After song is played, students should sing in chorus, then along with the song students should join, by that it will be easy for them to pronounce and their interest can be gained in way.

Playing cartoon movies which encourage student's comprehension skill to develop, class will be divided into 2 groups, 1st group students activities will be viewing the movie carefully and developing the story in their own style. 2nd group will be taking notes on difficult vocabulary in the cartoon movies, finding the exact meaning and making their own sentence. This will be discussed in the class. Playing a moral stories, how it is constructed and the role of characters will be explained. to create learners creative moral story process is done. Finally giving a proverb and keeping in mind the construction of moral stories, learners should create story and they should reveal in front of their classmates. Each student is faced by the different proverbs.

Each student has his/her own handout, which is issued by the instructor. Students have different activities, that is authentic visual materials were given, one among them will be having picture by viewing the picture he/ she should communicate with their friends in front of class. One will be having traffic signals and he/she will be motivated to convey, other will be having newspaper clipping he/she should tell the vocabulary and idioms or whether homophones are mentioned are not. Rest of the students should prepare post cards where the topic is given in their handouts. And they should prepare invitation card or advertisement, notice. After completing their work students will come out with their handouts with work completed. Now, the major role plays, the work which is completed by them should be explained to their friends in classroom, without using their mother tongue influence. Students were eager to convey because the entire work is completely done by them, instructor helped them whenever it is necessary.

With the help of English newspaper, quiz competition is held, which made students communicate and share their knowledge. Main thing is that students were given opportunities and encouraged to overcome their lack of self-confidence, and interest. Opportunities must be given to students even though they were going in a wrong path. Without mentioning it is

wrong (de motivating) them, we can motivate its fine but you could try in this way to reach your goal. It evolves more than that; it must focus on finding valuable and meaningful ideas throughout this process of students sharing ideas, ideas that can be related to the communicative competence. Building positive thoughts were students encourage them to involve and improve. An important aspect of conducting these types of activities students will be able to communicate what they know.

Conversation occurs in a naturally way, conversations to describe how students construct themselves as “normal” users of communication technologies devices such as mobile phones, their communicative interaction is made as ESL. Honest conversation, actual face-to-face conversation. Meaningful conversation of social interaction is shown.

Activities:



Students should talk about this given picture; the above picture is an example.

Activity 1. Speaking

Students should observe this picture and share their comments, which mean speaking skill is used.

Activity 2. Writing

Write a conversation between you and the man shown in the picture.

Stranger	
You(students)	
Stranger	
Student	

Tongue twisters are phrases or sentence that to motivate. students should say quickly and correctly. Classroom environment will be enthuse they are, Few example

- A black bug's blood
- Six sill sisters selling shiny shoes
- Willy's real rear wheel
- He threw three free throws

Riddles are popular; they are a kind of puzzle:

- What can you catch but not throw -----?
- What belongs to you, but other people use more than you do?

This can encourage and make students involve in their work. Second language acquisition is taught in different level. SLA through games and entertain activities and gives a way to elaborate communication. Communicative skills are to practiced in role plays regularly in class.

Recommendation

During data collection researchers has noticed, while using materials in classrooms, one should be aware of selecting materials, mainly authentic materials for speaking. Researchers helped to overcome their hesitance, fear, shyness etc. moreover, researchers used techniques like paraphrasing, miming using pictures to overcome fear. Learners should be motivated and chance or opportunities should be given to all in equal level. This gives students for having a positive attitude while using materials and makes a learning environment. By this method students can gain linguistics more effectively and attain success

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