Authentic Materials for Intercultural Communication: Develop Speaking Materials That Encourage Learners to Engage in Authentic Cross-Cultural Communication Effectively in Diverse Global Contexts

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ABSTRACT

This study examines the role that genuine materials have in supporting language learners' successful cross-cultural communication in a variety of international circumstances. Speaking materials that accurately capture the complexity of cross-cultural communication are desperately needed, as the importance of intercultural competency and the interconnection of cultures rise. Utilising theoretical frameworks from language education and intercultural communication, this study suggests a genuine materials-based instructional method to support students' meaningful cross-cultural encounters. The first part of the study looks at the theoretical foundations of authenticity in language learning materials, emphasising the role that cultural authenticity plays in encouraging sincere comprehension and enjoyment of various linguistic and cultural activities. The possibilities and difficulties of creating real speaking materials for cross-cultural communication are then covered, along with concerns about task design, language competence levels, and cultural representation. The article also offers a range of methods and approaches for producing and applying real resources in language learning environments to improve students' international communicative proficiency. Real-world communication activities, the incorporation of multimedia resources, collaborative learning opportunities, and the promotion of critical reflection on cultural views are some of these tactics. This study shows how genuine resources help learners develop their empathy, communication skills, and cross-cultural awareness through a review of empirical studies and pedagogical examples. It emphasises the part language instructors play in facilitating cross-cultural learning opportunities and promotes a learner-cantered methodology that gives students the tools they need to actively interact with various cultural viewpoints. This research adds to the current conversation on language pedagogy by supporting the use of real materials in intercultural communication instruction. It attempts to motivate language teachers to embrace authenticity as a fundamental idea in fostering significant cross-cultural interactions in language classrooms by offering useful insights and pedagogical suggestions. The purpose of this research is to examine how real resources for cross-cultural communication are created and used in language learning environments. It will include a summary of theoretical frameworks, instructional strategies, and real-world examples to help language teachers design speaking resources that inspire students to interact with cultural diversity in a genuine way.

Keywords: *Authentic materials, value of appropriate materials, speaking skills, effectiveness of language.*

Introduction

In a typical educational environment, authentic instructional materials greatly aid in producing more consistent learning results for college students. Students' successful learning in the

classroom may be enhanced by applying or interpreting the information concerning practical knowledge. Authentic materials include the main structural frameworks that ensure the intended outcomes for students' speaking skill development. Using high-quality resources helps pupils become more autonomous even in the face of inadequate or non-existent instruction. Language instructors frequently find it difficult to provide speaking materials that accurately capture the complexity of cross-cultural encounters, despite the acknowledged necessity of intercultural communication skills. In order to successfully include real materials into language instruction and support students' capacity to speak across cultural barriers in a variety of international situations, pedagogical techniques and practical advice are required. (Ahmed, 2017) One of the fundamental duties or purposes of materials is to provide speaking opportunities to the students in the classroom. This authentic material can be used more or less successfully depending on how well students comprehend the English language speaking in the classroom and the real world, the significance of the resources, and learner responsibilities in understanding language education and learning content through materials and activities in the classroom. (Gani & Marhaban, 2021)

However, in order to provide useful resources for English speaking in the classroom, how can the instructor comprehend the speaking issues that students are having? Seek for tools that can assist you in improving your speaking of a second language. Explain the significance of an educational speech. The foundation of speech instruction in the classroom is defined by authentic content. (Oura, 2001) The most difficult hurdle for those who speak English schools push their students with new challenges on a regular basis in an effort to motivate them to speak as much as possible. These difficulties are related to one another. Teachers are required to finish a crucial planning task that enhances the speaking-based practical knowledge by creating useful teaching resources.

(Burns, 1998)

Authentic Speaking Materials for Teaching

Students can practice speaking English in the classroom by watching TV advertisements, quiz programs, debates, cartoons, news snippets, comedy shows, movies, audiobooks, and newspaper articles. Find videos by language level, from beginner to native. The fact that these valuable materials for teaching speaking in the classroom are real will increase student motivation and better meet learner expectations. The ability to comprehend and use English in

real life, which students need to know to get there, will be taught to learners using authentic resources. (Bahadorfar & Omidvar, 2014)
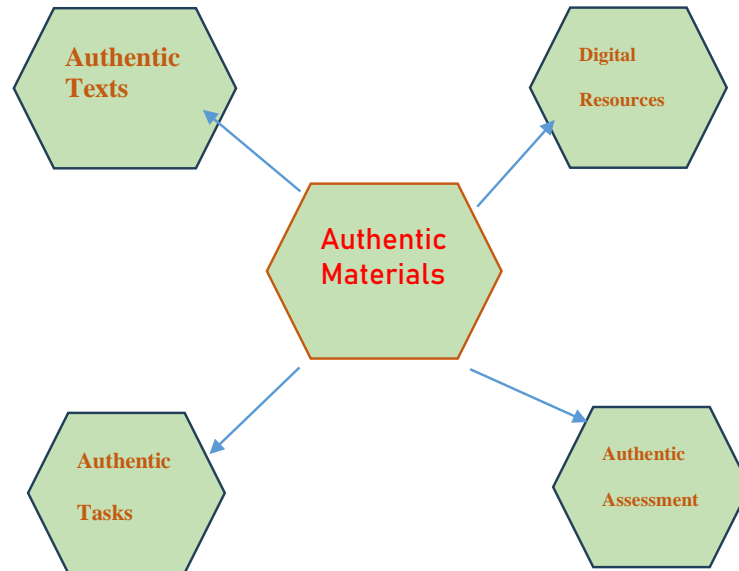
Authentic Texts

Authentic texts refer to materials written or spoken in the natural language used by native speakers, often without simplification or adaptation for language learners. These texts encompass a wide range of genres, including newspapers, magazines, literature, advertisements, and social media posts. They offer learners exposure to genuine language usage, idiomatic expressions, cultural nuances, and diverse vocabulary, which can enhance their language acquisition and proficiency. Authentic texts promote meaningful language engagement, allowing learners to develop comprehension skills and cultural awareness while connecting language learning to real-world contexts. However, they may pose challenges due to their complexity, requiring learners to employ various strategies such as contextual guessing, inferencing, and dictionary use to comprehend them effectively. Despite the challenges, authentic texts provide invaluable learning opportunities, fostering fluency and proficiency in the target language. Ciornei, S. I., & Dina, T. A. (2015).

• Newspaper articles

• Literary texts (short stories, novels, poems)

• Interviews

• Conversations

Authentic Tasks

Authentic tasks in education refer to assignments or activities that mirror real-world tasks and challenges, often found in professional or everyday contexts. These tasks require students to apply their knowledge, skills, and understanding to solve problems or complete projects that have genuine relevance and meaning beyond the classroom. Examples of authentic tasks include conducting research, solving real-world problems, creating multimedia presentations, designing prototypes, or engaging in community service projects. By engaging in authentic tasks, students develop critical thinking, problem-solving, collaboration, and communication skills that are essential for success in various contexts. Moreover, authentic tasks enhance motivation and engagement by providing students with opportunities to see the practical applications of their learning. Integrating authentic tasks into the curriculum promotes deeper learning and better prepares students for the challenges they will face in their future careers and lives. Oura, G. K. (2001).

• Role-plays (e.g., job interviews, customer service interactions)

• Problem-solving scenarios (e.g., planning a trip, resolving conflicts)

• Debates and discussions on current events or controversial topics

• Storytelling activities (personal anecdotes, fictional narratives)

• Cultural presentations and exchanges

• Debate

• Presentation

• Brainstorming

• Storytelling

• Reward the students and play vocabulary games

• Give support and preparation time

Digital Resources

Digital resources refer to a wide range of materials and tools accessible through electronic devices such as computers, tablets, and smartphones. These resources encompass various formats including websites, e-books, multimedia presentations, educational apps, online courses, and virtual simulations. They offer immense potential to enhance teaching and

learning experiences across diverse educational settings by providing anytime, anywhere access to information, interactive content, and collaborative platforms. Digital resources cater to different learning styles and preferences, offering opportunities for personalized learning and differentiated instruction. Moreover, they facilitate the integration of multimedia elements such as videos, audio clips, animations, and interactive exercises, which can enrich learning experiences and deepen understanding. Despite the numerous advantages, effective utilization of digital resources requires thoughtful selection, appropriate integration into instructional practices, and considerations for digital literacy and accessibility. By leveraging the power of digital resources, educators can create dynamic and engaging learning environments that foster critical thinking, creativity, and digital fluency among learners. Churchill, D. (2017).

• Online articles and blogs

• Webinars and online courses

• Social media platforms (Twitter threads, Facebook posts, Instagram stories)

• Language learning apps and websites

• Virtual reality (VR) experiences and simulations

• Authentic Assessments

Authentic Assessments

Authentic assessments are evaluation methods designed to measure students' understanding and proficiency in real-world contexts, reflecting meaningful tasks and challenges they might encounter beyond the classroom. Unlike traditional assessments that rely heavily on memorization and regurgitation of facts, authentic assessments require students to demonstrate their knowledge, skills, and competencies through tasks that mirror authentic situations. Examples of authentic assessments include projects, portfolios, performances, simulations, case studies, and problem-solving tasks. These assessments emphasize application, critical thinking, creativity, and problem-solving skills rather than rote memorization. By engaging students in authentic assessment tasks, educators can gain insights into students' abilities to transfer their learning to practical contexts, fostering deeper understanding and retention of knowledge. Moreover, authentic assessments provide students with opportunities for self-reflection, peer collaboration, and feedback, promoting metacognitive awareness and continuous improvement. Integrating authentic assessments into instructional practices not only enhances the validity and authenticity of assessment data but also prepares students for

success in the complex and dynamic realities of the 21st century. Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018).

• Performance-based assessments (presentations, speeches, debates)

• Portfolio projects (compiling written and multimedia artifacts)

• Simulated real-life tasks (role-plays, problem-solving activities)

• Peer and self-assessment using authentic criteria

• Authentic assessment rubrics aligned with learning objectives

Through these activities, teachers can support learners in being ready to communicate and think in English. The following are a few examples of classroom activities where students use authentic materials for speaking in class while employing real-world English second language objectives and specific tasks to achieve in a classroom.

English-speaking Challenges Students at a Degree College

English is a second and foreign language that is taught in many institutions' classrooms; yet, speaking English in front of people is a challenge for many students. Degree-granting universities continue to teach the subject in English. Because of the difficult grammatical patterns in the language and the attitudes or psychological problems of learners, most students find English to be an extremely difficult subject. As a result, they struggle to communicate in English in society or at college. Numerous elements, such as difficult grammatical structures, difficult vocabulary, and the diversity of social languages, influence language acquisition. English-speaking challenges often present significant hurdles for students at degree colleges. Many students entering degree programs may come from diverse linguistic backgrounds where English is not their first language. As a result, they encounter difficulties in articulating themselves fluently and confidently in English, particularly in academic settings. Pronunciation, vocabulary, grammar, and comprehension can pose substantial challenges. Moreover, the pressure to perform well in English-speaking assessments and presentations adds to the students' anxiety. Additionally, the cultural differences embedded in language use can also contribute to the complexity of communication. However, degree colleges can address these challenges through tailored language support programs, such as language workshops, conversation clubs, and peer tutoring. Providing opportunities for consistent practice, constructive feedback, and creating a supportive learning environment can help students overcome these hurdles and develop proficiency in English communication, thereby enhancing

their academic and professional prospects. (Pattanpichet, 2011) When real-life knowledge is genuinely presented through authentic content, students may comprehend the link between what they convey in class and what they must accomplish outside of it to better English speaking. (Hughes & Reed, 2016) While teachers questioned the students about the challenges they face when communicating in English, it became clear that they face several challenges. The most common problems among students were: nervousness, a lack of vocabulary, difficulties using grammar structures, difficulties pronouncing words, fear of making mistakes, excessive dependence on the mother language, and a lack of confidence. concerns with (disconnected) language, society, the environment, and family. (Liu et al., 2021) The vocabulary utilised in the classroom so that learners may get the most from their exposure to it Education in the English language is essential for kids' entire growth. A major issue in language learning is that students are no longer able to understand instructors' spoken language abilities when they use them as a model in the classroom. Some of the English instructors here are unpleasant, make the material difficult to comprehend, and seem to relish punishing their pupils; other students make fun of the less intelligent one.(Arifin, 2018)

On the other hand, some students lack motivation for various reasons, including a lack of family support, the local environment, and the academic position of the family members. Most parents were focused on providing for their children's daily needs, and learning English was only seen as one of the subjects that would be examined in the national examination. According to the teacher's observations of the class, children hardly ever use English to communicate in their daily lives, either at home or at college. (Alharbi, 2015) In their significant duties, teachers must be able to engage students in speaking English because communicative competence has been a central paradigm in the English language. Implementing the English language education that teachers should target for students in the classroom was challenging. Students tended (tense?) to be quiet as the teachers appeared to dominate the class with their "linguistic combination." Teachers' problems in the profession are complex in the classroom to deliver the English language simply. Nowadays central government should take steps to improve teachers' professionalism. Additionally, they can use the abilities they acquire during training to encourage students to use English in the classroom. To motivate students and respond to their needs, teachers are crucial. In reality, class observation reveals that despite degree-granting teachers' best efforts to urge students to participate in English-related classroom activities, students' participation in learning usually looked passive in the classroom. (Hou, 2013) Due to students' intense fear of making mistakes and some students' plain shyness, which is seen even

in native learners, English teachers must use various techniques to help their students improve their speaking abilities. To encourage students to communicate in English classes, English teachers may now include some enjoyable exercises in the form of language games. In general, most students enjoy playing games in class, and they usually request additional games as they want them. It is certain that the student's speaking abilities significantly increase when they practice these activities in enjoyable teaching. (Abda, 2017)

Importance of Speaking Skills in Classroom

English is now essential for success in all areas. Communication is facilitated by language. Without employing real materials, perfect communication between individuals is impossible. The use of appropriate language for communication is also necessary for students to accomplish their purposes, objectives, and goals. (Razi , 2021) English acts as a means of communication with the students since it is regarded as the universal language and is used by people everywhere. The ability to speak another language is the most crucial talent to develop. Speaking is said to be the most crucial language ability to acquire among the four main ones while studying a second language. (Rao, 2019) The ability that students will be evaluated on most in practical circumstances is speaking. Similar to instructing students to memorise dialogues or practise exercises, teachers have continued to educate students on speaking skills through the drill method. Nowadays, more focus is being placed on teaching students how to speak English for they to succeed in their academic endeavours when using authentic material. (Hughes & Reed, 2016) The ability to English speaking in the classroom provides students with many advantages. Some are as follows:

☐ To increase the speakers' self-assurance

☐ To improve critical thinking and problem-solving skills.

☐ To enhance the speaker's overall personality development.

☐ To build up self-confidence

☐ To actively participate in conversations and debates

☐ To succeed in job interviews

☐ To efficiently communicate with others

☐ To keep one's thinking and reasoning skills sharp

Improvement of Classroom Speaking Technique

Improving classroom speaking techniques is essential for fostering effective communication skills among students. Implementing various strategies can significantly enhance students' ability to express themselves confidently and articulately. One approach is to provide ample opportunities for oral presentations, debates, and discussions, allowing students to practice speaking in front of their peers regularly. Additionally, incorporating interactive activities such as role-plays, group discussions, and language games encourages active participation and boosts students' speaking proficiency. Furthermore, integrating technology tools like audio recordings or video presentations enables students to self-assess their speaking skills and track their progress over time. Moreover, creating a supportive and inclusive classroom environment where students feel comfortable expressing their ideas without fear of judgment is crucial. By continuously refining classroom speaking techniques through diverse methods and fostering a positive learning atmosphere, educators can empower students to become confident and effective communicators both inside and outside the classroom. Marsevani, M., & Habeebanisya, H. (2022).

• The material should be relevant or interesting

• Teaches daily vocabulary related to the topic in the classroom

• Give students a worksheet where they can list their daily tasks and English-language achievements.

• A Group of students should be formed so that speaking practices can be performed in the classroom

• Use English drama activities in the classroom

To engage the students and enhance their speaking abilities, teachers should incorporate such exercises into their regular classroom teachings by using their personal experiences as examples, the teachers can also offer exercises like "Speaking about themselves" and with your friends. Teachers play important responsibilities in improving the educational quality in the classroom by enforcing process requirements to meet graduation and content standards. They encounter several difficulties, notably while teaching English in the classroom. (Qamar, 2016) The learners continue talking about themselves as a result of the encouragement they receive from their professors since what they say is a fact that has been memorised. The instructors might then expand this activity by asking the students to share something about their best friends, parents, or favourite books through a speaking activity. Therefore, these activities

undoubtedly provide the students with an opportunity to develop their speaking abilities in a fun method. (Bahadorfar & Omidvar, 2014)

Speaking well is a useful talent. Depending on your goals, pay attention to both fluency and clarity in the classroom. Accuracy refers to the level to which students' speech corresponds to what practitioners of the target language express. Fluency refers to how swiftly and confidently speakers utilise the language, with little hesitation or forced pauses, false starts, reading activities, etc. As a result, authentic materials will undoubtedly expose students to speaking skills, allowing them to analyse the surroundings rather than just the usage of words. (Burns, 1998) As a result, authentic materials will undoubtedly expose students to speaking skills, allowing them to analyse the surroundings rather than just the usage of words. Students indicated increasing knowledge of the benefits of being able to utilise the language in real-world situations as they acquired more confidence while dealing with actual materials. Students expressed their appreciation for the opportunity to English speaking other than their own and practise skills they would need outside of the classroom. (Susanty 2017) (Susanty has used this quote in the context of what his students did in particular experiment that you pasted the quote here) As a result, the English spoken in class differs significantly from the English spoken outside of it. To make some linguistic topics more intelligible for students, teachers have a tendency to use stilted spoken language in the classrooms, which lessens the authenticity of the learning environment in the classroom. (Gani & Marhaban, 2021)

Thus, Teachers must develop a learning atmosphere in the classroom since the ultimate goal of the authentic material process is for students to be good at English speaking in the classroom. Authentic materials are one of many crucial elements needed to create such a good environment in the classroom. Most teachers are forced by the system to put the product above the process, but only a process-oriented classroom would inspire students to want to explore the world beyond the confines of the textbook. It is suggested that language instructors use the theoretical frameworks, pedagogical methods, and useful techniques covered in this chapter into their actual teaching practices. Teachers may equip students to engage authentically with cultural diversity and negotiate cross-cultural relationships in a variety of global situations by introducing genuine speaking resources into language lessons. (Rao, 2019) A collection of actions that would enable students to practise and reinforce the meaning and forms of the target language should be included in authentic resources. Using a variety of real resources, teachers may direct effective class discussions, formulate meaningful questions, and design engaging activities that would enhance speaking abilities. A language teacher uses internet and digital

resources to provide genuine speaking materials that are not limited by location. Social media sites, multimedia tools, and virtual exchange programmes give students access to immersive cultural experiences and intercultural conversation possibilities. Excellent Resources in a Multicultural Learning Environment In order to foster intercultural communication abilities, this article examines how a language instructor incorporates real speaking materials into a multicultural classroom. Tasks, exercises, and instructional tactics are given as examples to show how to use successful strategies to get students interested in learning about other cultures.(Hughes & Reed, 2016)

The conclusion is that Speaking abilities are the most important skills for all students who want to learn English to advance their careers, improve their businesses, boost confidence, get better job opportunities, give speeches in public, attend interviews, take part in debates and group discussions, presentations are connected to speaking abilities. Students are encouraged to exchange ideas, negotiate meaning, and work together to achieve common goals via collaborative learning activities that promote real communication. Work in pairs and groups can foster cross-cultural discussion and imitate real-world communication situations. When students use these speaking techniques in the classroom, they become proficient in them and perform well in both inside and outside classroom activities. To summarise, there is substantial evidence that students are more motivated to learn English when they see the value of doing so. With the development of authentic content, it was easier for students to access authentic content to locate resources for learning or amusement, such as intriguing methods. The study discovered that both teachers and students employ interactive approaches to enhance speaking abilities in the classroom while utilising authentic materials in English as the language in the classroom.

Prospective Research

To further understand how authentic materials might foster intercultural communication abilities, more study is required. Additionally, creative methods for incorporating authenticity into language teaching practices must be developed. The fields of intercultural communication and language education will advance with continued cooperation between scholars, practitioners, and educators.

Conclusion is that the theoretical foundations of authenticity in language learning materials, emphasising the role that cultural authenticity plays in encouraging sincere comprehension and

enjoyment of various linguistic and cultural activities. The possibilities and difficulties of creating real speaking materials for cross-cultural communication are then covered, along with concerns about task design, language competence levels, and cultural representation. The article also offers a range of methods and approaches for producing and applying real resources in language learning environments to improve students' international communicative proficiency. Real-world communication activities, the incorporation of multimedia resources, collaborative learning opportunities, and the promotion of critical reflection on cultural views are some of these tactics. This study shows how genuine resources help learners develop their empathy, communication skills, and cross-cultural awareness through a review of empirical studies and pedagogical examples. It emphasises the part language instructors play in facilitating cross-cultural learning opportunities and promotes a learner-cantered methodology that gives students the tools they need to actively interact with various cultural viewpoints.

On the other hand, the utilization of authentic materials for intercultural communication plays a pivotal role in preparing learners to engage effectively in cross-cultural communication within diverse global contexts. By incorporating authentic speaking materials into language learning curricula, educators provide learners with invaluable opportunities to develop not only linguistic proficiency but also cultural competence. These materials expose learners to genuine language usage, idiomatic expressions, and cultural nuances, facilitating a deeper understanding of diverse cultural perspectives. Moreover, authentic speaking tasks encourage learners to actively engage in meaningful interactions that mirror real-world communicative situations, thereby fostering the development of essential communication skills such as active listening, empathy, and adaptability. As a result, learners become better equipped to navigate the complexities of intercultural communication with confidence and sensitivity, preparing them for success in an increasingly interconnected and multicultural world.

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