

## TEACHING SPEAKING THROUGH MASS MEDIA

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***Abstract.** This article deals with some problems in teaching speaking in the classroom and as a solution for teachers, regarding of avoiding some traditional methods, mass media is referred to use in order to conduct engageable lesson and atmosphere to comprehend the topic effectively and urge to share their own ideas in speaking lessons. Furthermore the more benefit sides are discussed and also there was a study related to that.*

***Key words.** Media, television, classroom instruction, speaking competence, authentic audio materials ,textbooks, coursebooks.*

The developments and advances in technology have been changing the distribution of mass media radically. Today, it has a great part in almost every corner of social life, regarding of teaching. As it is known that millions of people around the globe rely on mess media as the flow of information to get informed quickly, without making effort at present. Beside that, In educational settings mass media enriches instruction, to make the process of teaching learning being fun, the teacher can use many medias in the classroom. So, it can make teaching and learning process will be more effective and highly significant. Many kinds of media that can be used by the teacher through visuals, sounds, smells, and tastes. So, the teacher can choose the appropriate media in the classroom as they are easy to access and they have a wide publicity. The mass media also reach students easily, who do not prefer to participate in classroom instruction, and those ones who are distant from campus, working and unable to coordinate their business life schedules with class times, or those ones dealing with taking care of their children, the handicapped and many more.

The language teaching situation in terms of the students' speaking competence is not successful in schools. There is an urgent need for a solution. The mass media tools could be considered as a remedy as these materials have the highest potential

to engage the students by being flexible, entertaining and interactive which forces them will be encouraged to be interactive, to learn faster and to remember and to cooperate with other learners. For example, television with its authentic audiovisual materials, radio with its authentic audio materials, news with its authentic everyday language and the internet facilities which has all sorts of materials will be an effective way of learning and using the language. Furthermore, nowadays, different applications are used by English learners to incline their speaking skills beside listening, reading, writing, too. So that, this study is conducted what sort of applications are used in learning and teaching and the influences of English for second language. However, the pilot study in this paper is done to understand whether mass media tools can or may be used to improve the speaking skill or not.

Heinich said that “mass media serves many roles in teaching. It can easily become a teacher or it can serve as an interlocutor.”[ Heinich, R. et al.1996:3] Mentioning that with the help of mess media students are attracted easily to learn and practice the language. And it already becomes a handful for teachers to ease learning process which makes learning permanent as it pushes students to attend, to gain more accurate information and to remember. However, before using the media,the teachers should know whether the media is useful or not. Bertram, Ranby, Adendorff, Reed, and Roberts, (2010) stated that the teachers need to understand how media resource can be useful within learner-centered. For the authenticity of the materials, Tomilson (2001) for example of the opinion that authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers [Berardo, S. A. 2006:1]. Moreover, according to research of Hwang which holds the idea that while those authentic materials such as television to watch movies are interactive, EFL textbooks are implemental. She also insists that relying on carefully written materials for English teaching is not enough in order to supply the native-like proficiency. [Dr. Y.K.Singh. 2005:2] If we point out some problem in Uzbekistan, most teachers rely on textbooks and course books especially in terms of the

students' speaking competence there is no success and students after 11 years' school education cannot communicate in a foreign language. Even in these books, there are some mistakes should be taken into account. In this case, the mass media tools could be considered as a remedy since these materials have the potential to attract the students by their flexibility and interactivity that would at the same time be entertaining for the learners. It will be easier, faster and more effective to improve students' listening and speaking skills. In addition to this, EFL or ELT community has been designing coursebooks according to different teaching approaches or methods such as audiolingual, grammar-based, communicative and so on. All these approaches and methods tried to be effective on teaching the second language. Grammatically, the students are successful, but on speaking, they are not that successful because the semi-authenticity of the books and the way of teaching. However, the students find speaking English difficult as the language being used in the class is not similar to the one being used in real life. I believe using mass media is of important.

There was a study in The English Preparatory School of Maritime University accommodates students who study English before they start their departmental courses. The participants were given 5 skills courses: Structure, Reading and Writing, Listening and speaking skills. This study was done with 2 randomly chosen groups of EFL students. 19 students were in the experimental group and 19 students were in the control group. For example, the control group was studying actual Q-Skills Listening and Speaking Course book, while the experimental group was supposed to study both the regular curriculum and many extra authentic media materials such as movies, news, interviews and songs. This research justifies successfully the benefits of mess media materials. As while using media tools, learners have an opportunity to fix their pronunciation, memorizing skills as it was stated in that study. Plus, when it comes to application of mess communication, which can be used for improving speaking skill of English for the students including BBC Learning English, Duolingo, Learn English with Aco and ect. [Nitonde, Rohidas. 2018:4]

In conclusion The study was conducted to judge the effectiveness of mass media authentic materials on picking up the colloquial language in speaking English. The selected Preparatory School listening and speaking courses are devoted to this study of mass media authentic materials were carried out during the learning process. The results of the study presented the effectiveness of teaching these authentic materials in foreign language speaking skills development. The analysis of the data collected from the EFL students' speaking on one hand and the effectiveness of mass media authentic materials on the other. The results, considerably high success with a score of percentage 80, and the questionnaires showed significant evidences of the study conducted throughout the year. Students developed positive attitude towards mass media authentic materials rather than non-authentic course book materials. The rate of speaking a foreign language accurately and fluently in the class increased compared to the beginning of the year. In addition, the results of the study revealed that authentic mass media materials used in the class are much more effective and efficient than those ones in the course books.

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