

“THE ROLE OF AUTHENTIC MATERIALS (READING, LISTENING) IN LANGUAGE LEARNING “

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Annotation: The given article allows to explore the role of authentic materials in terms of reading and listening language skills and also the results of the usage of them in previous studies.

Key words: authentic material, auditory, print, ESL, ASE, IELTS, CEFR

The definition of authentic material is defined in literature in slightly different way. Rogers and Medley (1998) gave a definition of authentic material as exposure to real language in its own community. In recent years, the attitude towards the use of authentic materials has been changed and this phenomenon has been discussed and debated by many foreign teachers. At present, we can meet the term “authentic material” in each skill of language as reading, writing, speaking and listening comprehension.

However, the authentic materials are created for social aims, they can applied as teaching materials for language lessons. According to Martinez (2002) that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he mentions that by using authentic materials teachers will get a chance of motivating students to read for amusement mostly certain themes of their own interest. It is also beneficial for students to comprehend real language in real context in learning a language.

Authentic materials are divided into:

- audio (songs, radio news, talk show, advertising, podcasts, etc.);
- visual (picture and post cards, graphs and diagrams, posters, illustrations from magazines, etc.);
- audio-visual (video, video clips, etc.);
- printed (books, newspaper articles, tourist information leaflets, informational brochures, flyers, etc.);

There are two main categories of authentic materials-print (reading) and auditory (listening). The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practice English or any other language on their own time. Remember that it is not limited to articles from

newspapers and magazines. Songs, TV programmers and films, radio and podcasts, leaflets, menus – anything written in English constitutes authentic material.

One of the most **problem** that teachers face when teaching listening skill is choosing an appropriate listening material. Materials on paper seem good, but do not work or are not interesting for students, some cannot be used effectively or do not relevant for students' level. That's why, it's vital to take into consideration the aims of the course itself while selecting listening and reading materials.

Selecting authentic material;

The best content to select depends on the learners, their level of English and the course content the teacher wishes to focus on. It's also a good idea to find out the learners' interests – after all, there is no point trying to get students fascinated by a text on the latest scientific movie if they are all fans of action films.

But as authentic materials contain difficult vocabulary and structure; they should not be used as the main means of teaching for beginning learners. The lack of vocabulary and grammar knowledge can demotivate, frustrate and discourage learners from getting knowledge. Thus, authentic materials have a noticeable contribution in language learning.

English as a second language (**ESL**), Adult secondary education (**ASE**), International English Language Testing System (**IELTS**), Common European Framework of Reference (**CEFR**) etc. students all can benefit from using authentic materials. Using the content to teach the English language can make learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners.

In Listening;

The usage of tape recorder can be best choice for listening classes because of its following efficient sides.

- 1) Taped listening materials can be prepared in advance, and it saves teacher's working on the authentic lesson;
- 2) Teacher can also make a mistake in speaking as native speakers and his or her pronunciation cannot be authentic.

Recordings supply students with valuable native accents;

- 3) It is somehow difficult for teachers to act as two speakers to make a dialogue during the lesson. The only solution for problem is using recordings.

Pauline Cullen on her book: “The key to IELTS success” writes:

“If you google the term “IELTS expert” you will immediately be given millions of sites to choose from. For example, about 4,860,000 results within 0,50 seconds.

In my experience, most of the people who are confused about IELTS are using confusing materials that claim to be something they are not. If you are

serious about IELTS and getting the score you need, you should not rely on ‘Google University’ to meet your needs.

Authentic texts have been defined as “...real-life texts, not written for pedagogical purposes” (Wallace 1992:145) They are therefore written for native speakers and contain “real” language.

They are “...materials that have been produced to fulfil some social purpose in the language community.” (Peacock 1997), in contrast to non-authentic texts are especially designed for language learning purpose. The language in non-authentic texts is artificial and unvaried.

Advantages of using authentic reading materials:

- 1) “Real” language exposure with language change/variation being reflected;
- 2) Students are informed about what is happening in the world;
- 3) Textbooks tend not to include incidental/improper English and become outdated very quickly;
- 4) The same piece of material can be used for different tasks;
- 5) Ideal for teaching/practicing mini-skills: skimming and scanning;
- 6) Contain a wide variety of text types, language style not easily found in conventional teaching materials;
- 7) Encourage reading for pleasure, likely to contain topics of interest.

In conclusion, students who are taught using authentic materials learn language better compared to those who are taught by using materials from the course book. A percentage of the students stated that they could improve their listening and reading ability through listening and reading to authentic materials. Since the authentic listening and reading materials used were more interesting and related to the use of real language, they positively affected the students’ achievements and developing their reading and listening comprehension skills.

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8. © 2021 International Journals of Sciences and High Technologies <http://ijpsat.ijsht-journals.org> Vol. 29 No. 1 October 2021, pp.491-492 Corresponding Author: Barno Akbarovna Burtabaeva 491 “The Role Of Authentic Materials In Improving Listening”

