E-ISSN : 2181-4341
https://wordlyknowledge.uz
IMPACT FACTOR(SJIF) : 3,934

AUTHENTIC MATERIALS IN IMPROVING STUDENTS' LISTENING SKILL

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Abstract: This article describes improving listening skills of students with the aid of authentic materials. There are several ways and methods to develop students' comprehension on listening.
Key words: Listening, skill, authentic material, methods, develop, comprehension, listening.

Listening comprehension is a complex process, crucial in the development of second language competence. Moreover, listening is a basic skill in the first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning. This skill, despite its importance, has been allocated in adequate consideration in ESL/EFL teaching. Clearly listening is complex and involves developing and adapting interpretations of the world within a linguistic context that seldom permits repetition of input. In teaching listening comprehension or the other language skills, one of the mist factors which should be paid attention by teachers is the materials. One way to prepare ESL students for encounters with real language is to apply real language or authentic speech in the ESL. Therefore, many English teachers seek the innovative and trends for teaching and developing a skill of the students. One of them is using an authentic material in English classroom[1]. "The question of how to help learners develop effective listening skills brings attention to the methods we use and the type of materials we introduce our learners to. The aim of all listening lessons should be to allow learners a greater degree of independence when confronted with listening to the foreign language in a real world context, and that means using authentic texts"[2] . Authentic material is 2014. 2003. defined by Gardner and Miller as material intended for some others use besides language learning. Authentic material can come in all forms of interactions. It may be written text, audio recordings of actual communications or video of conversations or dialogue, all containing content not intended to be used for language instruction. There some reasons for using them. Perhaps the most important is the students' motivation and interest. One of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the integrative motivation. Authentic materials utilize this motivation very strongly by their ordinariness and flavor of everyday life; they seem exotic and exciting, the very stuff of strange foreign life. According to Gebhard, authentic materials can be classified into three categories. 1.Authentic Visual Materials; 2. Authentic Printed Materials; 3. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

Based on these definitions, we can find the real meaning of authentic materials: they are real language; produced for the native speakers; designed without the teaching purposes. Moreover, the suitable definition should be that authentic listening materials is unscripted, natural and spontaneous spoken language materials, such as discussions, and conversations etc. In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the internet is continuously updated, more visually stimulating as well as interactive. Authentic materials teachers could actually use in their lessons can be divided into

[1] "AUTHENTIC MATERIALS TO IMPROVE THE STUDENTS' LISTENING SKILL". Yasser Mallapiang,

[2] "Developing Listening Skills with Authentic Materials". Lindsay Miller, 2003.

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four main categories, namely: 1. Paper-based materials; 2. Audio-video materials (TV/radio/tapes); 3. The internet.

Audio-video materials are an extremely important aspect in teaching foreign languages, since, on the one hand, the learners will thus acquire a natural pronunciation and will greatly improve their listening skill and, on the other hand, the impact of the visual element, especially when combined with the sound, is very powerful and will enable learners to retain and remember the information presented easily. Authentic materials are plentiful on the internet and teachers can use the internet to include pieces of true and meaningful communication in the lesson. The Internet is not only a vast pool of information but also is a place to communicate with remote people.

Taking everything into consideration, we strongly believe that a language can be taught resorting to a series of such materials, ranging from real world, to pictures, documentaries available on-line or on CDs or on videotapes, materials which the students will undoubtedly come across in everyday life, as well as in the course of practicing their present and future job. A goal of classroom listening is to prepare students for real-life listening outside classroom and it is necessary to implement authentic materials at all levels of language instruction and listening comprehension training.

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