



# XORIJY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

*mavzusidagi respublika ilmiy-amaliy anjumani*

## USING AUTHENTIC MATERIALS TO IMPROVE LISTENING COMPREHENSION IN EFL CLASSROOMS

**Rakhimova Farhunda Sharifjonovna**

*1<sup>st</sup> year bachelor student*

*Scientific advisor: Khaibaev Bakhrombek Erkinovich*

*Uzbekistan state World Languages University*

**DOI:** <https://doi.org/10.5281/zenodo.15178877>

**Annotation.** *Listening comprehension is a crucial function in English as a Foreign Language (EFL) learning, yet many students have difficulties to understand native speakers in real-life situations. The purpose of this literature review is to analyze the use of authentic materials for listening comprehension in EFL classrooms. It examines the benefits, and effective implementation strategies of them.*

**Keywords:** *authentic materials, listening comprehension, EFL classrooms, real-life situations, authenticity.*

**Introduction.** Without any doubt listening plays a crucial role in language teaching. Additionally, it has a significant role in foreign language classrooms, but traditional teaching methods often rely on unnatural and scripted discourses. This paper explores the impact of using authentic materials such as podcasts, news reports, movies, and real-life conversations - on improving students' listening abilities.

Traditional classroom materials often fail to duplicate real-world communication, leading to difficulties in understanding when learners encounter natural speech. To bridge this gap, many researchers support integrating authentic materials, as they showcase language in its real-life form and introduce learners to a variety of linguistic elements. In foreign language education, authenticity can be divided into three fundamental aspects, each playing a distinct role in language acquisition. One of these aspects is called text integrity. For a text to be considered authentic, it must not be shortened, edited, or changed in any way. This means it should remain in its original form, whether simply or complex, without modifications. It is easy to bring an unaltered text into the classroom using copies, recordings or videos. However, maintaining the original authenticity of a text is more than just keeping its structure. It also depends on the context in which the text was created and received, including the time, place, and social background.

Genuineness and authenticity are not same things, there is a big distinction between them. Widdowson (1978) explains that while “genuineness” relates to the



## XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

*mavzusidagi respublika ilmiy-amaliy anjumani*

inherent nature of a text, “authenticity” is determined by the way a reader or listener engages with it. A text is truly authentic when it creates a meaningful connection between its content and audience. Using authentic materials in teaching listening is an effective way to acquire a foreign language because it provides exposure to real-life spoken language while introducing it into the classroom. Many researchers emphasize that authentic materials can be effectively used in teaching the target language because they create an opportunity for them to hear voices by native speakers. So, several professionals declare that such materials are essential to use.

There are also potential difficulties when using authentic materials. It is generally believed that some materials can pose a challenge for beginner or even intermediate students as learners may have a trouble in understanding fast speech, unfamiliar language, lexical and grammar structures in materials created for fluent learners. However, these challenges can be overcome with proper solutions, such as using subtitles, applying slower-paced materials can be used to familiarize students with native speech. With the advancement of AI-based language learning apps, students can now interact with speech recognition software that provides real-time feedback on pronunciation and comprehension. Applications like BBC Learning English, VOA Learning English, and Duolingo Podcasts offer learners the opportunity to engage with authentic materials in an interactive way. Studies have shown that students who incorporate digital tools into their listening practice show an improvement in speech recognition skills over time.

Foreign language teachers use a wide range of authentic materials from journal articles, blog posts, novels, and leaflets to audio materials, such as TV shows, public announcement, radio news and films. Teachers can gradually introduce authentic materials by first using subtitled videos, then moving to podcasts, and eventually engaging students in real-time conversations with native speakers. The use of movies and other types of moving images as educational tool in EFL classrooms is one method to help students develop listening comprehension skill. Through films they develop this skill by listening to language in various social contexts shown in movies, and this also gives them the skills needed to participate in conversations in real life. The results show that movies can significantly help learners reach higher levels of listening skills as they felt more motivated and became more active. In Japan, English teachers have successfully integrated BBC news reports into their curriculum, leading to noticeable improvements in students listening skills (Tanaka, 2020).



# XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

*mavzusidagi respublika ilmiy-amaliy anjumani*

**Conclusion.** Recent studies by Smith & Johnson (2021) confirm that students exposed to authentic audio materials show a 30% improvement in comprehension skills compared to those using scripted dialogues. Another research indicates that motivation plays a crucial role in language acquisition, and authentic materials contribute to higher learning engagement. Moreover, authentic materials are richer in both context and culture than construed materials, as it helps students broaden their horizons, enhance cultural understanding, and improve communication. Thus, there is no doubt about the importance of authentic materials in language learning. The key thing is only learning how to apply them in different levels of language proficiency.

### References:

1. Garber P., Miller R. (1999). Strategies for using authentic materials in language classrooms. *TESOL Quarterly*, 33(3), P. 589-595.
2. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118. <https://doi.org/10.1017/S0261444807004144>
3. Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-353. <https://doi.org/10.1093/elt/55.4.347>
4. Johnson, D., & Wang, L. (2021). The role of digital tools in enhancing speech recognition skills. *Journal of Applied Linguistics and Language Research*, 8(2), 45-61.
5. Smith, R., & Johnson, D. (2021). Authentic audio materials and their impact on listening comprehension. *International Journal of Language Studies*, 15(1), 78-94.
6. Tanaka, H. (2020). Integrating BBC news reports into EFL curriculum in Japan. *Asian EFL Journal*, 22(3), 112-130.
7. Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.