



## The types of audiovisual authentic materials and their usage in EFL classrooms

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### ABSTRACT

This article discusses the types of audiovisual authentic materials and using them in teaching English. The popularity of English around the world is increasing, including in Uzbekistan. As a result, the demand for learning this language is on the ascendant as a means of communication. Unfortunately, there is a lack of information about teaching pupils with the help of audiovisual aids in our education system. Developing the usage of authentic materials in the class can be an effective way to motivate pupils and it encourages pupils' interaction during English classes. Audiovisual authentic materials are considered useful tools in teaching English in EFL countries. For this reason, foreign language teachers should pay more attention to authentic materials in their teaching process in order to improve pupils' communicative competence. Besides that, by establishing teaching English in the EFL classrooms, the types and examples of audiovisual authentic material also evolved due to the teachers' teaching style and capability. This paper emphasizes the forms of audiovisual authentic materials and how they assist teachers in their teaching process. Also this paper gives some perceptions and hints both to the teachers and learners of English on how to improve their teaching and learning skills by using audiovisual authentic materials in the English classroom.

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## Audio-vizual autentik materiallar turlari va ularning ingliz tili chet tili sifatida o'qitiladigan sinflarda qo'llanilishi

### ANNOTATSIYA

**Kalit so'zlar:**

haqiqiy materiallar,  
audiovizual,  
kommunikativ  
kompetentsiya,  
ko'nikmalar,  
o'qituvchilar

Ushbu maqolada audiovizual autentik materiallar turlari va ulardan ingliz tilini o'qitishda foydalanish ko'rib chiqiladi. Ingliz tili butun dunyoda, jumladan, O'zbekistonda ham ommalashib ortib bormoqda. Natijada bu tilni aloqa vositasi sifatida o'rganishga bo'lgan talab yuksalmoqda. Afsuski, ta'lim tizimimizda o'quvchilarni audiovizual vositalar yordamida o'qitish borasida yetarlicha ma'lumotlar yo'q. Sinfda asl ingliz materiallardan foydalanishni rivojlantirish o'quvchilarni rag'batlantirishning samarali usuli bo'lishi mumkin va ushbu holat ingliz tili darslarida o'quvchilarning o'zaro munosabatini rag'batlantirishda yordam beradi. Audiovizual autentik materiallar ingliz mamlakatlarida tilni o'rgatishda foydali vosita sifatida qaraladi. Shu sababli chet tili o'qituvchilari o'quvchilarning kommunikativ kompetensiyasini oshirish uchun o'qitish jarayonida haqiqiy materiallarga ko'proq e'tibor berishlari kerak. Bundan tashqari, sinflarda ingliz tilini o'qitishni yo'lga qo'yish orqali o'qituvchilarning o'qitish uslubi va imkoniyatlaridan kelib chiqqan holda audiovizual autentik materiallarning turlari va namunalari ham rivojlanmoqda. Ushbu maqola audiovizual autentik materiallarning shakllari va ularning o'qituvchilarga o'qitish jarayonida qanday yordam berishiga urg'u beradi. Shuningdek, ushbu maqolada ingliz tili o'qituvchilari va o'quvchilariga ingliz tili sinfida audiovizual autentistik materiallardan foydalangan holda o'qitish va o'rganish ko'nikmalarini qanday yaxshilash bo'yicha ba'zi tushunchalar va maslahatlar berilgan.

## Типы аудиовизуальных аутентичных материалов и их использование в классах с обучением на английском языке

### АННОТАЦИЯ

**Ключевые слова:**

аутентичные материалы,  
аудиовизуальные  
средства,  
коммуникативная  
компетентность,  
классы английского  
языка,  
навыки,  
учителя.

В данной статье рассматриваются виды аудиовизуальных аутентичных материалов и их использование при обучении английского языка. Возрастает популярность английского языка во всем мире, в том числе и в Узбекистане. В результате возрастает спрос на изучение этого языка как средства общения. К сожалению, в нашей системе образования недостаточно информации об обучении школьников с помощью аудиовизуальных средств. Развитие использования аутентичных материалов в классе может быть эффективным способом мотивации учеников и поощрения взаимодействия учеников во время занятий английского

языка. Аудиовизуальные аутентичные материалы считаются полезным инструментом в обучении английского языка в зарубежных странах. По этой причине учителя иностранного языка должны уделять больше внимания аутентичным материалам в своем учебном процессе, чтобы повысить коммуникативную компетентность учащихся. Кроме того, благодаря установлению преподавания английского языка в зарубежных классах типы и примеры аудиовизуального аутентичного материала также развиваются благодаря стилю преподавания и способностям учителей. В этой статье основное внимание уделяется формам аудиовизуальных аутентичных материалов и тому, как они помогают учителям в учебном процессе. Также в этой статье даются некоторые представления и подсказки как учителям, так и изучающим английский язык, как улучшить свои навыки преподавания и обучения, используя аутентичные аудиовизуальные материалы на уроках английского языка.

## INTRODUCTION

Due to technological advances, the twenty-first century has witnessed tremendous changes in all spheres of life. As a result, there have been a variety of innovations in the field of education and English has no exception. During this process, the teachers of English have been using several teaching materials in order to satisfy the needs and interests of the learners. In the improvement of the standards of the pupils' skills, audiovisual authentic materials play a vital role. According to Peacock (1997), "Authentic materials are more motivating for students, even lower level students, than artificial materials". Furthermore, Briton (1991 cited Qura, 2001) states, "Authentic materials relate more closely to learners' need, for they build a connection between the language classroom and the outside the world".

As we know, there is a gap between the language taught in the classroom and the language usage in the real life. By spreading the communicative approach, it is suggested that teaching English in the classrooms should reflect how native speakers use it. Therefore, audiovisual authentic materials become popular among foreign language teachers.

In this paper, we will give some examples of audiovisual authentic materials and their definitions to them. We are also going to explore the notion of audiovisual authentic materials and non-authentic materials in teaching English as a Foreign Language (EFL) in Uzbekistan and then we will partly discuss it. Then we try to analyze the advantages and disadvantages of audiovisual authentic materials by giving some examples. Finally, we will conclude by outlining several recommendations and solutions for delivering audiovisual authentic materials in teaching English.

## MATERIALS AND METHODS

In order to investigate this task *theoretical method and qualitative method* has been used. A survey questionnaire was distributed by online survey to 5 English teachers in order find out Uzbek English teachers' attitude to the use of authentic materials within their English lessons. This kind of method was efficient way of collecting real usage of

authentic materials in Uzbekistan. Theoretically the study will explore the English teachers' attitude toward the use of audiovisual authentic materials in teaching English. There are many discussions on the definition of authentic material in teaching EFL classrooms. This chapter will give short definitions from the point of the scholars. In fact, we can infer that all definitions explained by scholars are associated with each other. For example, according to Herrington & Oliver (2000) the term "authentic materials" is directly related to the student's real life and prepares them to face and deal with real-world situations. Stubbs (1996) also defines authentic texts as "actual, attested, and such that they have real authentic instances of use". In other words, Nunan (1989, as cited Adams, 1995) states that authentic materials are not always produced for the purpose of language teaching.

Usefulness of audiovisual authentic materials has been significantly increasing especially in non-native countries such as Uzbekistan. Empirical studies showed the positive effects of authentic materials in teaching a foreign language. For example, some scholars show that using authentic materials leads to oral language development (Bacon & Finneman, 1990; Bacon, 2005;). Moreover, some other studies have confirmed that using authentic materials has a great influence on reading comprehension by presenting new words and expressions to students (Bacon & Finneman, 1990; Berardo, 2006;).

**The types of authentic materials.** Selecting teaching materials are very important part of teaching and learning a foreign language. In our modern world, recourses for teaching materials are available for everybody. The Internet is a key element for finding authentic and audiovisual materials. According to Gebhard (2006) authentic materials include anything that is used to communicate. He suggested that authentic materials can be classified into three categories:

1. *Authentic listening/viewing materials.* It includes silent films; TV commercials, quiz shows, dramas, movies, and soap operas; professionally audiotaped novels and stories; pop, rock, country, and children's songs; home videos; professionally videotaped, travel logs, documentaries, and sales pitches.

2. *Authentic printed materials.* It includes newspaper articles, cartoons, advertisements, movie advertisements, sports reports, weather reports, TV guides, tourist information and etc.

3. *Realia used in EFL/ESL classrooms.* It includes photographs, works of art, signs with symbols, postcards, picture books and etc.

As seen above, although there are a lot of types of authentic materials, they must be paid attention to their choice and use. For example, for listening comprehension activities authentic materials can be used in foreign language classes (Karaduman, 1990). However, materials used in one classroom may not work to realize another goal. In order to enhance students' four skills, sometimes auditory, sometimes visual, or tactile authentic materials can be used in class using active teaching techniques taking the aims of the lesson into consideration. If the teacher selects the appropriate type of authentic materials, students may reap a lot of advantages from it.

**The advantages of authentic materials.** The importance of authentic materials in teaching English is that students are benefited from exposure to real context. By using authentic materials, students can feel directly how the language they learn is employed in a real situation. Moreover, it makes them closer to the target language as they use items that exist in the real world, in their classroom. Also, real-life materials are regarded

effective to motivate learners in learning English. According to Oura (2001), triggering learners' willingness and interest is a still challenging task for teachers. Oura suggests that authentic material is one of the elements which determine learners' motivation. That's why scholars found that authentic materials effectively improve learners' willingness in learning English. Besides that, authentic materials can improve learners' communicative competence. It indicates that using such kind of materials in the classroom give better impact on the literacy of adult learners. Scholars like Rogers and Medley (1988) further add that authentic materials are resourceful materials to learn the culture of the target language. They contain cultural information which may benefit the learners to enhance their awareness of the culture. Through materials such as TV shows or newspapers, students can learn the culture or the habit of the people in the target language which can satisfy their curiosity. Finally, not only students but also teachers can also feel the advantage of authentic materials. Such kind of materials is considered valuable to help teachers design the curriculum and organize classroom activities based on learners' interest and needs. Lee (2010) suggests that teachers' awareness of the use of authentic materials can be one of the key points to insert during teachers' professional development training.

**The disadvantages of authentic materials.** Besides many benefits, scholars believe that authentic materials also result in several disadvantages. According to Richards (2006), authentic materials often contain difficult language, unneeded vocabulary items, and complex language structure, which can often create problems. Sometimes the vocabulary may not be relevant to the learners' needs and too many structures can create difficulty. Secondly, Martinez (2002) as cited in Al-Azri and Al-Rashdi (2014) notes that authentic materials might be culturally biased. It is because most EFL learners have a different cultural background than the target language. This may lead to confusion and misunderstanding since the learners are not fully aware of the cultural differences.

**Selecting authentic materials.** According to McGrath (2002), there are eight criteria to be considered when choosing appropriate authentic materials. These are (1) Relevance to the course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical consideration, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability. Berardo (2006) states that two more important criteria must also be taken into account by teachers when selecting authentic materials, which are: variety and presentation. Using different types of texts helps to make the reading task more interesting. Also, presenting the materials in an authentic context is a key element to attract learners' attention and interest. That means using colorful handouts, pictures, and diagrams.

For the effectiveness of authentic materials, they should not be chosen randomly. There must be an aim in using them and the chosen material should meet the objectives of the lesson. Similarly, for the learners to enjoy dealing with authentic materials, it should be paid attention to whether they are appropriate to the learner's age, language level, interests, needs, expectations, and goals. Briefly, materials should not be used only for the reason that is real, but also the students' level and interest must be considered. Spelleri (2002) states that the level of the language complexity must be just slightly beyond the learners' current ability. If they are too complex for the learners, rather than increasing motivation, awareness, curiosity to learn, they can work other way. That's



why, it can be said that a teacher should be aware of different kinds of authentic materials, what these materials can offer and how he or she can make use of them in the best way to develop students' foreign language skills.

Guareinto and Morley (2001) claim that authentic materials can be used at the post-intermediate level, but at lower levels, they lead to de-motivation, confusion and frustration. However, according to the findings of the survey conducted by Klickaya (2004), learners enjoy handling authentic materials as they enable them to interact with the language used in real life, but they need to be provided with pedagogical support when dealing with these materials. The authentic materials should be up-to-date. If so, learners may have a chance to transfer their existing knowledge from their mother tongue to the foreign language being learned when dealing with various materials in the foreign language. In that way, the material will be more meaningful and easier to understand rather than just being a means for achieving school success.

When authentic materials are used taking the above-mentioned rules into consideration, they will be beneficial for students at all levels. One of the important points in creating an authentic learning environment is the teachers' ability to use authentic materials in a way that the students may benefit from them. Thus, in teacher training programs it is important to give attention to providing prospective teachers with sufficient information about when and how to use authentic materials.

### **CONCLUSION**

One way of making foreign language teaching effective is to create an authentic learning environment. Authentic learning environments have the students experience to real events or situations. In these environments, students interact with authentic materials and get the chance to comprehend the learned foreign language better and to use it in real life.

In foreign language teaching a variety of authentic materials can be used. The materials which can be obtained from various recourses can attract students' attention and increase their motivation towards learning a foreign language. As these materials connect students to the social world and enable them to put their theoretical knowledge into practice, they open a way for positive transfer of learning. So, authentic materials can increase the quality of foreign language teaching. However, this kind of material should be chosen and used taking the instructional objectives and student characteristics into account.

The competency level of foreign language teachers in using authentic materials is dependent in the education they have taken. For this reason, in foreign language teacher training programs, learning environment in which authentic materials are used must be organized. It is important that teacher educators show the model behaviors to the prospective teachers in this process. Prospective teachers must be given the opportunities to choose materials and experience this learning style in various learning conditions. In conclusion, it is vital that in our modern world, new teaching methods and materials play a significant role in improvement of the educational process and EFL classrooms.

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