

## Employing authentic resources in boosting verbal competence of language learners

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**Annotation.** *This article sheds light upon the application of authentic materials – such as real-world texts, audio recordings, and movies – in developing the speaking skills of learners. It recounts several advantages of using these materials, including increased engagement, exposure to natural language use, and the fostering critical thinking skills. Authentic resources provide higher and lower-level learners with contextually relevant vocabulary and structures, encouraging a deeper understanding of language in practical settings. The article also addresses potential disadvantages, such as the difficulty of selecting appropriate materials that match learners' proficiency levels and the risk of overwhelming students with complex language. Additionally, it highlights the need for careful guidance and support from educators to ensure that learners can effectively navigate and benefit from authentic resources. Alongside, this article explores the benefits of using authentic articles for ESP students and offers practical strategies for implementation. English for Specific Purposes (ESP) is a tailored approach to language education that focuses on the specific needs of learners based on their professional or academic contexts. One of the most effective ways to enhance speaking skills in ESP students is through the use of authentic articles. These resources provide real-world language exposure, relevant vocabulary, and contextualized learning opportunities that can significantly improve students' speaking abilities. Overall, the article presents a balanced view on the integration of authentic materials in language education, emphasizing their potential to significantly boost verbal competence while acknowledging the challenges that may arise in their implementation.*

**Key words:** *authentic materials, real-world language, contextualized learning, verbal competence, articulating opinions, podcast, beginner-friendly content*

## Использование аутентичных ресурсов для повышения вербальной компетентности изучающих язык

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**Аннотация.** *В этой статье рассматривается применение аутентичных материалов, таких как реальные тексты, аудиозаписи и фильмы, для развития навыков говорения учащихся. В ней перечисляются несколько преимуществ использования этих материалов, включая повышенную вовлеченность, воздействие естественного использования языка и развитие навыков критического мышления. Аутентичные ресурсы предоставляют учащимся более высокого и более низкого уровня контекстно-релевантный словарный запас и структуры, способствуя более глубокому пониманию языка в практических условиях. В статье также рассматриваются потенциальные недостатки, такие как сложность выбора подходящих материалов, соответствующих уровню владения языком учащихся, и риск перегрузить учащихся сложным языком. Кроме того, в ней подчеркивается необходимость тщательного руководства и поддержки со стороны педагогов, чтобы учащиеся могли эффективно ориентироваться и извлекать пользу из аутентичных ресурсов. Наряду с этим в этой статье рассматриваются преимущества использования аутентичных статей для учащихся ESP и*

предлагаются практические стратегии для внедрения. Английский для специальных целей (ESP) — это индивидуальный подход к языковому образованию, который фокусируется на конкретных потребностях учащихся, основанных на их профессиональном или академическом контексте. Один из самых эффективных способов улучшить навыки говорения у учащихся ESP – это использование аутентичных статей. Эти ресурсы обеспечивают реальное языковое воздействие, соответствующий словарный запас и контекстуализированные возможности обучения, которые могут значительно улучшить навыки говорения учащихся. В целом, в статье представлен сбалансированный взгляд на интеграцию аутентичных материалов в языковое образование, подчеркивая их потенциал для значительного повышения вербальной компетенции, признавая при этом проблемы, которые могут возникнуть при их внедрении.

**Ключевые слова:** аутентичные материалы, реальный язык, контекстуализированное обучение, вербальная компетентность, артикулирование мнений, подкаст, контент удобный для начинающих

### **Til o'rganuvchilarning og'zaki nutqini rivojlantirishda autentik manbalardan foydalanish**

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**Annotatsiya.** Ushbu maqolada o'quvchilarning nutq qobiliyatini rivojlantirishda autentik matnlar, audio yozuvlar va kinolar kabi materiallarni qo'llash haqidaga so'z yuritiladi. Unda ushbu materiallardan foydalanishning bir qator afzalliklari, jumladan, faollikni oshirish, asl tildan foydalanish va tanqidiy fikrlash qobiliyatlarini rivojlantirish haqidagi fikrlar ilgari suriladi. Autentik materiallar yuqori va quyi darajadagi o'quvchilarga kontekstga mos keladigan lug'at va iboralar bilan ta'minlaydi va amaliy sharoitlarda tilni chuqurroq tushunishga yordam beradi. Maqolada, shuningdek, til o'rganuvchilarning darajasiga mos keladigan mos materiallarni tanlashning murakkabligi va boshqa ehtimoliy muammolar ko'rib chiqiladi. Bundan tashqari, ushbu jarayon o'quvchilarning autentik manbalardan samarali foydalanishlari uchun o'qituvchilar tomonidan professional yo'l-yo'riq va qo'llab-quvvatlash zarurligini ta'kidlaydi. Bundan tashqari, ushbu maqola ingliz tilini maxsus-kasbiy maqsadlar uchun o'rganadigan talabalarining og'zaki nutqini rivojlantirishda autentik materiallardan foydalanishning afzalliklarini o'rganadi va amalga oshirish uchun amaliy strategiyalarni taklif qiladi. Ushbu toifadagi talabalarining nutq qobiliyatlarini oshirishning eng samarali usullaridan biri bu autentik maqolalardan foydalanishdir. Ushbu manbalar o'quvchilarning nutq qobiliyatini sezilarli darajada yaxshilashi mumkin bo'lgan real dunyo tillari, tegishli lug'at va kontekstli o'rganish imkoniyatlarini taqdim etadi. Umuman olganda, maqola til ta'limida asl materiallarning integratsiyasi bo'yicha fikr va takliflarni taqdim etadi va ularni amalga oshirishda yuzaga kelishi mumkin bo'lgan muammolarni tan olgan holda, og'zaki nutq kompetentsiyasini sezilarli darajada oshirish potentsialini ta'kidlaydi.

**Kalit so'zlar:** autentik materiallar, real dunyo tili, kontekstli o'rganish, og'zaki kompetentsiya, fikrni ifodalash, podkast, boshlang'ich darajaga mos kontent

### **Introduction**

In language education, the employment of authentic materials – resources made for native speakers – can significantly enrich the learning experience. However, picking appropriate materials for beginner-level students presents unique challenges. These learners often struggle with comprehension and may feel overwhelmed by complex language structures and cultural references.

This article offers practical guidance on how to choose authentic materials that are suitable for language learners of different levels, ensuring that they are both engaging and accessible. In terms of understanding the needs of learners, it is widely recommended that, before diving into the selection of authentic materials, it's essential to understand the characteristics and needs of students at different levels. For example, learners of limited vocabulary (maybe, beginners) typically have a restricted vocabulary and may not yet grasp basic grammar rules and even may not have proper vocabulary. In that case, materials should use simple, having commonly used words and phrases. Similarly, if a learner has basic comprehension skills, at this level, students may struggle with understanding context, idiomatic expressions, and nuanced meanings. Materials should be straightforward and easy to follow (Brown, 2007).

Considering cultural context, language learners may lack familiarity with cultural references, which can lead to misunderstandings. Materials should be culturally relevant but not overly complex. For all learners, motivation and engagement in using authentic materials plays a major role, and a teacher should always search for ways of enhancing motivation, but they must resonate with students' interests and experiences to keep them engaged.

*Criteria for Selecting Authentic Materials* have so far been developed by several experts and almost all of them mention that, when choosing authentic materials, especially for beginner-level students, consider the following criteria:

*Simplicity.* Authentic materials should use simple language structures and vocabulary. Looking for resources that are designed for a general audience rather than specialized or academic contexts, for example, children's books, basic news articles, or simple social media posts can be excellent choices.

*Clarity.* Materials should present information clearly and concisely. Avoid resources with dense text or complex layouts that could overwhelm beginners. Visual aids, such as images or infographics, can help clarify meaning and support comprehension.

*Relevance.* Select materials that relate to the learners' everyday lives and interests. Topics that resonate with students – such as food, hobbies, travel, or popular culture – will encourage engagement and make learning more enjoyable.

*Cultural Familiarity.* Choose materials that reflect familiar cultural contexts or universal themes. This reduces the risk of confusion and helps students connect with the content on a personal level.

*Interactive Elements.* Incorporate materials that encourage interaction and participation. For instance, videos or podcasts with accompanying questions can prompt discussion and speaking practice among students (Gilmore, 2007).

Types of authentic materials for beginners are offered by diverse sources. Whatever level a teacher or learner is going to opt for, materials, to start, need to be interest-relevant. In other words, if a learner feels interested in technology or environment, the source is recommended to be fit to the passion. To illustrate the points above, here are some effective types of authentic materials that are particularly suitable for beginner-level language learners:

*Children's Books* use simple language and illustrations to convey stories. These books can introduce new vocabulary and concepts in an engaging way while providing context through visuals.

*Short News Articles* that summarize current events in straightforward language. Websites like Newsela or BBC Learning English offer simplified news stories that cater to various proficiency levels.

*Social Media Posts or platforms* like Instagram or Twitter can provide bite-sized content that is easy to digest. Encourage students to explore posts related to their interests, focusing on captions and hashtags that use simple language.

*Videos and Cartoons* videos or animated cartoons can be effective tools for beginners. Look for content with clear dialogue and visual context that supports understanding. YouTube channels dedicated to language learning often feature beginner-friendly content.

*Podcasts* that are designed specifically for language learners at the beginner level. These podcasts typically feature slow-paced speech, clear pronunciation, and simple vocabulary, making them accessible for new learners.

After selection authentic materials, a teacher stands before the next responsible task, that is shaping proper strategies for using those materials. At this stage, amount, size, duration, purpose and outcome of employing these materials brings a really important note. Otherwise, a learner may soon feel bored of authentic materials. Sometimes, teachers overuse authentic materials which creates a huge discomfort for both parties. Once you've selected appropriate authentic materials, consider these strategies to maximize their effectiveness in the classroom:

*Pre-Teaching Vocabulary.* Before introducing the material, pre-teach key vocabulary words and phrases that students will encounter. This preparation helps build confidence and facilitates comprehension.

*Guided Practice.* Provide guided practice activities that allow students to engage with the material actively. For example, after reading a short article, ask students to summarize what they learned or discuss their opinions in small groups.

*Visual Supports.* Use visual aids such as images, charts, or infographics to complement the material. Visual supports can help clarify meaning and reinforce understanding.

*Encourage Discussion.* Create opportunities for discussion around the authentic material. Encourage students to share their thoughts, ask questions, and express their opinions in a supportive environment.

*Reflection Activities.* After engaging with the material, ask students to reflect on what they learned. This could be through journaling, group discussions, or creative projects that allow them to express their understanding in different ways (Kumaravadivelu, 2003).

Besides learning a language for general purpose, learners who try to develop spoken language for professional aims, they also face diverse challenges in this way. For teaching parties, understanding ESP and its unique challenges is still remaining hot issue.

ESP learners often come from diverse backgrounds, including business, engineering, medicine, or hospitality. They require English language skills that are directly applicable to their fields. Some unique challenges faced by ESP students include:

*Limited Exposure to Real-World Contexts.* Traditional language courses may not provide sufficient exposure to the specific jargon and discourse patterns used in professional settings.

*Specific Vocabulary Needs.* ESP students need to acquire specialized vocabulary that is not typically covered in general English courses.

*Confidence in Speaking.* Many ESP learners may feel apprehensive about speaking in a foreign language, especially in professional scenarios where communication is critical.

Many often argue about the importance of Authentic resources for ESP learners. By this, they claim that some professions even do not require strong speaking skill. This also can be true, in some circumstances, but verbal competence plays major role in almost key role-workers (Lazar, 1993).

To provide a real-world language use for specific learners:

*Authentic articles* expose students to the actual language used in their fields, including terminology, idiomatic expressions, and discourse structures. This exposure helps them understand how language functions in context. This can also be called a contextualized Learning that involve reading authentic articles allows students to engage with content that is relevant to their professional interests, making learning more meaningful. This relevance increases motivation and encourages active participation in discussions (Nunan, 1999). Authentic articles or passages can really development of critical thinking, by which a learner can expose himself to discussions among students. They learn to evaluate information, articulate their opinions, and engage in debates, all of which are essential for effective communication in their fields.

*Listening to authentic podcasts* definitely improved pronunciation and fluency which are the strongest roots of speaking skills. Listening to authentic articles read aloud or discussing them in class

can help improve students' pronunciation and fluency. Exposure to natural speech patterns enhances their ability to communicate effectively.

To maximize the effectiveness of authentic articles in developing speaking skills among ESP students, consider the following strategies:

*Pre-Reading Activities* is done before diving into the article, conduct pre-reading activities that activate prior knowledge and introduce key vocabulary. Discuss the topic with students, ask open-ended questions, and encourage them to share their thoughts.

*Guided Reading* is the process where students read the article, provide guiding questions that focus on key points, arguments, or specific vocabulary. This approach encourages active reading and helps students identify important information for discussion.

*Group Discussions*. After reading, facilitate small group discussions where students can share their interpretations, opinions, and insights about the article. Encourage them to use specific vocabulary and phrases from the text to support their arguments.

#### *Future Perspectives*

As technology continues to evolve, the future of using authentic materials in language education holds exciting possibilities. The rise of digital platforms offers unprecedented access to authentic materials from around the world. Online videos, podcasts, and social media content can be easily integrated into language instruction, providing diverse and current resources for learners.

Advancements in artificial intelligence and adaptive learning technologies may enable more personalized approaches to using authentic materials. Tailored recommendations based on individual learner profiles could enhance engagement and effectiveness (Richards, Renandya, 2002). Future classrooms may increasingly emphasize collaborative learning experiences where students work together to analyze and discuss authentic materials. Such environments foster peer interaction and provide ample opportunities for speaking practice. Alongside, integrating authentic materials from various disciplines – such as science, history, or art – can enrich language learning by connecting it to broader contexts. This interdisciplinary approach can enhance critical thinking skills while promoting language development.

#### **Conclusion**

Choosing authentic materials for different-levelled students is a rewarding yet challenging task that requires careful consideration of learners' needs and abilities. By selecting simple, clear, relevant, and culturally familiar resources, educators can create an engaging learning environment that fosters language development. With thoughtful integration of these materials into lessons, teachers can empower beginner learners to build confidence in their speaking skills while connecting meaningfully with the language they are learning (Wang, 2015). As educators continue to explore innovative ways to incorporate authentic materials, they will undoubtedly enhance the overall language learning experience for their students. The selection of authentic materials should be tailored to the learners' proficiency levels and interests. Teachers must consider factors such as vocabulary complexity, thematic relevance, and cultural context to ensure that materials are accessible and engaging. Similarly, authentic materials should not be used in isolation; they must be integrated into a broader instructional framework that aligns with specific learning objectives. Teachers should design activities that promote speaking practice while providing scaffolding to support comprehension.

To maximize the benefits of authentic materials in developing speaking skills, teachers should facilitate structured discussions around the content. This encourages learners to articulate their thoughts, ask questions, and engage in meaningful dialogue. Encouraging learners to reflect on their experiences with authentic materials can deepen their understanding and enhance their speaking skills. Reflection prompts can help students articulate what they learned about language use and cultural context.

The use of authentic materials in developing speaking skills presents both opportunities and challenges for language learners and educators alike. While they offer real-world context, cultural insights, and increased motivation, careful consideration must be given to their complexity and

integration within a structured curriculum. As technology advances and educational practices evolve, the potential for authentic materials to enhance language learning will likely expand, paving the way for more engaging and effective speaking instruction in the future. By embracing these resources thoughtfully, educators can empower students to become confident communicators in an increasingly interconnected world.

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