

PROBLEMATIC ISSUES IN TEACHING ENGLISH TO B1 LEVEL STUDENTS USING AUDIO-VISUAL AUTHENTIC MATERIALS

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ABSTRACT

In these days modern English teacher should be aware of all useful techniques and methods of teaching English. While using such kind of methods, they may come across with many difficulties which students may get distracted during the lessons.

Therefore, this article focuses on the methodological problems in teaching English to B1 level students using audio-visual authentic materials. Provided that several explanations to some teaching methods of foreign language by giving their positive and negative sides as well. Besides that, during the teaching process, EFL teachers may find using audio-visual authentic materials complicated due to the organizational issues. Taking account of foregoing, in this papers gives some tricky ways of applying audio-visual authentic materials in the classroom. So this paper attempted to investigate Uzbek teachers attitude towards the use of authentic materials at higher level in Uzbek schools according to communicative skills. Fifteen teachers who work at local schools were surveyed by the tool of questionnaire via google form for the purpose of this study. The results and feedbacks were provided at the end of the paper.

Keywords: authentic materials, audio-visual tasks, listening, methods, teaching problems.

**“МЕТОДИЧЕСКИЕ ПРОБЛЕМЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ
УЧАЩИХСЯ УРОВНЯ В1 С ИСПОЛЬЗОВАНИЕМ
АУДИОВИЗУАЛЬНЫХ АУТЕНТИЧНЫХ МАТЕРИАЛОВ”**

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АННОТАЦИЯ

В наши дни современный учитель английского языка должен быть в курсе всех полезных приемов и методов обучения английскому языку. При использовании такого рода методов они могут столкнуться со многими трудностями, которые могут отвлекать учащихся во время уроков.

Поэтому данная статья посвящена методическим проблемам обучения английскому языку учащихся уровня B1 с использованием аудиовизуальных аутентичных материалов. Приведено несколько пояснений к некоторым методам обучения иностранному языку с указанием их положительных и отрицательных сторон. Кроме того, использование аудиовизуальных аутентичных материалов в учебном процессе для преподавателей английского языка может быть затруднено из-за организационных моментов. Принимая во внимание вышеизложенное, в данной статье приводятся некоторые хитрые способы применения аудиовизуальных аутентичных материалов на занятиях. Таким образом, в этой статье предпринята попытка исследовать отношение узбекских учителей к использованию аутентичных материалов на более высоком уровне в узбекских школах в соответствии с коммуникативными навыками. Пятнадцать учителей, работающих в местных школах, были опрошены с помощью инструмента анкетирования через форму Google для целей этого исследования. Результаты и отзывы представлены в конце статьи.

Ключевые слова: аутентичные материалы, аудиовизуальные задания, аудирование.

**INGLIZ TILINI BILISH DARAJASI B1 BO‘LGAN O‘QUVCHILARGA
AUDIOVIZUAL AUTENTIK MATERIALLARDAN FOYDALANGAN
HOLDA INGLIZ TILINI O‘RGATISHDAGI USLUBIY MUAMMOLAR**

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ANNOTATSIYA

Hozirgi kunda zamonaviy ingliz tili o'qituvchisi ingliz tilini o'qitishning barcha foydali uslub va usullaridan xabardor bo'lishi kerak. Bunday usullarni qo'llashda ular ko'plab qiyinchiliklarga duch kelishlari mumkin, bu esa o'quvchilarni dars davomida chalg'ishga olib kelishi mumkin.

Shuning sababli, ushbu maqolada ingliz tilini B1 darajada biluvchi o'quvchilarga audio-vizual autentistik materiallardan foydalangan holda ingliz tilini o'rgatishdagi uslubiy muammolarga e'tibor qaratilgan. Chet tilini o'qitishning ba'zi usullari haqida ularning ijobiy hamda salbiy tomonlarini ko'rsatgan holda bir qancha tushuntirishlar berilgan. Bundan tashqari, ingliz tili fani o'qituvchilari audio-vizual autentik materiallardan foydalanib o'quvchilarni o'qitish jarayonida tashkiliy qismdagi muammolar tufayli qiyinchiliklarga duch kelishlari mumkin.

Yuqoridagi muammolarni e'tiborga olgan holda, ushbu maqolada audio-vizual materiallarni sinfda qo'llash jarayonidagi ba'zi samarali usullari keltirilgan. Shunday qilib, bu maqolada o'zbek o'qituvchilarining kommunikativ ko'nikmalarga muvofiq o'zbek maktablarida autentent materiallardan foydalanishga munosabatini yuqori darajada o'rganishga harakat qilindi. Ushbu tadqiqot maqsadida o'n beshta mahalliy maktablarda ishlaydigan ingliz tili fani o'qituvchisi Google formasi orqali so'rovnoma vositasida tanlab olingan. Natijalar va fikr-mulohazalar maqolaning oxirida keltirilgan.

Kalit so'zlar: autentik materiallar, audio-vizual vazifalar, tinglash ko'nikmasi, metodlar.

INTRODUCTION

Language is a key tool of medium communication. As we know, there are several languages spoken in this world, and all of them share communication function. Rogers and Medley (1988) state the people communicative purposes. He explains that through language, people exchange the information, express ideas and emotions which make communication meaningful. As a foreign language, English has been widely used by many speakers. Unfortunately there has been a gap between the language taught in the classroom and the language used in real life. For instance English conversations taught in textbooks and the classroom tend to be unable to represent actual model of how it is conducted by the students seem unnatural. Furthermore, even though EFL learners

have a whole experience of learning the language, they are still not capable of employing English in real life.

As a result, there has been a demand to teach English in the EFL classroom with the help of communicative method. But nowadays there are enough lacks and problems of teaching English by using communicative approach. Since the mid-1970s communicative language teaching has considered a consistent need to improve students' productive skills for real world. Nowadays, In Uzbekistan English is an essential subject of the educational process and teachers are trying to develop their teaching style and methods every year. Moreover, EFL teachers must pass international exams such as CEFR or IELTS in order to get C1 certificates. This process can help them use their CLT approach and knowledge in the classroom by using authentic materials effectively.

Rogers (1988) stated "the authentic materials should be qualified in terms of objectives, learners' need and nature of the meaningful communication"(p.467). In addition, Dornyei (2003) has demonstrated that students' motivation and learning activities are highly influenced by teachers' attitude. With the invention of modern technology, the teaching and learning has become easy and accessible for all teachers and learners of English. However, there are some methodological problems of teaching EFL with authentic materials. In this paper, I will critically discuss the current problems and disadvantages of authentic materials in teaching English to B1 learners. Also there will be informed the study results respectively. Then, potential recommendations will be written at the end of the paper. By implementing them to the EFL classroom, teachers can attain better results in their future career.

METHODOLOGICAL PROBLEMS OF AUDIO-VISUAL AUTHENTIC MATERIALS

Besides the many benefits of authentic materials, scholars believe that authentic materials also result in several methodological problems. Firstly, Rogers and Medley (1988) argue that unedited authentic materials are too difficult to understand by learners. It is because authentic materials contain complex words and language features (Gilmore,2007). The materials given in the classroom are genuine and delivered without any editing process. There may be many unfamiliar words which may be too complex for EFL learners. As a result, this will lead to frustration and confusion by the learners as claimed by Guariento and Morley (2001). The learners will confuse because they do not completely understand the words while they are required to complete the classroom activity. Klickaya (2004) and Kim (2000) believe that teachers can only use authentic materials in intermediate and advanced language classes. But in order to teach B1 learners how to deal with complex tasks effectively, the authentic material can be used in EFL classrooms. In fact, main problem of using authentic

material in the classroom is not paying attention to the level of the authentic materials correctively.

Secondly, Martinez (2002) as cited in Al-Azri and Al-Rashdi (2014) note that authentic materials might be culturally biased. It is because most EFL learners have different cultural background with the target language. This may lead to confusion and misunderstanding since the learners are not fully aware of the cultural differences. The cultural difference between Uzbekistan and English speaking countries where the authentic materials originally come from has become the most significant issue problematizes the use of authentic materials in Uzbekistan. It is believed that cultural content presented in authentic materials which are different from Uzbek traditions and beliefs.

THE STUDY

Purpose of the study: The essential purpose of this study is to elicit the attitudes of Uzbek English teachers, toward using authentic materials in their classes.

Research questions

- **What kind of authentic materials do you use in your class?**
- **What do you think is it essential using authentic materials during the class?**
- **How often do you come across with audio-visual authentic materials in your teaching process?**
- **What kind of problems do you face when you want to apply authentic materials?**
- **What is your opinion about methodological problems of audio-visual materials in teaching?**

METHODOLOGY

The researcher had asked colleagues to participant in this study via google form. Initially, 18 English teachers who work at public schools in Surkhandarya were asked to participate in this study. All teachers attempted to give their response individually by using teaching experience and academic degree.

A quantitative method was employed. The survey questionnaire form was sent to English teachers in order to find out Uzbek teachers attitude and believes regarding the use of authentic materials within their class. Besides, the questionnaire consists of selected and open-response items. The questionnaire consisted of eight questions in the form of multiple choice and giving ideas. All 18 participants added their own answers and comments. Then questionnaire results were taken from google form.

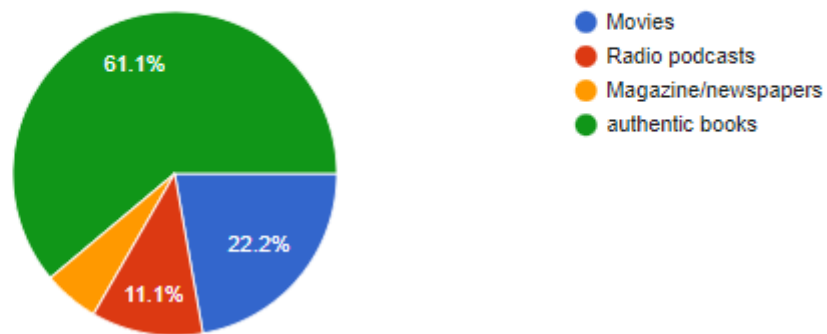
RESULTS AND DISCUSSIONS

As it is stated above, this study sought to determine Uzbek English teachers attitudes toward using authentic materials and methodological problems of authentic

materials. The outcomes of the teachers' responses to the questionnaire are provided below.

What kind of authentic materials do you use in your class?

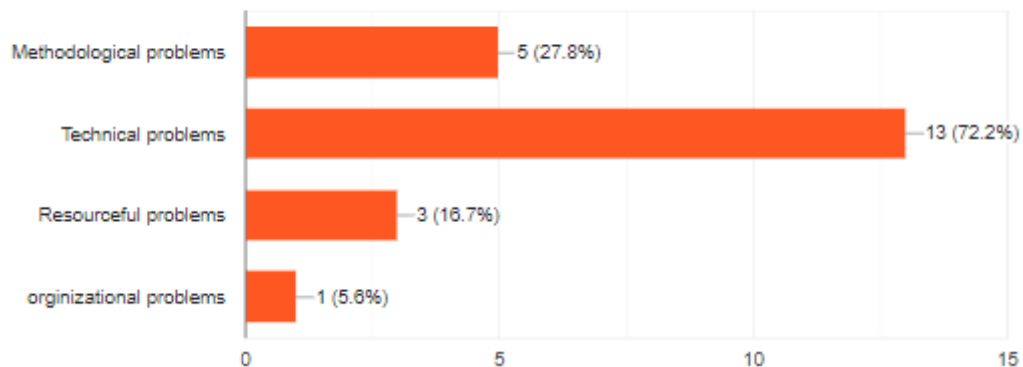
18 responses



As shown the pie chart above, the analysis of the common types of audio visual materials in teaching EFL indicated positively. Most teachers choose authentic books which are also known “Real books” while teaching EFL in their class. In contrast, usage of materials from magazine and journals made up the fewest proportion of the diagram.

What kind of problems do you face when you want to apply authentic materials?

18 responses



As it is shown above, most teachers are more likely to use authentic materials during their lessons. Yet there are some problems while applying appropriate materials. The largest proportion of problems is technical issue. In fact, in public schools, teachers tend to come across with such kind of problems due to the lack of technical equipment. Moreover the analysis shows that only one teacher concerns about organizational problems.

In the regard of other questions, almost all teachers believe that authentic materials are the main tools of their teaching process.

CONCLUSION

This study explored the attitude of teachers toward using authentic materials and problems they face in EFL classroom in Uzbekistan. The study was conducted online via google form and teachers who work at public schools in Denau. The results revealed that all of the teachers had positive attitudes toward providing authentic input in EFL classes. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that the Internet and TV would be the most used sources for obtaining authentic materials. According to this study, although there are enough materials and sources, teachers have some difficulties about applying them due to the some lacks and problems. Hence, future research should elicit Uzbek teachers' attitudes toward authentic input as well.

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