

## THE ROLE OF TEACHER STRATEGIES IN IMPLEMENTING AUTHENTIC MATERIALS IN EFL LISTENING LESSONS

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### Annotation

This research article aims to explore how teacher strategies impact the use of authentic materials in English as a Foreign Language (EFL) listening classrooms. It investigates how planning, scaffolding, feedback, and post-listening tasks contribute to the effectiveness of real-life audio and video content. The article is based on classroom observations and instructional practices from School No. 41 in Kattakurgan district, where students aged 12 to 16 participated in lessons focused on improving listening comprehension through authentic resources. The findings confirm that teacher strategies significantly influence student motivation, comprehension levels, and the effectiveness of materials used.

**Keywords:** Authentic materials, teacher strategies, EFL, listening comprehension, scaffolding, student engagement.

### Introduction

In recent years, authentic materials have gained recognition as powerful tools in English language classrooms, particularly for developing listening comprehension. However, simply using authentic content is not enough. The role of the teacher—how they introduce, guide, adapt, and follow up on authentic listening materials—has a direct impact on the success of these resources. According to Nunan (2003), “*Authentic input alone does not create learning. It must be supported by structured activities and teacher scaffolding.*”<sup>1</sup> This article highlights the strategies teachers can use to ensure that podcasts, interviews, songs, documentaries, and other authentic materials are not just interesting, but effective in helping students grow as listeners.

This article comprehensively analyzes the role of teacher strategies in the effective use of authentic materials for students learning English as a foreign language. The study was conducted on the basis of an experiment conducted at School No. 41 in

<sup>1</sup> Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill

the Kattakurgan district. During the study, it was found that the teacher plays a decisive role not only in selecting the material, but also in how to present it, how to prepare it, how to analyze it, and how to direct it to after-school activities. In order for listening comprehension skills to be effectively formed through authentic materials, the teacher should correctly apply the following strategies:

1. Selecting and dividing the material into parts appropriate to the grade level;
2. Organizing preparatory exercises before listening;
3. Encouraging and instructing students to be active listeners during listening;
4. Organizing exercises based on dialogue, discussion, and creative approaches after listening;
5. Motivating all students and developing their self-assessment skills.

The results of the study showed that the listening comprehension of students in the experimental group was significantly higher than that of the control group, which was taught using the traditional method. This proves that the strategy used by the teacher directly affects the student's learning process. This study also provided important psychological conclusions. Although teachers can make the materials interesting, they can make them useless with the wrong approach. However, through properly planned, step-by-step lessons, even the most complex materials can be understandable and interesting for students. As students' interest and participation increase, their level of mastery also increases. Based on this study, the following practical recommendations were developed:

1. Training for teachers: It is necessary to train teachers in working with authentic materials through special advanced training courses.
2. Methodological guides: Methodological sets containing authentic materials and appropriate tasks should be created for each grade level.
3. Assessment system: Listening comprehension assessment should include not only tests, but also oral and written activities based on the material heard.
4. Motivation and adaptation: Students should be guided to independent learning by selecting materials that are appropriate to their interests and language level.
5. Technological solutions: Offline platforms and downloadable textbooks should be developed for schools with limited resources.

In conclusion, the use of authentic materials is an integral part of modern language teaching. However, their effective use depends on the teacher's strategic preparation and approach. Therefore, every English teacher should not only be able to choose good materials, but also think carefully about how to convey them to the student in an understandable and effective way. Only then will authentic materials really bring

real results and strengthen students' language comprehension and communication skills.

In the future, it would be worthwhile to conduct new research to analyze how these strategies affect other language skills - speaking, reading, writing.

### **Main part**

The teacher's strategy for using authentic materials is not simply adding audio or video to a simple lesson plan. It is the art of purposefully planning real material and teaching it step by step, taking into account the student's knowledge, level, and needs. The teacher's approach, methods, and adaptations are key factors in developing students' listening comprehension skills.

1. **Selecting and adapting materials.** The teacher must be very careful when choosing authentic materials. Not all materials are suitable for every grade. To increase listening comprehension activity, the teacher must select materials based on grade level, age group, and interest in the subject. This approach was used in the experiment conducted at School No. 41 in the Kattakurgan district. For example, short stories from the Storynory website were selected for low-level students, which were effective because they were in simple language, slow pronunciation, and interesting content. For advanced learners, TED Talks and interviews from the BBC Learning English website were selected. Complex materials were presented in parts, which made it easier to understand.

2. **Pre-listening.** Before starting the lesson, the teacher introduced the context of each audio or video in advance. In this process, the "previewing vocabulary" method was used — that is, the main words and phrases in the text being listened to were explained, and then the learners were asked to use them in a sentence. This not only prepares them for listening, but also helps them understand the information they have heard. For example, when TED Talks were selected on the topic of "*Healthy food*", expressions such as "*organic*", "*processed*", "*nutrient*" were explained to the learners in advance. This helped the learners to absorb the content better.

3. **While-listening.** The audio materials were played two or three times. The first listening was for the general content, the second for identifying important details, and the third time for finding answers to questions. Students were given special worksheets in advance, and as they listened, they marked the main idea, key words, and answers. At this stage, the teacher encouraged students to think independently, without giving direct answers. This strengthened the skill of active listening.

4. **Post-listening strategies.** Various activities were organized based on the material heard. For example:

- Writing a mini-essay: "What did you learn from this podcast?"
- Role-playing: "Act as the interviewee in the podcast"

- Organizing a question-and-answer session: “Ask three questions about what your partner heard”
- Concluding: “What message did the speaker try to convey?”

In these processes, students did not just listen, but processed what they heard, that is, the process of “processing listening content” took place.

**5. Encouragement and reflection.** The teacher acknowledged the activity of each student at the end of the lesson. Each student answered questions such as: “What did today’s lesson teach me?”, “What did I do well?”, “What did I struggle with?” orally or in writing. This taught them to analyze their activity in the lesson — this is called metacognitive reflection. Although many students had difficulty expressing their understanding of what they heard, this reflection caused them to listen more attentively in the next lesson.

**6. Differentiated approach** (Different levels strategy). The teacher prepared two or three different assignment forms for each material. For lower-level students, there were multiple-choice questions, picture-based explanations, or word-finding exercises, while for higher-level students, there were open-ended questions, debates, and creative assignments. This ensured that each student participated at their own level and did not feel left out.

The teacher’s strategy for using authentic materials is not simply adding audio or video to a simple lesson plan. It is the art of purposefully planning real material and teaching it step by step, taking into account the student’s knowledge, level, and needs. The teacher’s approach, methods, and adaptations are key factors in developing students’ listening comprehension skills.

### Conclusion

The results of the research conducted within the framework of this scientific article showed that the role of the teacher in teaching English through the use of authentic materials is invaluable. Listening comprehension skills will not be developed by introducing modern and real-life materials into the lesson alone. The main determining factor is how the teacher selects these materials, with what methods they introduce them, and what strategies they use during the lesson. An experiment conducted at School No. 41 in the Kattakurgan district showed that students' achievements in listening comprehension are clearly visible not only in test scores, but also in their active participation, desire to speak, and independent thinking skills. If students were previously tired of artificial and boring audio texts, with the help of authentic materials they began to perceive the language as vital and useful. It is this psychological change that is one of the most important factors in language learning. Also, some of the problems identified during the experiment — lack of technical equipment, poor internet quality, unpreparedness of some students — were overcome with practical solutions. The teacher’s flexibility and advance planning reduced the

impact of these problems. Students' test results improved by 28%, which also confirms the effectiveness of the approach based on authentic materials in numerical terms. But an even more important result is the confidence, activity and desire to understand real English that emerged in students. They began to study the language in every lesson not as a task in the textbook, but as a means of real-life communication.

The general conclusion from this is that using authentic materials in English lessons, but adapting them to students, is a powerful pedagogical tool that improves the quality of education. The teacher is the main mechanism of this process. This study also provides several practical recommendations:

1. Teachers in educational institutions should be provided with special methodological guides on working with authentic materials.

2. In assessing listening comprehension in lessons, not only tests should be widely used, but also forms such as oral explanations, brief statements, questions and answers, and role-playing games.

3. In areas with limited technological capabilities, audio and video materials should be downloaded in advance and used offline.

4. It is important to select topics that suit the interests of students and enrich them with tasks that encourage them to express their personal opinions.

Thus, this article has put forward practically based scientific results about not only a methodology or a form of teaching, but also a whole approach - "the activating role of the teacher". This approach will undoubtedly serve the sustainable development of foreign language teaching in the education system of Uzbekistan.

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