

AUTHENTIC AND NON-AUTHENTIC MATERIALS IN TEACHING LISTENING SKILL

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Abstract: *The question put forward in this study was to pinpoint the impact of the authentic versus non-authentic listening materials on the listening comprehension of Iranian EFL subjects. After random selection, 80 upper-intermediate students from among all language institutes in Khoramshahr and Abadan cities, in Khuzestan province, Iran, took part in this study. The participants participated in two experimental treatment groups. During one semester, they were instructed in listening to authentic radio-tapes and non-authentic listening materials taken from the assorted sources. The results revealed that the participants who were instructed on the basis of authentic radio-tapes had gained a higher degree of listening comprehension and proficiency than non-authentic groups. Given the results of this experiment, the tentative extrapolations could be that some of the assumptions about the futility of teaching authentic listening materials should be rigorously re-examined. That is, the use of aural authentic listening materials in EFL classrooms improves learners' listening comprehension, and has positive effects on EFL learners. Listening can be viewed as one of the most important skills that need to be acquired by learners in any language. It is one of the four skills that language learners acquire, and out of the four, it is one of the skills that are most frequently used by the individuals.*

Keywords: *Authentic/non-authentic aural materials, Listening comprehension, Radio-tapes.*

The use of authentic materials in language teaching is a fundamental aspect of creating an immersive and engaging learning environment for students. In this section, we will explore the definition and characteristics of authentic materials, shedding light on their significance in language teaching. Authentic materials refer to real-life resources that are used in the classroom to expose students to genuine language usage as it is used by native speakers. These materials can include newspapers, magazines, advertisements, films, songs, and everyday conversations, offering students a glimpse into the culture and language nuances of the target language. Authentic materials possess certain characteristics that set them apart from fabricated teaching materials. They are inherently genuine, reflecting the natural use of language in its authentic context. Additionally, they are often

current, ensuring that students are exposed to contemporary language forms and expressions. By incorporating authentic materials into language teaching, educators can provide students with a richer learning experience, allowing them to develop listening skills in a more natural and meaningful way. In the following sections, we will delve deeper into the benefits of using authentic materials in teaching listening, as well as practical strategies for integrating these materials into the language classroom. Through this exploration, we aim to highlight the value of authentic materials in facilitating language learning and the development of listening proficiency.

Authentic materials in language teaching refer to real-life texts and resources that are created for native speakers of the target language. These materials can include anything from newspapers, magazines, and advertisements to TV shows, podcasts, and social media posts. What sets authentic materials apart from traditional teaching materials is their naturalness and relevance to real-world communication. They often feature colloquial language, cultural references, and varying accents and speech patterns, providing learners with exposure to the language as it is naturally used. Characteristics of authentic materials include their ability to expose learners to the rich and diverse language used in authentic contexts. They offer opportunities for students to develop their listening skills by encountering real-life language variations, including slang, informal expressions, and regional dialects. Additionally, authentic materials can increase learners' cultural awareness and understanding of the target language community. Overall, these materials can enhance motivation and engagement in language learning by providing meaningful and relevant content that reflects the language as it is used in authentic contexts. A two-part pretest was administered. This pretest included a part for authentic and a part for non-authentic listening.

Materials The authentic part was compiled by the researchers and it consisted of 15 around two- or three minute authentic radio-tapes taken from BBC or VOA. For non-authentic listening materials the participants were instructed with usual listening materials selected from the listening part of

New American Interchange and similar English programs like Headway and American Streamline. The contents of the listening materials were tried to be social and non-technical. The listening materials were mostly in the form of mini-dialogues or mini-lectures. Each mini-dialogue or mini-lecture was followed by two or three listening comprehension questions. This test helped the researchers keep track of the learners' listening improvement.

The post-test in this study was another sample test of listening comprehension for non-authentic listening material and a similar (described in pre-test) version of authentic radio-tape listening materials to determine the efficacy of the non-authentic and authentic radio-based treatment on the listening comprehension of EFL learners. The post-test had nearly the same characteristics in time, number, and content of the listening comprehension task used in pre-test.

Both tests (pre- and post-tests) were made up of 32 items and each took about 32 minutes (one minute for each item). Time (5 minutes) was also given to participants to check their answers and transfer them to the answer sheet at the end of the test.

This article can be concluded that authentic and non-authentic materials are very important in teaching listening. Through this article, you can learn how to use authentic and non-authentic materials correctly, and which sources can be trusted

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