

## USING OF AUTHENTIC MATERIALS IN TEACHING ENGLISH LANGUAGE FOR B1 LEVELS

*Rustemova Alfiya*

*Student of the Faculty of Foreign Languages of the  
Nukus State Pedagogical Institute named after Ajiniyaz*

**Key words:** Authentic, Language teaching, B1 level, Grammar, Communicative competence, Real-world language use, Cultural nuances, Listening comprehension, Colloquialisms, Cultural references, Magazines, Language proficiency, Intercultural competence

The use of authentic materials in language teaching has gained significant attention in recent years, as educators strive to create more engaging and meaningful learning experiences for their students. Authentic materials refer to resources that are created for native speakers of a language, such as newspaper articles, songs, movies, or advertisements. These materials provide learners with exposure to real-world language use, cultural nuances, and the opportunity to develop their communicative competence.

For English language teachers working with students at the B1 level, the incorporation of authentic materials can be particularly beneficial. At this stage, learners have already acquired a foundation of grammar and vocabulary, and are ready to expand their linguistic skills to a more practical and authentic context. The use of authentic materials can help bridge the gap between classroom learning and real-life situations, enabling learners to better understand and apply the language in their everyday interactions.

One of the main benefits of using authentic materials is that they expose learners to natural language use. Unlike textbook exercises or artificial dialogues, authentic materials reflect the way native speakers communicate in real-life contexts. This exposure to real language helps students understand how words and phrases are used in context, enabling them to develop their listening and reading comprehension skills. It also helps them grasp the nuances of idiomatic expressions, colloquialisms, and cultural references that are often absent from traditional language materials. Authentic materials also provide learners with opportunities to expand their vocabulary. By reading newspapers or magazines, students encounter a wide range of specialized vocabulary related to various topics, such as politics, economics, sports, or science. Similarly, watching movies or listening to songs exposes them to different registers of language, colloquial expressions, and slang. This exposure helps students build their vocabulary repertoire and improve their overall language proficiency.

Moreover, authentic materials offer learners a glimpse into the culture and society of English-speaking countries. Through reading newspapers or books, students gain insights into current events, social issues, and cultural practices. Movies and songs provide them with a window into the entertainment industry and popular culture. This exposure not only enhances students' understanding of the English language but also broadens their cultural knowledge and intercultural competence.

Incorporating authentic materials into the classroom can be done in various ways. Teachers can select relevant articles or texts from newspapers or magazines and use them as reading comprehension exercises. They can also assign book chapters or short stories for students to read and discuss in class. Watching movies or TV shows can be turned into listening activities by providing comprehension questions or engaging in discussions about the plot or characters. Similarly, listening to songs can be an opportunity to analyze lyrics, discuss themes, or even practice pronunciation and intonation.

However, it is important for teachers to carefully select and adapt authentic materials to suit the level and needs of their B1 learners. Some materials may contain complex language structures or vocabulary that might be too challenging for students at this level. Therefore, teachers should consider simplifying the language or providing additional support, such as pre-teaching vocabulary or providing guided questions to focus students' attention on specific aspects of the material.

In conclusion, the integration of authentic materials in teaching English at the B1 level is a valuable pedagogical approach with multifaceted benefits. By incorporating real-life resources such as newspapers, magazines, videos, and online articles, educators can create engaging and meaningful learning experiences for their students. These authentic materials provide learners with exposure to natural language use, cultural nuances, and diverse communication styles, thereby enhancing their language proficiency and cultural competence. Moreover, authentic materials cater to the interests and needs of students, making the learning process more relevant and motivating. Additionally, utilizing authentic materials encourages learners to develop critical thinking skills as they analyze and interpret authentic texts and multimedia. Furthermore, exposure to authentic materials fosters learner autonomy and self-directed learning, as students are encouraged to explore language resources beyond the classroom. Overall, the use of authentic materials at the B1 level not only facilitates language acquisition but also cultivates lifelong learning skills essential for success in a globalized world.

#### References:

1. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford University Press.
2. Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge University Press.
3. Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman.
4. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
5. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.
6. Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Longman.