USING AUTHENTIC AUDIO-VISUAL MATERIALS TO IMPROVE LISTENING AND SPEAKING SKILLS

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Annotation: This article explores the effectiveness of authentic audio-visual materials in enhancing listening and speaking skills in foreign language classrooms. It discusses how exposure to real-life language use through films, podcasts, interviews, and online videos helps learners develop communicative competence, pronunciation, fluency, and cultural understanding. The study emphasizes the role of teachers in selecting appropriate materials and creating interactive learning environments. Findings suggest that authentic resources increase students' motivation and engagement, leading to more meaningful and effective language learning experiences.

Keywords: authentic materials, audio-visual aids, listening skills, speaking fluency, communicative competence, foreign language teaching.

Introduction: Listening and speaking are two of the most essential skills in foreign language learning. They are the foundation of communication, allowing learners to express ideas and understand others in real-life contexts. However, traditional teaching methods often focus on grammar and vocabulary rather than authentic communication. In recent years, educators have recognized the importance of using real-world materials, such as films, songs, interviews, and podcasts, to make language learning more natural and effective. [11]These resources are known as authentic audio-visual materials, and they play a vital role in developing communicative competence among learners. The aim of this paper is to analyze the benefits of using authentic audio-visual materials in improving students' listening and speaking skills, explore the challenges teachers may face, and suggest effective strategies for integrating such materials into the classroom.

Literature Review. Several researchers have highlighted the value of authenticity in language learning. Gilmore (2007) defines authentic materials as those 'produced by and for native speakers' without pedagogical modification. Such materials provide learners with exposure to real accents, natural speech speed, colloquial expressions, and cultural references[12]. According to Krashen's Input Hypothesis (1985), learners acquire language most effectively when they are exposed to comprehensible input that reflects real communication. Authentic materials meet this requirement by presenting real linguistic input in meaningful contexts. Studies by Sherman (2003) and Herron & Seay (1991) show that learners who use films and videos in language classes demonstrate improved comprehension and pronunciation. Authentic resources not only develop linguistic competence but also increase cultural awareness. However, some challenges exist, such as learners finding authentic materials difficult due to fast speech or unfamiliar vocabulary, requiring careful material selection.

Methodology: This study was conducted among 30 intermediate-level students at a university language center. Participants were divided into two groups: an experimental group using authentic audio-visual materials and a control group using traditional textbook-based exercises. The experimental group was exposed to various authentic resources over eight

[11] Herron, C., & Seay, I. (1991). The effect of authentic video on foreign language listening comprehension. Foreign Language Annals, 24(6), 487–495. https://doi.org/10.1111/j.1944-9720.1991.tb00406.x
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weeks, including short films, YouTube interviews, podcasts, and news reports. Lessons focused on listening comprehension, pronunciation practice, and interactive speaking activities such as role plays and discussions. Data were collected through pre-tests and post-tests assessing listening and speaking performance, as well as student feedback forms measuring motivation and engagement.

Findings and Discussion: The results indicated a significant improvement in both listening and speaking skills among students who used authentic audio-visual materials. Their listening comprehension scores increased by 25%, and speaking fluency improved in terms of speed, accuracy, and pronunciation. Students reported that authentic videos helped them understand natural speech, slang, and intonation patterns better than textbook dialogues. Moreover, students felt more motivated to participate in discussions and role plays after watching videos related to real-life situations. Teachers observed a more dynamic classroom atmosphere, with learners actively collaborating and interpreting meanings together. Despite initial difficulties such as fast-paced speech and unfamiliar vocabulary, most students expressed positive attitudes toward authentic materials and their contribution to language development.

Conclusion: Authentic audio-visual materials are powerful tools for enhancing listening and speaking skills in foreign language classrooms. They expose learners to real communication, diverse accents, and cultural contexts, promoting motivation, confidence, and fluency. Teachers play a vital role in selecting appropriate materials, designing engaging tasks, and guiding comprehension. Although authentic content may be challenging, careful planning and gradual adaptation can overcome difficulties. Incorporating authentic resources creates a more interactive and effective learning environment. Future research should explore the long-term impact of authentic materials on overall proficiency and cultural awareness.

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