



Status-quo of Application of Authentic Materials for Listening Skills in ESL Classrooms of South-west Haryana

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Abstract: This Study is Teachers may depend too much on simplified, graded, and/or scripted purpose-written materials (i.e. textbooks) in their listening sessions, which is why this study was conducted. Since the majority of the listening material contained in purpose-written Because the terminology in these materials differs from that in the "real world," they may have a lower impact more than acceptable job of preparing students for "real-world" talks and encounters outside the confines of the language-learning classroom. The findings show that all of the study's participants use authentic material in their listening lessons, and that the primary reasons for doing so are that authentic material is more interesting to teachers, and that authentic material can better align with students' interests, societal lives, and future working lives. Furthermore, teachers who read this essay will gain a better understanding of why and how they use authentic materials in listening lessons, and will be able to reflect on why and how they do so. This will help teachers better align their teaching and material choices with the English subject syllabus than they could if they did not use authentic materials.

Keywords: Authentic Materials, ESL, Language-learning.

Introduction: This articulates authentic materials as socially arranged materials for social purposes and helps to connect the learners in study hall with the language outside the study hall in reality. Another researcher, Jordan (1997) characterizes authentic materials as materials which are not composed for language teaching purposes and which cause the student to be presented to the genuine language.(Yadav, A Critical Review of Authentic Materials, 2019) Not utilizing relevant Authentic Material for ESL learners result lack of proficiency, productivity in English language just as English relational abilities. In this research we evaluate the profitability, productivity, authenticity and dependability of real materials for ESL learners. (Yadav, A Brief overview of Authentic Materials in ESL/EFL Classrooms, 2019). Authentic materials have real language. In order to achieve the objectives of English language teaching/ learning it is important for the English language teachers to exploit other materials around them according to the needs of learners and to create interest in them.(Yadav, Optimal Learning of Communication and soft Skills, 2022) Be familiar with your material- words and phrases, to inspire your audience's trust and confidence hence it is pertinent to choose AM selectively according to the need of learners.

Definitions of Authentic Material by ELT Scholars

1. Jordan (1997) defines "Authentic texts as the ones which are not designed for pedagogical aims".
2. According to Herod (2002) "Authentic learning 'materials and activities' are designed to imitate the real world situations".
3. Nunan (1988) defines authentic materials as the materials "which have been produced for purposes other than to teach language".
4. Herrington and Oliver (2000) propounded a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.

5. Jacobson et al (2003, p. 1) sees "Authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life."

6. In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."

7. According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes."

8. According to Dr. Lalit Kumar Yadav " Authentic Material means all available materials in our daily life use ,helpful in any way learning English language are Authentic Materials"

This research mainly focuses on the want of use of appropriate AM in the rural schools of India and status quo of AM used world wide.

Available Authentic Materials ESL Classrooms of South-west Haryana

- i. Textbooks
- ii. Language laboratories
- iii. Fast email, fax, letter, and applicative writing practice
- iv. A few class-based events, such as debate and speech contests
- v. Newspapers, journals, and other publications
- vi. Receipts for school fees, diaries, bulletin boards, and other similar items (not being use as authentic material)

Authentic Materials specifically for listening skills

•Audio-Video

- Computer-based:** (e.g. Face to Face, Babel, Roseta Stone, Headway, English for You, etc.) TED-Videos
- TV-based:** (e.g. TV Cartoon Programmes like Barbie, Peppa Pig, , Sesme Street, short movies, TalkShows,, Guinness World Records, etc.)

•Audio

- Device-based:** (e.g. Linguaphone, Languagepod101, FSI Language Courses, Podcasts, Audio Books of Short Stories, etc..)
- Mobile-based:** (e.g. BBC, Voice of America, Radio Broadcasts/News, Phone messages, Audio Sites like earbud.fm, podbean.com, etc.)

•Web-based

- Websites** (e.g. fluentu.com, bbc.co.uk/learningenglish/, englishclub.com, eslcafe.com, etc.), Blogs, Review Articles, world-newspapers.com , etc.)
- Youtube Channels:** (e.g. Easy English, Real English, VOA Learn English, Rachel's English, Speak English with MisterDuncan)

Status quo of Practice of Components/ Skills of ESL in the Rural Schools of north India as per Central Board of Education and State Education Boards: Below given table presents the current status of ESL Teaching learning components .

Components				Skills			
Vocab	Grammar	Structures	Accent	Listening	Speaking	Reading	Writing
Limited	Limited	Limited	No Practice	Limited	Limited	Selected syllabus only	Restricted to Syllabus

N.B. all above given data presentation is based on syllabus given on official site of CBSE and State Board schools.

The Educators' Function

As the discussion above suggests, employing AM can lead to more motivated and stimulated learners, allow learners to use the language in and for meaningful reasons, and provide a potentially richer stream of input, leading to the conclusion that include AM can be quite beneficial for L2 learners. However, no material teaches itself, and any content, whether AM, can be put to good or bad use, as previously said. Teachers are ultimately responsible for not just selecting which materials to include, but also for determining how these materials will be used. In other words, instructors must select an acceptable AM, one that is not only understandable but also incorporates innovative features. Furthermore, in order for students to absorb as much as possible, teachers must employ the content in relevant and participatory ways as much new target language information as feasible, and align the content. If all the instructor does with the AM listening material is use typical comprehension questions, then the teacher is just interested in the hearing output. Instead, if instructors employ AM listening materials and focus on the practise of listening, they are preparing students for conversation and engagement in terms of speech pace, unfiltered vocabulary, and many accents and dialects, all of which will help them listen in the "real world." To put it another way, including AM into listening instruction gives students the listening skills they need to engage and communicate in real-life situations.

Significance of Authentic Materials in improving Listening Lessons

Based on multiple earlier research, Hedge (2000) concludes that in normal life, 45 percent of communication time is spent listening, 30 percent speaking, 16 percent reading, and 9 percent writing. To put it another way, approximately half of all conversation time is spent listening. Since listening is by far the most important skill in everyday communication, ESL teachers should stress it and devote significant class time to it. However, according to Hedge (2000), Field (2008), and Siegel (2013), listening has typically been overlooked or given less emphasis than the other language abilities. Listening has gotten greater attention since the early 2000s, and one reason is "because current culture demonstrates a trend away from printed media. Two very important and popular publications led to this increased focus on listening in language classes: Field Notes on Listening in the Language Classroom (2008), as well as Listening in a Second Language (Second Language Listening) (Flowerdew & Miller 2005). Field's principal work was published in 2008. The idea is that, in general, teachers prefer to focus on the product rather than the process of learning. As a result, many teachers only use comprehension questions that are related to hearing rather than teaching them how to listen to texts. Field reacted to the situation by (2008)"We should match the sort of listening demanded by the listener as nearly as possible," he says useful in a genuine conversational setting" (p. 63). In any case, as "We are not enabling her [the learner] to succeed," as the tale in the introduction demonstrates.

Flowerdew and Miller (2005) illustrate several differences between input provided in textbooks and input learners will encounter outside the language-learning classroom. Two In natural speech, elisions (words that are omitted or decreased) and assimilations (where sounds and words are blended in a single utterance) are common, but in written speech, they are uncommon When sounds are given in "their idealised citation forms" in textbooks, they are frequently ignored. In its idealised form, the word "armoured car" is pronounced /':md 'k/, while in reality, it is pronounced /':md 'k/speech that is natural /':mg'k/ is likely to be absorbed. Similarly, in idealised terms, "heading there" Although it is pronounced /o. tu/, it is frequently misheard as "going to" in natural conversation /gə'nə/. Flowerdew and Miller (2005), for

example, dedicate an entire chapter to examining. Listening tasks in four ESL textbooks and find "that, notwithstanding the books' claims, the books' claims are false." In certain areas of listening skill improvement, the analyses have been successful.

Gilmore (2004) also examines the contrasts between AM and AM encounters, noting that textbook listening materials differ from actual talks. He outlines various variations that he believes might have detrimental consequences, such as the AM. inadequately prepare students for the kind of encounters they are likely to experience in the real world outside the confines of the language-learning classroom. In his research, he discovered that erroneous beginnings, Repetition, pauses, and hesitations, to mention a few, are significantly more common in AM than they are in AM. "If our learners' objective is to be able to act freely in the L2 outside of the classroom, then at some time they must be exposed the genuine nature of conversation," writes Gilmore (2004). (p. 371). This line of reasoning implies that AM does a poor job of preparing students for the types of listening they will encounter outside of the ESL/EFL classroom.

Conclusion: The findings show that use authentic material in their listening lessons, and that the primary reasons for doing so are that authentic material is more interesting to teachers, and that authentic material can better align with students' interests, societal lives, and future working lives. Furthermore, teachers who read this essay will gain a better understanding of why and how they use authentic materials in listening lessons, and will be able to reflect on why and how they do so. This will help teachers better align their teaching and material choices with the English subject syllabus than they could if they did not use authentic materials.

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