USING EXTRA SOURCES IN EFL CLASSES

Termiz State Pedagogical Institute, Faculty of Languages

Department of Foreign Languages in the Humanities

Instructor: **Aliyeva Zimikhol Ashurqulovna**

zimixolalieva9093@gmail.com

Termiz State Pedagogical Institute, Faculty of Languages

4th-year student: **Ramazonova Mohichehra**

qurbonnazar1980@gmail.com

Annotation. This article focuses on the importance of using extra sources in English as a Foreign Language (EFL) classrooms. It analyzes how supplementary materials such as videos, podcasts, newspapers, magazines, and online platforms can enhance students' linguistic competence, cultural awareness, and motivation. The paper explores methods of integrating these sources into lessons effectively, taking into account learners' levels, interests, and goals. It also discusses challenges teachers may face while using external materials and offers practical recommendations for their successful application. The conclusion emphasizes that the use of extra sources in EFL classes broadens students' perspectives and promotes autonomous learning.

Аннотация. В данной статье рассматривается важность использования дополнительных источников в классах английского языка как иностранного. Анализируется, как вспомогательные материалы, такие как видео, подкасты, газеты, журналы и онлайн-платформы, способствуют развитию языковой компетенции, культурной осведомлённости и мотивации студентов. В работе описываются методы эффективного внедрения этих источников в учебный процесс с учётом уровня, интересов и целей учащихся. Также рассматриваются трудности, с которыми могут столкнуться преподаватели при использовании внешних материалов, и предлагаются практические рекомендации по их успешному применению. В заключение подчёркивается, что использование дополнительных

источников расширяет кругозор студентов и способствует формированию автономного обучения.

Annotatsiya. Ushbu maqolada ingliz tili chet tili sifatida o'qitiladigan darslarda qo'shimcha manbalardan foydalanishning ahamiyati yoritiladi. Videolar, podkastlar, gazeta va jurnallar, shuningdek onlayn platformalar kabi qo'shimcha materiallar o'quvchilarning til kompetensiyasini, madaniy savodxonligini va o'rganishga bo'lgan motivatsiyasini oshirishdagi roli tahlil qilinadi. Maqolada bu manbalarni dars jarayoniga samarali kiritish usullari, o'quvchilarning darajasi, qiziqishlari va maqsadlariga moslashtirish yo'llari ko'rib chiqiladi. Shuningdek, o'qituvchilar duch kelishi mumkin bo'lgan muammolar va ularni bartaraf etish bo'yicha amaliy tavsiyalar beriladi. Xulosa sifatida, EFL darslarida qo'shimcha manbalardan foydalanish o'quvchilarning dunyoqarashini kengaytirishi va mustaqil o'rganish ko'nikmalarini rivojlantirishi ta'kidlanadi.

Keywords: extra sources, EFL classes, motivation, cultural awareness, independent learning

Ключевые слова: дополнительные источники, обучение английскому, мотивация, культурная осведомлённость, самостоятельное обучение

Kalit so'zlar: qo'shimcha manbalar, ingliz tili o'qitish, motivatsiya, madaniy savodxonlik, mustaqil o'rganish

Introduction. In modern language education, using extra sources in EFL classes has become an essential element of effective teaching. Traditional textbooks often provide a foundation, but they cannot fully reflect the diversity and dynamism of authentic language use. Supplementary resources such as newspapers, films, songs, websites, and interactive applications bring real-world language into the classroom. They not only enhance students' vocabulary and grammar but also expose them to cultural contexts, idiomatic expressions, and various accents, which are crucial for communication competence.

The Importance of Extra Sources in EFL Teaching. Extra sources play a vital role in supporting both linguistic and cultural development. Authentic materials such as articles from online journals or TV interviews help students encounter natural language structures

used by native speakers. Moreover, they create a link between classroom learning and real-life situations. This connection improves learners' motivation and encourages them to use the language beyond the classroom walls. According to modern pedagogical research, students who are regularly exposed to authentic sources tend to develop better listening comprehension and intercultural sensitivity[1, 3].

Types of Extra Sources and Their Pedagogical Value. Teachers can choose from a wide variety of supplementary materials. Audio-visual sources such as movies, YouTube videos, and podcasts provide exposure to pronunciation, intonation, and different dialects. Reading materials like newspapers, blogs, and short stories enrich vocabulary and introduce learners to contemporary issues. Digital platforms such as BBC Learning English or Duolingo allow for interactive learning experiences. Furthermore, songs and literature can be powerful tools for emotional engagement and memorization, helping students connect personally with the language[1, 5].

Integrating Extra Sources into the Classroom. Effective integration of extra sources requires careful planning. Teachers should align materials with lesson objectives and students' proficiency levels. Pre-task activities such as predicting content or discussing background knowledge help prepare learners for authentic input. During the lesson, guided tasks like comprehension questions or note-taking ensure focus. Post-task discussions and reflections allow students to express opinions and consolidate learning. For instance, watching a short video followed by a class debate encourages both listening and speaking practice while fostering critical thinking[2, 4].

Challenges and Solutions. While extra sources offer many benefits, teachers may encounter several difficulties. One major challenge is selecting appropriate materials that match students' levels and cultural backgrounds. Some authentic sources might contain complex language or culturally sensitive topics. Teachers should therefore adapt or simplify content when necessary without losing authenticity. Time management can also be an issue since using multimedia requires preparation. To overcome this, educators can curate ready-made digital resources or collaborate with colleagues to share materials. Another common problem is students' passive consumption of media; hence, teachers must design tasks that require active engagement[5, 4].

The Role of Technology in Using Extra Sources. Technology has revolutionized how teachers and learners access information. Online platforms, educational applications, and interactive tools enable students to practice English independently. Teachers can assign podcasts for listening homework, recommend online articles for reading, or use platforms like Quizlet and Kahoot for vocabulary review. These resources foster learner autonomy and make learning more flexible and personalized. However, teachers should guide students on how to critically evaluate online content to ensure accuracy and reliability[3, 5].

Conclusion. In conclusion, the use of extra sources in EFL classes enriches the teaching process and enhances students' learning outcomes. It bridges the gap between classroom English and real-life communication. Through authentic exposure, learners gain confidence, cultural insight, and a deeper understanding of how the language functions in various contexts. While challenges such as material selection and time management exist, with thoughtful planning and creativity, teachers can successfully incorporate extra sources into their lessons. Ultimately, this approach nurtures independent, motivated, and culturally competent language learners.

References

1. Alieva Zimikhol Ashurkulovna. (2022). ADVERTISING TEXTS AND THE LANGUAGE OF ADVERTISING TEXTS. *European Scholar Journal*, 3(5), 111–114.

2. Ashurkulovna, A. Z. (2022). Adverting texts and their phonetic features. *WOS Journal*, Vol. 3(5), 1248–1255.

3. Z. A. Ashurkulovna. (2022). THE PHRASEOLOGICAL PICTURE OF THE WORLD AS AN INTEGRAL PART OF THE LANGUAGE PICTURE OF THE WORLD. *EJEDL*, 3(12), 377–385.

4. Harmer, J. (2015). *The Practice of English Language Teaching.* Pearson Education.

5. Nunan, D. (2004). *Task-Based Language Teaching.* Cambridge University Press.

6. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching.* Cambridge University Press.