

## ADDRESSING THE ABILITIES OF LANGUAGE LEARNERS: 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](mailto:zimixolalieva9093@gmail.com)

Termiz State Pedagogical Institute, Faculty of Languages

4th-year student: **Urolova Zebo**

[shirinfarxadova375@gmail.com](mailto:shirinfarxadova375@gmail.com)

**Annotation.** This article examines how additional learning resources support the development of learners' abilities in English as a Foreign Language (EFL) classrooms. It highlights the pedagogical benefits of integrating extra materials such as documentaries, language-learning websites, graded readers, and mobile applications. The paper explains how these tools reinforce linguistic accuracy, boost student engagement, and promote independent learning. Strategies for adapting extra sources to learners' proficiency levels are discussed, along with challenges instructors may face. The study concludes that using external resources creates a richer learning environment and contributes to well-rounded language competence.

**Аннотация.** В данной статье исследуется влияние дополнительных материалов на развитие способностей учащихся в классах английского языка как иностранного. Подчеркивается значение документальных фильмов, обучающих сайтов, адаптированной литературы и мобильных приложений в улучшении языковой подготовки. Рассматриваются способы адаптации этих ресурсов к уровню обучающихся, а также трудности, возникающие при их применении. В заключение делается вывод о том, что внешние источники способствуют формированию полноценной языковой компетенции и повышают интерес студентов к изучению языка.

**Annotatsiya.** Ushbu maqolada EFL darslarida qo‘shimcha manbalardan foydalanish o‘quvchilarning til o‘rganish qobiliyatiga qanday ta‘sir qilishi tahlil qilinadi. Hujjatli filmlar, o‘quvchi uchun moslashtirilgan kitoblar, mobil ilovalar va onlayn platformalar o‘quvchilar bilimni qanday boyitishi ko‘rsatiladi. Maqolada ushbu manbalarni o‘quvchilarning darajasi va ehtiyojlariga moslashtirish usullari ham ko‘rib chiqiladi. Xulosa sifatida, qo‘shimcha resurslardan foydalanish o‘quv jarayonini yanada samarali qiladi va mustaqil o‘rganishni rag‘batlantiradi.

**Keywords:** extra sources, learner abilities, EFL teaching, independent learning, motivation

**Ключевые слова:** дополнительные источники, способности учащихся, обучение английскому, самостоятельное обучение

**Kalit so‘zlar:** qo‘shimcha manbalar, o‘quvchi qobiliyati, ingliz tili, mustaqil o‘rganish

**Introduction.** In recent years, EFL methodology has increasingly emphasized the need to supplement textbooks with diverse learning materials. Textbooks alone may limit the variety of linguistic input students receive. Extra sources expose learners to authentic speech and real-world communication patterns, which help shape their listening, speaking, reading, and writing skills. Integrating different media forms—visual, audio, and digital—also caters to learners’ individual abilities, supporting both slower and faster language learners.

### The Role of Extra Sources in Developing Learner Abilities

Supplementary materials are essential for developing comprehensive communicative competence. Authentic content such as radio interviews or online articles encourages learners to process real speech at natural speed and understand cultural nuances. These materials develop critical abilities such as predicting meaning from context, recognizing pragmatic language, and interpreting cultural references. Studies in modern methodology

suggest that exposure to such input helps learners develop stronger analytical and communicative skills, increasing their confidence in real-life interaction .

### Types of Extra Sources and Their Educational Benefits

Extra sources vary widely, allowing teachers to select materials that best match student needs:

- Visual materials (documentaries, short films, educational videos) promote listening comprehension and improve pronunciation modeling.
- Reading materials (graded readers, online articles, magazines) enrich vocabulary and enhance reading fluency.
- Digital resources (mobile apps, online exercises, language platforms) provide instant feedback and allow learners to practice anytime.
- Audio sources (interviews, podcasts, audiobooks) help learners understand intonation, connected speech, and accents.

Teachers can combine these resources to develop multiple abilities simultaneously—for example, using a video clip followed by a writing assignment or a class discussion.

### Integrating Extra Sources Into EFL Lessons

Effective integration involves several methodological steps:

1. Selecting appropriate materials based on learners' levels and interests.
2. Preparing pre-activities such as brainstorming or vocabulary preview.
3. Providing guided tasks during the activity (e.g., comprehension questions, note-taking).
4. Applying post-activity tasks like summarizing, group work, or creative tasks.

This structured approach ensures that learners stay engaged and actively use the language. For example, a short documentary can be paired with group analysis tasks that promote critical thinking.

### Challenges and Possible Solutions

Teachers often face difficulties when incorporating supplementary materials:

- Language complexity: Authentic texts can sometimes exceed learners' levels. Teachers can solve this by selecting shorter texts, adding subtitles, or providing glossaries.

- Time limitations: Preparing multimedia lessons requires planning. Ready-to-use online resources and teacher collaboration can reduce preparation time.

- Digital access: Not all students have equal access to technology. Teachers should provide alternative tasks or downloadable materials.

When these challenges are addressed, extra sources significantly enhance the learning process.

### Technology and Learner Independence

Modern technology has transformed EFL learning. Mobile applications help learners practice grammar and vocabulary daily. Websites such as BBC Learning English or interactive e-books encourage learners to explore English independently. By engaging with these tools outside the classroom, students cultivate self-discipline and autonomous learning habits. Teachers, however, must guide students in selecting reliable, high-quality materials to avoid misinformation.

**Conclusion.** Extra sources play a fundamental role in improving language learners' abilities. They provide authentic exposure, increase motivation, and develop both linguistic and cultural competence. When used strategically, supplementary materials transform the EFL classroom into a dynamic learning environment. Although teachers may encounter challenges in material selection and technical preparation, thoughtful planning ensures successful integration. Ultimately, extra sources nurture more confident, independent, and capable English language learners.

### References

1. Alieva, Z. A. (2022). Advertising texts and the language of advertising. *European Scholar Journal*, 3(5), 111–114.
2. Ashurkulovna, A. Z. (2022). Advertising texts and their phonetic features. *WOS Journal*, 3(5), 1248–1255.

3. Ashurkulovna, Z. A. (2022). The phraseological picture of the world and its role in linguistic worldview. *EJEDL*, 3(12), 377–385.
4. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
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.