

THE NEED FOR AUTHENTIC READING MATERIALS

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Abstract: Developing language learners' reading skill needs new approaches nowadays. In this regard, language teachers are in search of authentic reading. In this article we will examine some researchers who have shared their opinions regarding what constitutes genuine "real life" materials.

Key words: Authenticity, authentic reading, authentic tasks, pedagogical tasks.

The word "authentic materials" has been defined in a variety of ways across the literature. According to Nunan, the creation of authentic materials isn't usually done with language instruction in mind. In the linguistic environment in which they are formed, authentic materials are employed for certain social goals¹. Additionally, according to Bacon and Finnemann, authentic materials are texts created by native speakers for non-pedagogical goals;² in contrast to other definitions, their definition designates the text's makers as native speakers.

The term "authentic" has been used to differentiate the predetermined patterns found in textbooks, whereas authentic texts are non-pedagogical works that support students in developing their cultural and communication capabilities. Realia, another name for authentic materials, are resources designed for native language speakers that we may utilize in our instruction. It is now generally recognized as materials that contain concepts, words, phrases, and expressions that are heard and read in real-life settings due to the shifting borders of language. Since the Communicative Language Teaching Approach gained popularity in the 1970s, instructors have been employing authentic materials in EFL lessons for a long time. Numerous studies have examined authenticity and the usage of real materials in English as a foreign language classrooms. Authenticity is important to many studies because it helps students become more comfortable using the target language in everyday contexts. Students will not learn anything if the instructional materials are not engaging and inspiring. Learning a foreign language is challenging for students when the wrong instructional resources are used.

In order to succeed in learning any language, learners must be motivated. As a result, instructional materials need to spark students' curiosity and motivate them. Many scholars recommend the use of authentic materials (AM) to support learners in their efforts to learn more effectively. Since they provide students the impression that they are studying the "real" language, authentic resources encourage them to study the language. Hyland, on the other hand, claims that one of the most significant benefits of adopting real materials is that it improves the learning process and raises learners' motivation³. Conversely, if we use less real-world resources with our students, they could not get as much practice in real life.

Another language teacher D. Jabbarova writes in her article "What are authentic materials?" that "We can use newspapers, magazines, movies with subtitles, brochures, literature (novels, poems, and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, recipes, business cards, labels, stamps, etc. as the sources on teaching authentic materials for the teaching of reading." Print, audio, and video items that students come into contact with on a regular basis—such as voice mail messages, menus, job applications, change-of-address forms, radio programs, and videos—are referred to as authentic materials⁴. Though they aren't made with the classroom in mind, these materials are nonetheless great resources for students to learn from because of their authenticity. Authentic materials fall into two basic

¹ Adams, T. "What makes materials authentic?" (1995).

² Bacon, S., & Finneman, M. "A study of attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input". *Modern Language Journal*, 74(4), (1990)

³ Guariento, W. & J. Morely "Text and task authenticity in the EFL classroom". (2001) *ELT Journal*.

⁴ D.Jabbarova "What are authentic materials" *Молодой ученый*. — 2017. — № 23 (157).

categories: print (reading) and audio. English as a Second Language (ESL), Adult Secondary Education (ASE), and Adult Basic Education (ABE) students benefit from using authentic print materials. ESL students often use authentic classroom materials, although ABE and ASE students can benefit from these as well.

Regarding the use of authentic materials in terms of pedagogical implications, Musallam states that researchers discuss that the use of authentic materials helps students connect classroom learning with students; the ability to be part of real events, which means that the use of authentic materials contributes to the achievement of effective foreign language communication competence; on the other hand, the quoted author points out that not all researchers are ready to include authentic materials in the language course, because teachers have some difficulties in obtaining authentic materials because their costs are really high. Teachers have to spend a lot of time to create appropriate learning activities⁵.

In line with the tendency to develop communicative and also cultural competences in language teaching, it was necessary to clarify the concepts of text authenticity and communicative authenticity. This has been discussed in Europe and the United States. According to Widdowson, authenticity lies not in the text, but in how speakers and readers use it, namely in their response. Considering also the fact that the relationship between a given language and its social community can be very variable, we believe that cultural and communicative competence means understanding the social practices of the target language community while maintaining one's own⁶. Learners can to some extent imitate the behavior of the community derived from the authentic text, because the first goal is to communicate, not to behave like someone else, which means losing their social and linguistic identity. A learner can behave both in the target culture and outside it, if he understands the cultural situation. Therefore, teachers should be more concerned about authentic language learning, which requires communication and meta-communication in language learning. No section raised the issue of cultural competence, which includes to some extent the obligation to behave in accordance with the social practices of a particular speech community⁷. Students should imitate the patterns of language and behavior observed in authentic texts, which is a good way to understand the culture of the target language.

Finally, Breen refers to the learner's ability to act as both an insider and an outsider in the speech community whose language he is learning, that "the learner redefines any text in relation to his own priorities precisely because he is a learner."⁸ Such a critical understanding becomes an educational question about pedagogical effectiveness when he concludes that "perhaps all other questions about the authenticity of language teaching can be resolved by fully utilizing the potential of the classroom."

To sum up, developing reading skills is an important part of foreign language teaching. There are several types of reading texts in foreign language textbooks, but usually there is one size in terms of the way the texts are presented and the choice of reading comprehension exercises. In this case, foreign language teachers try to find additional texts and plan their exercises. There are some things to consider for better results. These are the similarities and differences between first and foreign language reading, the reasons for reading and the goals of a reading program, the advantages and disadvantages of using authentic texts at all language levels, and the criteria we use select appropriate texts from various sources.

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⁵ Al-Musallam, E. I. "College instructors and learners attitudes to authentic EFL reading materials in Saudi Arabia" (2009).

⁶ Baird, K., & Redmond, M, (Eds.). *The use of authentic materials in the K-12 French program.* (2004). Winston-Salem, NC: Wake Forest University, Department of Education.

⁷ Nostrand, H.L.. (1989) *Authentic Text-Cultural authenticity: An Editorial*, *Modern Language Journal* 73/1.

⁸ Kramsch, Claire. "Context and Culture in Language Teaching"; 2010

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