AUTHENTIC READING SOURCES IN TEACHING ENGLISH FOR FUTURE PRE SERVICE EDUCATIONAL TEACHERS

Rakhimakhon Tursunova Valijonovna

Position: English Language Teacher

School: School No. 13

Location: Balikchi District,

Andijan Region, Uzbekistan

Phone: +998 93 242 0238

Email: srahima@mail.ru

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There has been a growing interest in using authentic materials for the teaching of reading. In order for learners to acquire the target language, teachers need to present the real reading situation of the language. Although authentic materials have positive impact for learners and teachers, they may give difficulties for readers to catch and understand the text. Thus, some considerations should be taken in order to develop appropriate and effective reading skills However, reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the

most useful resources is the Internet where large amounts of varied material being easily accessible.

One of the main reason for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used. When considering the use of authentic materials, Widdowson wrote: "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic" (Widdowson 1990:67). asking whether their use is "inconsistent" with the principles of Communicative Language Teaching (CLT).

Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics.

Authentic texts have been defined as "…real-life texts, not written for pedagogic purposes" (Wallace 1992:145). They are therefore written for native speakers and contain "real" language. They are "…materials that have been produced to fulfil some social purpose in the language community" (M.Peacock 1997). In contrast to non-authentic texts that are especially designed for language learning

ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

purposes. The language in non-authentic texts is artificial and varied, concentrating on something that has to be taught and often containing a series of "false-text indicators" that include: (See to the 1st table).

1-table

perfectly formed sentences (all the time);

a question using a grammatical structure, gets a full answer;

repetition of structures;

very often does not "read" well.

If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected? The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one.

C.Nuttall gives three main criteria when choosing texts to be used in the classroom suitability of content, exploitability and readability (1996). Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of

structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students. Variety and presentation also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Foreign language learners . One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the student having to make very little conscious effort to learn it. While on the contrary, the student becomes highly specialised in that particular area and not in others. Whether the text looks authentic or not, is also very important when presenting it to the student. The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. A more "attractive" text will appeal to the student and motivate them into reading. It may seem to be a very superficial aspect but the appearance of any article is the first thing that the student notices. An "attractive" looking article is more likely to grab the reader's attention rather than a page full of type. Very often it is so easy to just download an article from the Internet and present the student a page full of impersonal print, without taking any of these factors into consideration. Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students' intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage, is the language in the text natural or has it been distorted in order to try and include examples of a particular teaching point? It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created? Above all does the text make the student want to read for himself, tell himself something he doesn't know as well as introduce new and relevant ideas? In my opinion there
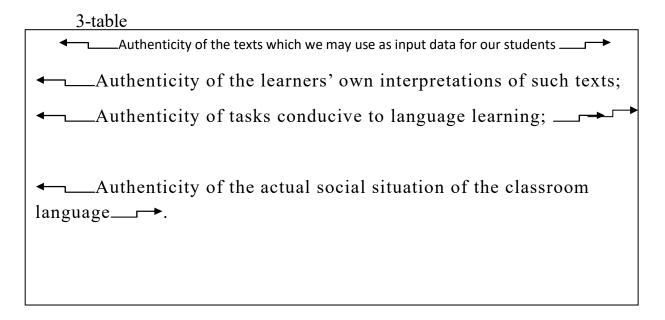
are number of factors that can be helpful to choose Authentic reading materials for both teachers and learners (See to the 2nd table).

2-table

Choosing authentic reading materials factors for language learning/teaching	
Learners needs analysis	Complexity of the text
Readability of the text	Vocabulary acquisition
Enhancing Skills/strategies by the reading	Grabing students attention

The concept of authenticity is central to CLT, with the learner being exposed to the same language as a native speaker. Four types of authenticity within the classroom have been identified and in particular to the use of authentic texts (See to the 3 rd table).

3-table

Authenticity of the texts which we may use as input data for our students

Authenticity of the learners' own interpretations of such texts;

Authenticity of tasks conducive to language learning;

Authenticity of the actual social situation of the classroom language.

K.Goodman said that t reading is basic and an essential interaction between language and thought…" Where the writer encodes his thoughts as language and the reader decodes the language into thought.

It's important that point of using authentic reading materials in the classroom. One of the main ideas of using authentic materials in the classroom is to "expose" the learner as much real language as possible. Even if the classroom is not a "real-life" situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity: "As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity." (Wallace 1992:79) When introducing with reading learners may produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language (Guariento & Morley 2001).

Richards (2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated, very quickly but unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner, it can de-motivate and in Krashenite terms "put up the effective filter".

When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior "We need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials." (Senior 2005:71). Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the

problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text "less" authentic.

It can be made more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and then asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading. The reading approach must be authentic too. Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension.

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