World Conference on "Integrated and Life-long Education of Modernity"

Advantages and Disadvantages of using Authentic Text Materials in Teaching Reading Comprehension in the Classroom

Sharipova Dilnoza To'lqin qizi

Master student of the Uzbek State University of World Languages, Faculty of Foreign Language and Literature, Tashkent, Uzbekistan

Abstract. Reading can mean different things to different individuals. For some, it's the ability to recognize written words, while for others, it's a chance to teach pronunciation and practice speaking. However, there is always a reason to read. We take it for granted and think that everyone is capable of doing it because it is something we do every day and is a crucial component of our daily life. The purpose for reading heavily influences the reason for reading. The use of authentic resources in the classroom is discussed, with the learner gaining from exposure to real language being used in a real situation. Authentic materials are also extremely motivating, providing a sense of accomplishment when comprehended, and urge readers to read more. They are also very adaptable that they may be used in different ways to encourage different abilities, reflect changes in language usage, include a large range of text formats, and can be updated as well as utilized multiple times. In this article we will provide information about both positives and negatives of using authentic text materials in improving students reading comprehensions in the classroom.

Key words: authentic, authenticity, text, reading comprehension, reading skills, sources, real-life, learners, readers.

It is important to realize that to get main ideas and new information in English text students need mastery of the vocabulary to form students' comprehension skill. Reading is beneficial for comprehension. The reading process is really about comprehension. Reading proficiency is measured by a student's capacity to comprehend the material being read. Students can deduce information from the text and participate in the author's integration. Reading comprehension is a thinking process by which students choose information and ideas from printed material, determine how they relate to prior knowledge they have acquired, and assess their appropriateness and worth for achieving their needs and goals. As a result, reading and comprehension cannot be separated from one another. On the whole, reading comprehension is very crucial in teaching reading. Additionally, for teaching Reading there are two kinds of text that can be used: authentic text and inauthentic text. Authentic texts are those which are taken from real life communication and not designed for language teaching and learning purposes, for example: newspapers, magazines, advertisements, brochures, product wrappings, menus and others. Authentic materials provide real-life examples of language used in everyday situations. They can be utilized to increase the learner's interest. They can

act as a helpful reminder to students that the target language is used by a large segment of the public. Authentic resources can inform readers about the target culture and offer that culture's interpretation of a problem or event. The rich language used in real materials gives language learners the input they require for learning[1]. Authentic texts have been defined as "…real-life texts, not written for pedagogic purposes"[2]. 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"[3]. In contrast to non-authentic texts that are especially designed for language learning purposes. One of the main ideas of using authentic materials in the classroom is to "expose" the learner to 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. Now, let us discuss some advantages of using authentic materials in the classroom environment. The main advantages of using authentic materials in the

classroom include:

➢ having a positive effect on student motivation;

➢ giving authentic cultural information;

➢ exposing students to real language;

➢ relating more closely to students' needs;

➢ supporting a more creative approach to teaching.

The more the learner reads, the better a reader he will become, not only improving his language level but also confidence. According to Ferit Kilickaya, there are five main of using authentic materials, as follows:

1. The materials contain the positive impact on students' motivation, and the materials will naturally boost students' motivation because normally people will be excited when exposed to something connected to their preference and interest.

2. The materials serve the authentic cultural information, it is beneficial for students, expecially for EFL students to get to know the culture of the target language;

3. The materials expose the students of real language, it is very important to students to be exposed to real language. Real language will provide Students the language that is used by the native speaker. In the end, it will meet a demand of good communication to the target language;

4. The materials help to approach of teaching method creatively, the teacher will have much more variety of materials in teaching and automatically pushes the teacher to be more creative in deciding wisely how to present the authentic materials for her/his students;[4]

However, while using real- life reading materials, it is inevitable that we might face some problems. The negative aspects of authentic materials are that they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts[5].

---

[1] Alderson, J.C. & Urquhart, A.H. "Reading in a Foreign Language"(1984) London, Longman.

[2] Wallace, C. " Reading" Oxford, O.U.P(1992)

[3] Peacock, M. "The Effect of Authentic Materials on the Motivation of EFL Learners in English Language" (1997) Teaching Journal 51, pp 2

[4] Kilickaya, F. "Authentic Materials and Cultural Content in EFL Classroom", retrieved from http;//www.metu.edu.tr/-kilickaya/.(5th June 2013).

[5] Martinez, A.G. "Authentic Materials: An Overview on Karen's Linguistic Issues" (2002) http://www3.telus.net/linguisticsissues/authenticmaterials.html

✓ Often too culturally biased, difficult to understand outside the language community;

✓ Vocabulary might not be relevant to the student's immediate needs;

✓ Too many structures are mixed so lower levels have problems decoding the texts;

✓ Special preparation is necessary, can be time consuming;

✓ Can become outdated easily, e.g. news stories, articles;

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.

Overall, applying authentic texts in the classroom has many purposes. The students can be always up to date with the current issue in the world. And this is will increse students' motivation in learning Reading Comprehension. Besides, authentic texts also bring students in real situation although classroom is not the real situation but authentic text can represent the absence of the real world, moreover authentic texts will help students in producing the achievement in classroom.

Reference:

1. Alderson, J.C. & Urquhart, A.H. "Reading in a Foreign Language" London, Longman (1984)

2. Alderson, J.C. "Assessing Reading" (2000) Cambridge, C.U.P.

3. Martinez, A.G. "Authentic Materials: An Overview on Karen's Linguistic Issues" (2002) http://www3.telus.net/linguisticsissues/authenticmaterials.html.

4. Peacock, M. "The Effect of Authentic Materials on the Motivation of EFL Learners in English Language" (1997) Teaching Journal 51, pp 2

5. Wallace, C. "Reading" Oxford, O.U.P(1992)

6. Nuttall, C. "Teaching Reading Skills in a foreign language" (1996) (New Edition) Oxford, Heinemann

7. Senior, R "Authentic Responses to Authentic Materials in English" (2005) Teaching Professional 38, pp71

8. Widdowson, H.G. "Learning Purpose and Language" (1983) Use Oxford, O.U.P.

9. Widdowson, H.G. "Aspects of Language Teaching" (1990) Oxford, O.U.P