



# Improving the Reading Competence of Future English Language Teachers Using Authentic Materials

Devorova Shamsiya Jumanazarovna

Teacher of Termiz State University, Uzbekistan

## OPEN ACCESS

SUBMITTED 20 February 2025  
ACCEPTED 19 March 2025  
PUBLISHED 21 April 2025  
VOLUME Vol.05 Issue04 2025

## COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

**Abstract:** Currently, one of the main tasks of language learners is independent and active participation in intercultural communication aimed at using the knowledge gained directly in their professional activities through studying the culture of a foreign language in order to form communicative competence. The use of authentic materials in teaching foreign languages in practical activities during the educational process helps to solve these problems.

**Keywords:** Methodology, term, term, competence, study.

**Introduction:** In the process of teaching English, great attention is paid to concepts such as authentic materials and authentic text. First of all, if we look at the word Authentic, it is derived from the Greek word authentikos - originality, that is, true to the original, corresponding to the real situation [1; 383- b].

In order to clarify the concept of authentic materials and the problem of their use, a number of studies have been conducted by linguists and methodologists M.P. Breen, G.I. Voronina, E.V. Nosovich, R.P. Milrud, L. Van Lier, B. Tomalin, F. Mishan, Gebhard and others. There are several approaches to understanding what authentic materials are. In the process of dealing with authentic materials, we encounter the concept of "Authentic text". About this concept, W.Guariento and J.Morley argued that an authentic text is a produced language created to achieve some social goals in the society [22; 347-b]. According to F.Mishan, authentic materials are texts created for real communicative purposes [39]. However, M.P.Breen argued that authentic texts in the context of language learning

mean any source of information that helps students develop real understanding.

The next problem relates to the students. Since reading comprehension is the process of constructing meanings, the students are difficult to comprehend the English passages. They commonly complain that there are too many words they cannot understand from the passages. They tend to fail in acquiring the meaning of the reading texts and also difficult in finding the main idea and details information of the texts. These problems occur because of their lack of vocabularies. The next factor which is the students' lack of prior knowledge and reading strategies to generate inferences may cause the students comprehension of texts low. Moreover, their motivation and interest is found to be low. The laziness and boredom of the students is found when they are provided with the same textbook every day. They are lack of exposure in English in their teaching and learning process. They did not get enough experience in dealing with the real-life reading skills, they just familiar with the passages which are specially written for language teaching purposes. This condition makes the wrong perception on the students that learning English is something that they are not necessary to do except for their score in the classroom. Furthermore, variety of texts derives variety of reading performance. Several types of reading may occur as suggested by Brown (2001: 312) which are categorized into two broad types, oral and silent reading performances. Oral reading is occasionally for beginner and intermediate levels because it is aimed to check pronunciation and bottom-up processing skill, while silent reading is for advanced level of students because it is a very authentic activity. Within the category of silent reading, it may also be sub categorized into intensive and extensive reading. Intensive reading focuses on the linguistic or semantic details on a text and also be content-related reading because of subject-matter difficulty. In intensive reading, reader will read with concentration and a great care to the text in order to understand exactly the meaning of it. Unlike intensive reading, extensive reading is aimed to achieve general understanding in reading longer texts. It often becomes a pleasure reading or reading technical, scientific or professional materials. This type of reading may involve two specific reading skills, scanning for details and skimming for the essential meaning to provide global or general meaning of the text. Moreover, Brown (2001: 306) states that reading comprehension is a matter of developing appropriate and efficient comprehension strategies. He elaborates ten strategies for reading

comprehension. The first strategy is identifying the purpose in reading in order to be efficient in reading. The readers should have clear aim why they are reading. The readers' clear purpose of reading will guide them to the specific information they need and remove or throw away the unwanted information. The next strategy is using graphemic rules and patterns to aid in bottom-up decoding. This strategy is useful for the beginning level of students. They can make some correspondences between spoken and written form to help them to do bottom-up decoding. Then they can perform efficient silent reading techniques to increase efficiency in reading. Also, the reader can use skimming to glance and determine the text's gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing of supporting ideas. As well as skimming, the reader can use scanning to search for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

"The popularity of authentic audio-visual materials lies in their ability to create an interactive language environment for language learners," notes the Russian scholar G. A. Vorobyov [66; 30-36-bb].

Peacock highlighted the following main functions of authentic materials:

- They have a positive effect on student motivation.
- They provide real cultural information.
- They are closely related to the desires of language learners.

[45; 144-156 bb].

Rifat.A.S also emphasized the advantages of using authentic materials. These include:

- Students learn real speech by watching conversations of famous people through various videos.
- Authentic materials inform students about current events in the world.
- Students can find topics that are interesting to them.
- Different types of texts can be found in books, articles, and newspapers.

[48; 55-b].

Matsuta also emphasized the positive aspects of authentic materials:

- Authentic materials have a positive effect on the motivation of language learners.
- These materials provide authentic cultural information.
- They are closely related to the desires and interests of

language learners.

- They learn different texts through authentic materials.
- Authentic materials are constantly updated compared to educational materials.
- They have a positive effect on students' understanding and learning of a language. [36; 397-b].

Despite the effectiveness of authentic materials in the teaching process, linguist-methodologist Richard also mentioned critical points. We can include the following:

- Created materials can also motivate students.
- Created materials can be more important than authentic materials. Because they are usually organized based on the level of learning of language learners.
- Authentic materials are usually difficult to understand the language.
- Using authentic materials in the teaching process is a burden for the teacher.

As can be seen, there are negative and positive aspects of using authentic materials. Despite the negative aspects of using authentic materials, the lesson will be more effective if the lessons are organized using authentic materials. The great thing about using authentic materials is that such resources are available everywhere. For example, authentic materials are not limited to articles in newspapers and magazines, but also songs, TV programs, films, radio, podcasts, menus, that is, anything written in English is considered authentic materials. This makes it easier for students to learn English, in addition, authentic materials also provide students with the opportunity to independently learn a foreign language.

## CONCLUSION

There are several advantages to using authentic materials in the learning process. For example, when using authentic materials in the lesson, students

encounter words, phrases or grammatical devices that they have never encountered before. When listening to authentic materials, they learn to pronounce sounds and letters and concentrate.

The use of authentic materials or non-authentic materials in teaching English as a foreign language has been discussed by many linguists. One of them, Gilmore, emphasized that there is a difference between authentic materials and textbooks.

## REFERENCES

Алаудинова Д. Written translation of texts related to different spheres //Зарубежная лингвистика и лингводидактика. – 2024. – Т. 2. – №. 1. – С. 13-18. ALAUDINOVA D. FRAZEOLGIK BIRIKMALAR VA ULARNI TARJIMA QILISH USULLARI //XALQ TA'LIMI. – Т. 57.

Dilnoza A., Sevara C. MODERN METHODS OF TEACHING A FOREIGN LANGUAGE //European International Journal of Multidisciplinary Research and Management Studies. – 2024. – Т. 4. – №. 06. – С. 18-22.

Kizi A. D. R. Lexical errors and shortcomings in the translation process //European International Journal of Multidisciplinary Research and Management Studies. – 2023. – Т. 3. – №. 10. – С. 275-280.

Алаудинова Д. Связь стилистики и когнитивной лингвистики на уроках языка //Традиции и инновации в исследовании и преподавании языков. – 2023. – Т. 1. – №. 1. – С. 95-99.

Алаудинова Д. Теоретический подход к компетенции устного общения //Общество и инновации. – 2022. – Т. 3. – №. 3/S. – С. 147-151.

Алаудинова Д. Оғзаки Нутқни Ўстиришга Доир Ўтказилган Педагогик Тажриба Синов Натижалари //О 'zbekiston Respublikasi Oliy Va O 'Rta Maxsus Ta'lim Vazirligi O 'zbekiston Davlat Jahon Tillari Universiteti O 'zbek Tili Va Adabiyoti Kafedrası. – Т. 187.