




UO'K: 372.881.111.1

**IMPLEMENTING AUTHENTIC TEXT APPROACH TO IMPROVE READING
COMPREHENSION OF EFL STUDENTS****ВНЕДРЕНИЕ ПОДХОДА ИСПОЛЬЗОВАНИЯ АУТЕНТИЧНЫХ ТЕКСТОВ С ЦЕЛЬЮ
ПОВЫШЕНИЯ УРОВНЯ ПОНИМАНИЯ ПРОЧИТАННОГО У СТУДЕНТОВ, ИЗУЧАЮЩИХ
АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ****EFL (INGLIZ TILI CHET TILI SIFATIDA) O'RGANAYOTGAN TALABALAR O'QISH
KO'NIKMASINI RIVOJLANTIRISHDA AUTENTIK (HAQIQIY) MATN METODINI QO'LLASH**

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Abstract

The following article studies how the authentic text approach improves the productivity of lesson in EFL classroom, mainly focusing on enhancing students' reading comprehension. Instead of traditional classroom materials, the Authentic text approach supports learners' knowledge in both sides of language development and intercultural awareness. The results indicate that implementing the Authentic text approach in language teaching process enriches reading comprehension, vocabulary acquisition and cultural outlook of students.

Аннотация

В данной статье рассматривается, как подход, основанный на аутентичном тексте, повышает продуктивность уроков английского языка как иностранного, уделяя особое внимание развитию понимания прочитанного учащимися. Вместо традиционных учебных материалов, подход, основанный на аутентичном тексте, способствует развитию знаний учащихся как в плане развития языка, так и в плане межкультурного взаимодействия. Результаты показывают, что применение подхода, основанного на аутентичном тексте, в процессе обучения языку улучшает понимание прочитанного, расширяет словарный запас и культурный кругозор учащихся.

Annotatsiya

Quyidagi maqolada autentik matn yondashuvi EFL sinfida dars samaradorligini qanday oshirishi, asosan talabalarning o'qishni tushunish darajasini oshirishga qaratilgan. An'anaviy sinf materiallari o'rniga, autentik matn yondashuvi o'quvchilarning til rivojlanishi va madaniyatlararo xabardorlikdagi bilimlarini qo'llab-quvvatlaydi. Natijalar shuni ko'rsatadiki, til o'rgatish jarayonida Autentik matn yondashuvini qo'llash o'quvchilarning o'qishni tushunish, so'z boyligini o'zlashtirish va madaniy dunyoqarashini boyitadi.

Key words: authentic text approach, EFL class, intercultural awareness, reading comprehension, implementing.

Ключевые слова: аутентичный подход к тексту, занятия по английскому языку как иностранному, межкультурная осведомленность, понимание прочитанного, реализация.

Kalit so'zlar: autentik matn yondashuvi, EFL sinfi, madaniyatlararo xabardorlik, o'qishni tushunish, amalga oshirish.

INTRODUCTION

In the process of language acquiring, reading comprehension is still remaining one of the main challenges for English learners as a context in foreign language. Common pedagogical materials mostly include texts that have lack of cultural competence and linguistic data while real-world materials can deliver these findings in an intriguing way to learners. A.Gilmore (2007) showed in his research that "the Authentic Text Approach (ATA) has gained attention for its potential to bridge the gap between language learning and real communication"[1]. Authentic texts, such as news articles, literal poems, songs, blogposts, are not firstly established in teaching aim, but they are being integrated in classroom in the purpose of a lead of natural language usage for learners. The following paper investigates the importance of aforementioned approach in EFL classes, focusing on its effect on students' reading horizon.

LITERATURE REVIEW AND METHODOLOGY

As a dramatic increase in English language learning, each skill of language demands a deep acquisition, including reading comprehension. In a traditional classroom main attention of both educator and learner in reading text is given to solve some kind of task related to the text. Simultaneously, other skills, such as intercultural awareness, communicative intent, reading horizon can be improved by the help of newly established methods, like Authentic Text Approach.

According to A.Gilmore, "Authentic materials are texts created for real-life communication, not specifically for language teaching[2]". Authentic texts can be magazines, literary works, menus, websites, film scripts, TED talks and etc. Many theories pointed out the effectiveness of authentic materials in second language learning such as, Communicative Language Teaching (CLT), Input Hypothesis (Krashen, 1985), Sociocultural Theory (Vygotsky).

Modern pedagogues and philologists have carried various researches to study executing Authentic Texts to develop reading comprehension in learning process (A.Gilmore, S.A.Berardo, Mishan, Nutall, Morrow 2005-2007). Morrow defined the authentic text: "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort"[3].

In order to make the classroom topic more productive, teacher can use authentic material in each stage of the lesson, by separating them like *pre-reading*, *while-reading* and *post-reading*. Educator can use authentic texts in pre-reading stage to activate background knowledge and to introduce pre-teaching vocabulary. This way is also handy to grab learners' focus on new topic by making themselves guess with the text. Different reading skills, such as skimming, scanning and comprehending the gist can be worked in the while-reading stage using relevant authentic material. Authentic texts can be applied effectively in post-reading stage by the help of discussions, opinion writing or cultural comparison.

When students come across authentic materials in foreign language, they may have some challenges like complex language and structure, cultural unfamiliarity, losing motivation because of difficulty, assessment problems. The instructor can use different tips and additional activities for authentic materials to overcome these problems:

- Providing vocabulary previews, glossaries, summaries, guided tasks;
- Using visuals to get the context;
- Comparing with native culture;
- Starting with high-interest titles, sayings, question, shorter texts;
- Encouraging personal connections to the content;
- Choosing level-appropriate texts;

DISCUSSION AND RESULTS

The findings of the research support the hypothesis that implementing Authentic Text Approach can remarkably broaden learners' reading horizon in a language acquisition. A.S.Berardo pointed out several benefits of established authentic texts in the class in his work: "Authentic materials provide rich linguistic input and expose learners to idiomatic expressions, varied syntax, and culturally embedded meanings"[4].

Moreover, learners can be more motivated as they perceived the materials to be meaningful and practical. As implementing authentic materials provides significantly qualitative and quantitative benefits to language learners, they can be categorized as following:

Linguistic pros:

- exposure to natural syntax, discourse markers, idioms, and collocations
- better context-based vocabulary learning
- improvement of reading sub-skills (skimming, scanning, inference)

Cognitive pros:

- developed critical reading and inferencing skills
- better comprehending of textual structure and rhetorical devices

Cultural pros:

- becoming aware of cultural norms and nuances
- more engaged with real-world issues and stories
- increased learner autonomy and curiosity

CONCLUSION

To conclude, Authentic Text Approach is a modern method that should be implemented in EFL curricula. Because integrating the real-world materials offers learners a powerful engagement, cultural understanding and native language usage. So, teachers are motivated to improve an authenticity in the EFL classroom atmosphere by targeted pre-, while- and post-reading tasks. Thus, the findings mentioned above demonstrate that reading competence can be improved by integrating authentic materials rather than the texts themselves.

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