

**ВИКОРИСТАННЯ АВТЕНТИЧНИХ МАТЕРІАЛІВ ПРИ НАВЧАННІ  
ЧИТАННЮ АНГЛІЙСЬКОЮ МОВОЮ  
ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ ПРИ  
ОБУЧЕНИИ ЧТЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ  
AUTHENTIC MATERIALS USAGE WHILE TEACHING READING IN  
ENGLISH**

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В даній статті відбувається спроба дослідити актуальні проблеми навчання читанню англійською мовою при використанні автентичних матеріалів. В статті йде мова про різні контексти вивчення та навчання англійській мові, а також про використання автентичних матеріалів на заняттях у студентських групах різних рівнів мовної підготовки. Увага приділяється аргументації та доведенню доцільності використання автентичних матеріалів під час навчання читанню англійською мовою у студентських групах, що мають рівень мовної підготовки не нижче рівня Intermediate.

**Ключові слова: автентичні матеріали, рівень мовної підготовки, пошукове читання, навички читання.**

В данной статье предпринимается попытка исследования актуальных проблем обучения чтению на английском языке при использовании аутентичных материалов. В статье речь идет о различных контекстах изучения и обучения английскому языку, а также об использовании аутентичных материалов на занятиях в студенческих группах разных уровней языковой подготовки. Внимание уделяется аргументации рациональности

использования аутентичных материалов во время обучения чтению на английском языке в студенческих группах с языковым уровнем подготовки не ниже уровня Intermediate.

**Ключевые слова: аутентичные материалы, уровень языковой подготовки, поисковое чтение, навыки чтения.**

The given article is an attempt to conduct an investigative research of urgent problems of teaching reading in English while using authentic materials. The article dwells upon different contexts of teaching and learning English language as well as upon authentic materials usage while teaching in student groups with different levels of language competence. It is also noted that there is a number of teaching reading techniques which include scan reading, skim reading or gist reading, intensive or detailed reading, and reading to infer. All these techniques do not contradict the using of authentic materials while teaching reading in foreign language, as far as the accent is put on the notion of grading the task, but not the text. Apart from that some of the advantages and disadvantages of authentic materials usage while teaching reading in foreign language, namely English, are considered in the article. Additional attention is paid to the argumentation of the reasonability of authentic materials usage while teaching reading in English in student groups with the language competence of at least Intermediate level.

**Key words: authentic materials, language competence level, scan reading, reading skills.**

**General statement of the problem.** In today's world, without any doubt, English is the most common and most widely spoken; it is the language of business communication. Since both teaching and learning the English language takes place practically around the whole globe, there are many contexts of teaching/learning English:

- ✓ Private lessons/group classes;
- ✓ Monolingual/multilingual groups;

- ✓ Closed/open groups;
- ✓ Students with education/listeners without education;
- ✓ Large/microgroups;
- ✓ Evening/afternoon classes, etc.

The objectives of the study of foreign languages, including English, may be different. Most people learning a foreign language regard and use it as a means to achieve other goals, but some learners study a foreign language exceptionally for personal needs, such as self-development or out of curiosity. In any case, the teacher faces a number of very serious problems while planning a lesson that they need to solve. These problems are connected with the teacher's self-realization as a personality and the selection of the material [7, 7]

On the one hand, students expect to find in their teachers someone whom it will be easy to work with, a person who could organize the work and provide the materials, which in turn will provide opportunities for students to achieve their goal. According to Scrivener the important qualities for a teacher are as follows:

- ✓ Sense of humor;
- ✓ Balance;
- ✓ The ability to communicate with the audience/ rapport;
- ✓ A clear presentation of information and comments;
- ✓ Ability to inspire confidence and trust;
- ✓ Ability to plan;
- ✓ Ability not to complicate simple things, etc. [7, 7-8]

On the other hand, the teacher faces the problem of choosing the material for a class. Today there are a lot of adapted materials for teaching/learning English; however, the use of authentic materials, in its turn, might appear to be relevant as well.

**Analysis of research and publications.** According to J. Harmer [5, 4-12] traditionally the authentic text is considered to be a text, which originally was not created for the learning objectives and purposes, but a text written for native speakers.

Domestic researchers believe authentic material is a genuine material that is produced by native speakers for native speakers. [1] They also emphasize that authentic materials are more appropriate to use at levels ranging from Intermediate. This point of view is quite reasonable, however Western Methodists today are talking about the need to grade the task, not the text. [3,6] The basic idea of this concept is that the most important thing for a successful occupation is not the level of adaptation of the text, but the level of adaptation of tasks. The teacher can work with the authentic text, which will be not be one hundred per cent clear for students, but the tasks can be designed in accordance with the language proficiency of students. On the other hand under such circumstances, students might lose their motivation to acquire new knowledge which the authentic text has to carry. So, while not rejecting the possibility of designing different motivating tasks based on an authentic text appropriate to the levels ranging from the Beginner to Pre-Intermediate, we should focus on the traditional model of implementing authentic materials at levels ranging from Intermediate.

The basic material presentation. The use of authentic materials, including authentic texts, is a stronghold of creative and motivating during classes at levels ranging from Intermediate. However, at the lower levels it is less popular. This happens due to fear as far as both teachers and students are concerned; the students are afraid that they may not understand the bigger part of the information, and the teachers are afraid that their students will not understand that new information. and as a result, the teacher does not use authentic materials for the peace for both sides of the educational process.

The use of authentic materials has several advantages that contribute to its practical use, such as:

- ✓ Authentic material has a positive impact on students' motivation to learn;
- ✓ Students can gain a sense of satisfaction using authentic materials ;

- ✓ Authentic materials provide students with information about what is happening in the world and thus are of some internal educational value;
- ✓ Authentic materials can be quickly and easily found;
- ✓ The use of authentic materials leads to a more creative approach to learning, and so on. [4]

However, in addition to the advantages there can be found some disadvantages when using authentic materials in teaching foreign languages.

- ✓ Authentic materials may be too culturally biased. They can be extremely difficult to read and understand beyond the borders of language community.
- ✓ Glossary may not be relevant to the immediate needs of students.
- ✓ Requires special training, which can be time consuming.
- ✓ Material can quickly become obsolete , etc. [ 2]

More often reading starts acting as an independent type of speech activity where the student reads not only to fulfill the learning task but also to get the necessary information from the text and use it. Completeness and accuracy of information extraction depends on the exact language problem.

Contemporary authentic texts may and should be considered as one of the sources to teach reading; texts which promote a strong social and cultural assimilation of information and the use of modern information technology.

Reading authentic texts while learning a foreign language plays a pivotal role. The basis of motivation for reading is the understanding its importance and the need to expand the frontiers of knowledge through the development of reading in a foreign language.

When we read in our mother tongue, we use a range of reading skills, which depend on the nature of the text that we want to read. It means that we will read train timetables and exam questions rather differently. When we read the train schedule, we "scan" the text to find the necessary information, and when we read

exam questions we apply the technique of detailed reading, in order to obtain information entirety and understand every detail.

Native speakers while reading use the following reading techniques. It should be noted, however, that we do not do it consciously; it happens as a spontaneous reaction according to the type of text that we want to read.

- ✓ Scan reading - reading is done when searching for specific information
- ✓ Skim/gist reading - where the main objective of reading is to understand the main ideas of the text.
- ✓ Intensive/detailed reading - when the reading is done to obtain a significant amount of information from the text.
- ✓ Reading to infer - when reading is done in order to understand the implicit meaning of the text. [7, 69]

When students read texts in a foreign language, they quite often forget to use the appropriate reading techniques and instead use the technique of detailed reading while working with the text. Too often when this type of work is conducted bilingual dictionaries are applied as well, which in its turn inhibits the reading process.

Teaching reading authentic texts provides the right choice of reading strategies with the intention to make it efficient and productive. In accordance with the communicative task a strategy of reading has to be chosen, i.e. reading technique. At the ESL classes the first two techniques are mostly widely used, such as Scan reading and Skim / gist reading. We would like to stop at the first approach to teaching reading - search reading – in connection with the use of authentic materials.

Alongside with the the language difficulties authentic texts include national-specific concepts ( realities) which in the absence of preliminary explanation may cause discontinuities in text semantics. If to organize the search for a meaningful elements of the text in terms of realities, we can optimize the entire process of reading the authentic text and thereby increase the level of motivation and interest of students to search reading. There is an obvious need to teach reading on a

problematic basis. Reading any foreign language text, especially authentic, is connected with certain difficulties. One reason is the lack of teaching models how to read the original text . It is believed that the greatest effect can be given by reading the original text in the search mode on the problematic basis because for many students there is a failure to identify and highlight significant or relevant information, and uncertainty in its estimation. [1, 24-29 ]

The basic of teaching reading includes anticipation and familiarization with the algorithm of the text in order to create a holistic way of reading activities. This teaching method will actively promote students' skills in grade reading of authentic texts, which involves the use of certain signals of the text in order to build hypotheses and assumptions at different levels. This ultimately is to promote the semantic orientation in authentic texts and successful search for the necessary socio-cultural information.

**Conclusions.** Therefore, we believe that the use of authentic materials in the classroom teaching reading in English language is appropriate. But we should not forget about the specifics of each student group or individual student. It is recommended to use this technique in the classroom in groups with Intermediate level and above , but this does not mean that a successful communicative classes with the use of authentic materials can not be held at the lower levels of learning a foreign language, since the concept *grade the task, not the text*, is appropriate and should always be used when planning lessons in teaching any foreign language, especially when the teacher uses authentic materials.

### **Бібліографічні посилання**

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