

DEVELOPING READING SKILL THROUGH AUTHENTIC MATERIALS FOR YOUNG LEARNERS

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***Annotation.** Authentic materials have a number of advantages and provide unusual, appealing and new materials which motivate pupils to improve their reading skill. The main intention of this article to explore variety of authentic materials which are implemented in teaching reading. Theoretical points and ideas which stated by experts and scientific authors in this sphere are made discussions and contradictions in terms of availability of authentic materials for young learners. More than being this point, this research investigates appealing and challenging methods and tasks so as to utilize authentic materials to enhance reading for junior school pupils. After reviewing all literatures, this article gives precise data about the effectiveness of authentic materials in teaching reading for elementary level students.*

***Key words:** Authentic materials, pedagogic purpose, suitability of content, exploitability and readability, reading skill.*

Reading for young learners

Harmer (2014) suggested that there are two main skills in a language, namely receptive and productive skills. Receptive skills are the skills in constructing some meaning from the discourse which are heard and seen by students, such as reading and listening skills. Meanwhile, productive skills are the language which is produced by human in the form of spoken or written such as speaking and writing skills.

In fact, before acquiring reading or listening skills, learners will not be able to produce or create a written or a spoken speech. Therefore, teachers should highly emphasize on receptive skills in an initial part of teaching foreign languages. Use of materials for reading is an essential part for young learners. Since their attention tends to distract other unnecessary things or they may be bored easily. Therefore, before using reading materials, their content, level of vocabulary should be analyzed. They should be match with learners age, cultural corner and vocabulary range.

Nuttall gives three main criteria when choosing texts to be used in the classroom suitability of content, exploitability and readability. Indeed, The most crucial of the three is content suitability, which requires that the reading stuff be both engaging and applicable to the students' needs. The texts should also serve as motivation. The term exploitability refers to how the text can be used to help students improve their reading skills. A text that cannot be used for teaching is of no use in the classroom. Just because it is written in English does not guarantee that it will be effective. Readability refers to the arrangement of a text's structural and lexical complexity, including the amount of new vocabulary and grammatical constructions used.

According to Widdowson’s theory “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”.

What is the importance of authentic materials?

Authentic materials offer real-world examples of language used in daily situations. They can be used to stimulate the student's curiosity. They can serve as an encouragement to learners that the target language is used by a large number of people in their daily lives. Authentic materials can teach you about the target culture and give you their take on an issue or event. The rich language found in authentic materials provides learners with the language input they require for acquisition. According to Wallace's concept " authentic texts are real-life texts, not written for pedagogic purposes". Indeed, Authentic materials are those that are created for an actual-life motive and public, rather than for teaching or learning a language. They reflect the natural use of language in a variety of cases and events, and they frequently include idioms, slang, humor, dialects, or accents that are not typically found in textbooks or course books. Authentic materials can be written, spoken, or visual, and they can cover a variety of themes and genres of literature, including news, entertainment, education, business, travel, and sports. Since students can select materials that best suit their interests, needs, and objectives, they can also boost motivation and interest. Since students can learn about the values, beliefs, customs, and behaviors of various English-speaking communities and nations, authentic materials also improve intercultural competency and cultural awareness. As well as, they help students develop their independence and self-assurance by giving them access to real materials that they can use outside of the classroom to practice speaking in authentic or simulated contexts.

Conclusion

In my view, there are several advantages to using authentic resources to help young learners develop their ability to read, such as improving reading comprehension, increasing engagement, and exposure to language usage in everyday situations. Through the use of real texts, including newspapers, storybooks, and articles from the internet, teachers may design engaging lessons that promote language learning and analytical thinking. Using real materials also helps students become more culturally aware and ready for conversation in a variety of settings outside of the classroom. All things considered, including real materials into reading

education is an effective way to help young students develop literacy abilities that will last a lifetime.

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