AUTHENTICITY AND READING IN ORGANIZING READING CLASSES

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Abstract: This article examines a wide range of strategies, tools, and resources that have been created globally to support successful and efficient teaching and learning of foreign languages. The use of real resources is one strategy that has become popular in foreign nations for attaining the best outcomes in English language learners.

Key words: authenticity, method, technique, reading, language acquisition, language speakers.

Language is the most important tool in communication, without it, human society cannot live and develop. The world is changing, and our country's international relationships are getting wider. Globalization effects on every corner of social life and does foreign languages, especially English, which is very important in teaching practical and intellectual activities.

Varieties of methods, techniques, and materials have been developed all over the world to facilitate effective and efficient foreign language learning and teaching as well. One of approaches that has gained traction in foreign countries for achieving optimal results in English language acquisition is the utilization of authentic materials. These materials have withstood the test of time and the growing population of English speakers serves as a testament to their efficacy. According to our aim, we tried to find answer to the question 'what is authenticity in teaching reading. Drawing on the expertise of foreign educators and researchers, it is important to recognize and appreciate the vital role of authentic materials play in the English language classroom. As we consider by reading one can achieve the main point of any discourse that is why we, teachers should be aware of using reading materials in the classroom.

In different methodological and pedagogical resources, the term "authentic material" is defined as real life materials, which is used in real world situations. Harmer defines authentic materials as materials, which are designed for native speakers; they are real texts; designed not for language students, but for the

speakers of the language [4; 146]. Peacock describes authentic materials as materials that have been produced to fulfill some social purpose in the language community [6; 22]. Martinez defined that "Authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for" [5; 45]

As examples of authentic materials, we use articles from newspapers, magazines, or websites, videos, films, songs, and conversations between native speakers. Authentic material refers to any language resources that are produced for real-world communication and have not been created specifically for teaching purposes. These resources can help learners develop their listening, reading, and comprehension skills while also exposing them to the language as it is utilized in natural, communicative contexts. Authentic materials can provide students with a more accurate representation of how the language is used in real life, including various accents, slang, and cultural references that may not be found in textbooks.

Teachers can adapt authentic materials to suit the level and interests of their students and learners, making language learning process more engaging and meaningful.

According to Merriam-Webster dictionary, the definition of the word 'reading' is a kind of process receiving or taking in the sense or meaning of letters, symbols, etc., especially by sight or touch, studying the movements of with mental formulation of the communication expressed and learned from what one has seen or found in written and printed sources [4].

Alderson defines reading as "…an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed" [1; 28].

Alberto Manguel describes the meaning of the word as following "Reading is typically an individual activity, done silently, although on occasion a person reads out loud for other listeners; or reads aloud for one's own use, for better comprehension. Mainly reading for different people means different things, for

some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking [2;]. However, reading always has a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. Every text has its purpose for reading and the reason depends on it.

Berardo clarified three functions of reading: survival, education, and entertainment. The traits and goals of each category are distinct. Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast, reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that does not have to be done [3; 61]. As we have learned, there are two kind of reading: intensive and extensive reading and texts or materials, which were chosen for intensive one, should be read repeatedly to understand it in full by using certain methods as skimming and scanning. Intensive reading is concerned with classroom learning, wherein the student is compelled to read some text as many times as required to deeply understand the topic. Likewise, extensive reading is also deals with reading and students can choose different kind of books, magazines and newspapers to get general point of the events. As in Berardo's third clarification, which deals with reading for pleasure.

Basically, the use of authentic materials in the classroom close to the reading for pleasure. According to the researches carried out and the surveys conducted, it has come out that there are many advantages in using the authentic materials. At the same time, there are a few disadvantages that teachers and students should be aware of using different sources of authentic materials such as newspapers, TV programs, magazines, the internet materials, movies, songs, brochures, piece of texts from different literature, etc.

One of the main advantages of using authentic materials as Richards pointed out that they have a positive effect on learner motivation, they provide authentic cultural information, they provide exposure to real language, they relate more closely to learner's needs and they support a more creative approach to teaching [7;].

However, as Richards described the situation "all these excited up and willing to use authentic materials, but while using them it is inevitable that we face some problems" alongside with these advantages, authentic materials often contain difficult language, unnecessary vocabularies and complex language structures, which causes a problem in the classes. Bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior "…we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials." [7; 71]. Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. 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.

In conclusion, we can say that the authenticity will always remain a matter of controversy because many educators, teachers, and researchers differentiate in approaching this concept. As was mentioned previously there seems to be much less agreement about what constitutes authenticity. There are also many views about the different types of authenticity. Having subjected this concept to research and criticism, it sounds that its meaning and significance depend on the context where it is used and it is there it assumes some certain relevance. Nevertheless, the fact that the concept has been used and generalized in many disciplines implies its importance and value. By the way, we will continue our research on this topic as it is scientific theme of our research work.

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