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Effectiveness of Using Authentic Materials to Develop Learners Reading Strategies (B 2 level learners)

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Annotation: This article mainly focuses on the topic teaching reading to learners of B 2 level on the basis of authenticity. Teaching reading skill is an essential part in teaching language as a whole. Moreover, the article dwells on the application of authentic materials in the process of teaching reading.

Key words: teaching, reading, point, communicate, difficulties, develop, motivate

Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend.

There are numerous reading skills that students need to master to become proficient readers: extracting main ideas, reading for specific information, understanding text organization, predicting, checking comprehension, inferring, dealing with unfamiliar words, linking ideas, understanding complex sentences, understanding writer's style and writing summaries. But if adult learners are psychologically prepared for reading and the matter is only in acquiring basic reading skills, enriching vocabulary stock and mastering at least few grammar rules, then the situation with B2 level readers is quite different.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include
• Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
• Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
• Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

The purposes for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding.

There are many ways of developing B 2 level learners reading skill. One of them is implementing authentic materials in teaching reading.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. "Authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for language learners. A classic example would be a newspaper article that's written for a native- speaking audience".

Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" they are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfil some social purpose in the language community", in contrast to non-authentic texts that are especially designed for language learning purposes.

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Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the B2 level learners' intelligence without making unreasonable linguistic demands, does the language reflect written, spoken usage is the language in the text natural, or has it been distorted in order to try to include examples of a particular teaching point? It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created.

Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language. The main advantages of using authentic materials in the classroom therefore include:

- having a positive effect on student motivation;
- giving authentic cultural information;
- exposing students to real language;

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

When 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." Learners 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 learners' 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. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension

The list of used literature:

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