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УДК 374.1

<https://doi.org/10.25076/vpl.40.06>

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РАЗРАБОТКА АУТЕНТИЧНЫХ МАТЕРИАЛОВ ДЛЯ ЧТЕНИЯ, СООТВЕТСТВУЮЩИХ ЛОКАЛЬНОМУ КОНТЕКСТУ УЗБЕКИСТАНА

Какие учебные материалы необходимы для развития навыков чтения у учеников? Можно ли использовать каждый интернет-ресурс или учебник во всех классах? Должны ли материалы соответствовать национальным стандартам той или иной страны? Учителя обычно соотносят средства обучения с религиями преподавания, выбирая ресурсы для использования в своем

обучении. Учебные материалы – незаменимый инструмент в классах, где преподается большинство языков.

В статье делается обзор материалов для чтения и описывается выбор аутентичных материалов для подбора заданий по чтению на уроках английского как иностранного в Узбекистане. В работе ведется поиск теоретических оснований, лежащих в основе разработки материалов для чтения по английскому как иностранному, соответствующих культурным и местным условиям. В статье предлагается методика использования аутентичных материалов при обучении студентов иностранному языку. Выявлены основные критерии отбора аутентичных материалов в соответствии с целью и задачами обучения, а также преимущества их использования для развития навыков чтения по сравнению с адаптированными текстами и повышения уровня мотивации к изучению иностранного языка. Изучающие английский часто говорят, что чтение, которое является важной частью изучения языка, скучно и сложно. Эта проблем может быть результатом некорректной практики чтения на иностранном языке.

Ключевые слова: аутентичность, аутентичные материалы, навыки чтения, стратегии чтения, жанры чтения

UDC 374.1

<https://doi.org/10.25076/vpl.40.06>

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DESIGNING AUTHENTIC READING MATERIALS TO SUIT LOCAL CONTEXT IN UZBEKISTAN

What teaching materials are relevant to develop reading skills of my students? Can every Internet resource or course book be used in all classrooms? Should materials meet national standards of a particular country? Teachers usually face the reality while selecting resources to

use in their teaching. Teaching materials are an indispensable tool in the majority of language classrooms.

This paper gives an overview of reading materials and the selection of authentic materials for designing reading tasks in the English as a foreign language classroom in Uzbekistan. It also seeks theories that support the efforts in developing culturally and locally appropriate EFL reading materials. This article proposes a method of using authentic materials in teaching students a foreign language. The main criteria for the selection of authentic materials in accordance with the purpose and objectives of learning are identified, and the advantages of their use for the development of reading skills in comparison with adapted texts and an increase in the level of motivation for learning a foreign language are analyzed. English learners often say that reading, which is a vital part of language learning, is boring and difficult. This problematic situation may be the result of improper EFL reading practice.

Keywords: authenticity, authentic materials, reading skills, reading strategies, reading genres

Introduction

One of the important goals of modern foreign language teachers is to prepare students for the use of a foreign language in real situations of every day and professional life. In this regard, teachers are constantly in search of suitable materials that are effective in teaching a foreign language. This often forces teachers to think about the fact whether it is enough to use materials from textbooks specially issued for learning a foreign language in the classroom, or whether there is a need to use authentic materials to develop and improve students' various speech skills, especially reading skills.

After gaining independence in 1991, there have been turning changes in the education system of Uzbekistan. Many documents were approved by the government to enhance teaching foreign languages at all stages of education throughout the country. Much effort is paid to creating teaching materials that provide C1 level of Common European Competence in Higher Educational Establishments of Foreign Language Specialties. On the basis of this, several local resources were created for primary and secondary schools and they have been used widely in the field of language teaching (Juraev, 2005; Xan, 2018).

Method

The article uses chronological and systematic periodic data, comparative and quantitative methods. More than ten scientific papers on the topic are used to address the issue of designing authentic reading materials to suit local context in Uzbekistan. In addition, the researcher used different materials to collect data related to the study.

However, teachers need to know effective ways to create, adapt and select appropriate language teaching materials to suit local context. There has been done nearly no research in material development, however, very little research was carried out on the theory of text analysis in Uzbekistan: such as M.D. Daniyeva (2017), N.A. Tukhtahkodjaeva (2017), U.R. Yuldoshev (2017).¹

In her dissertation, M.D. Daniyeva defined the conceptual bases of semantic functional, derivational and text forming features of substantive phrases. Besides, the text forming features of the English phrases and their place in the process of text coherence, the expressive functions of the English Phrases in communicative-pragmatical content are defined. N.A. Tukhtahkodjaeva's research work studied the representation of English and Uzbek universal and national linguaculturems in literary translation and in translations of linguaculturems verbalized by English and Uzbek stylistic devices, the role of using varied ways of translation such as analogy, equivalence and description, has been proved. U.R. Yuldoshev provided the research on peculiarities of stylistic devices and national-cultural lexical units in translation of the Uzbek national anecdotes into the English language. The research work has clarified that metaphor, metonymy, irony, hyperbole, personification, allusion stylistic devices are actively used in Uzbek national anecdotes and the techniques of translating these stylistic devices into English were worked out. These

¹Daniyeva, M.D. (2017). *Derivational-functional and text forming features of substantive phrases in English*. (Doctoral dissertation abstract, Uzbekistan, Tashkent). Tukhtahkodjaeva, N.A. (2017). *Representation of linguaculturems in literary translation (on examples of the English and Uzbek languages)*. (Doctoral dissertation abstract, Uzbekistan, Tashkent). Yuldoshev, U.R. (2017). *Linguostylistic and linguocultural peculiarities of translation of humorous texts (on examples of Uzbek national anecdotes translated into English)*. (Doctoral dissertation abstract, Uzbekistan, Tashkent).

works analyzed authentic materials in both English and Uzbek languages to some extent, however, they are not directly related to material selection and development.

Discussion

Authentic reading material selection and development

In this section, characteristics of authentic materials, features of good textbooks, necessity of culturally acceptable materials, and challenges of using authentic materials have been discussed.

Defining authentic materials

What are characteristics of authentic materials? There are many opinions about the meaning of authentic materials. Marrow defines authentic material as a “stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort” (Brown, 1991, p.52). J.Swaffar says that “an authentic text, oral or written, is one whose primary intent is to communicate meaning” (Swaffar, 1985, p.132). B.Tomlinson says “an authentic text is one which is produced in order to communicate rather than to teach. . . . The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication” (Tomlinson, 2012). E.Zyzik and Polio defined authentic materials as “those created for some real-life purpose other than language learning, and often, but not always provided by native speakers for native speakers” (Zyzik & Polio, 2017). D.Nunan said authentic materials help students learn and use the foreign language more indicatively (Nunan, 1991).

We can assume that authentic materials are natural or “real life” which are not intentionally produced for teaching. Their main objective is to communicate meaning and information. However, it is important to point out that it is acceptable to adapt an authentic reading material in case of necessity to match the local context.

In other words, authentic materials help bridge the gap between the language taught in the classroom and the language in which people communicate in various real-life situations. Authentic texts are essential language learning materials that students want to understand while traveling, studying abroad, participating in international conferences, or other situations that require language use. Taking into account the fact that authentic texts are created not for the purpose of learning a language, but for completely different purposes, it is

necessary to correctly select authentic texts for teaching a foreign language. As a source of "real" language, authentic materials can be inappropriate to study and contribute to a decrease in student motivation to learn FL. There are original texts taken from newspapers, magazines, television programs, films, songs, and literary works. Also, at present, materials from the global Internet are often used, the indisputable advantage of which is regular updating, visual attractiveness and interactivity, which provides a different approach to reading. From a practical point of view, the Internet as a modern reality is accessible to most students and teachers and provides easy access to an endless amount of materials. Moreover, it is often two to three times more expensive to purchase authentic materials abroad, and sometimes the quality of these materials may be lower than expected. Nevertheless, searching and downloading resources from the Internet, especially with unlimited access to the network, is practically free and requires only time.

Relevant characteristics of textbooks

There are certain characteristics which must be taken into account while designing or selecting a textbook. If analyzed, all textbooks have the elements of effective teaching materials to some extent.

B. Tomlinson outlines the characteristics of good teaching materials as follows: materials should produce impact; materials should help learners to feel at ease; materials should help learners to develop confidence; learners should perceive learning materials as relevant and useful; materials should require and facilitate learner self-investment; learners must be ready to acquire what is being taught; the learners' attention should be drawn to linguistic features of the input; materials should provide learners with opportunities to use the target language to achieve communicative purposes, through meaningful, realistic interaction; materials should consider the positive effects of instruction to be delayed, thus incurring comprehension; materials should take into account that learners differ in learning styles; materials should deliberate that learners differ in affective attitudes; materials should permit a silent period at the beginning of instruction; materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; materials should not rely too much on controlled practice; materials should provide opportunities for outcome feedback

(Tomlinson, 1998).

J.Howard and J.Major point out some principles for developing good materials to be used in teaching and learning English: English language teaching materials should be contextualized; materials should stimulate interaction and be generative in terms of language; English language teaching materials should encourage learners to develop learning skills and strategies; English language teaching materials should allow for a focus on form as well as function; English language teaching materials should offer opportunities for integrated language use; be authentic; they should link to each other to develop a progression of skills, understandings and language items; English language teaching materials should be attractive; should have appropriate instructions; be flexible (Howard & Major, 2004). A.Cunningsworth emphasizes the importance of materials in language teaching as: a resource for presentation materials; a source of activities for learner practice and communicative interaction; a reference source for learner on grammar, vocabulary, pronunciation etc.; a source of stimulation and ideas for classroom activities; a syllabus; and a support for less experienced teachers lacking self-confidence (Cunningsworth, 1995).

Certain characteristics of textbooks have been pointed out by other writers too. Judging by the given thoughts, good reading materials play a major role in supporting the teacher, as well as the learner. As textbooks or other reading materials are important resources in language learning and teaching, their appropriateness and effectiveness deserve much attention. Thus, experts' suggestions should be taken a serious consideration by every material designer to achieve a desired goal.

Necessity of culturally acceptable materials

Teachers have access to a great number of textbooks for developing English language skills published in USA and UK. They are sure to meet the demands of many educators and language learners as they have effective tasks aimed at enhancing all four language skills. On the other hand, these books contain native culture enriched materials which are sometimes are unacceptable to non-native learners of English.

The need to culturally appropriate materials and suitable to meet national standards can be felt enormously nowadays in many local contexts. This process involves centralized decision making by a

government looking for a unified system of language instruction. For example, in Uzbekistan, according to national requirements textbooks are designed for secondary and secondary specialized education and they are used as a main resource all over the country. Let us first look at course books created for primary and secondary schools in Uzbekistan to see what opportunities they provide for learning.

“Kids’ English” (Xan, 2018) pack has been created by the initiative of the Resolution # 1875 of the President of the Republic of Uzbekistan on 10 December 2012 “About the measures on further development of foreign language teaching and learning system”. It is intended for primary classes (1-4 classes) of English and consists of a Pupil’s Book, Workbook, Multimedia DVD and Teacher’s Book.

Kids’ English aims to help pupils develop the four Language Skills: listening, speaking, reading and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Young learners also create good foundation in Vocabulary, Grammar and Pronunciation so these are also developed systematically. The vocabulary in the textbook has been chosen and organized according to topics, and grammar is learnt as an integral part of communication.

“Fly High” (Juraev, 2005) is a series of books for secondary classes of English. It provides materials for up to 102 hours of study for 1 academic year, and arranged in a flexible way to cater for faster and slower classes. Books are divided into 9 units which cover Year 5,6,7,8, and 9. Fly High follows the State Educational Standards and syllabus for foreign languages that were developed and approved by the Scientific Methodical Council on Foreign Languages in February 2013.

Fly High aims to help pupils develop the four Language Skills: reading, listening, speaking and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. The purpose is to enable pupils to translate from a foreign language into mother tongue and to support language learning as many people learn well through contrasting languages they know.

Fly High encourages a learner-centered approach to teaching. So the learner-centered methodology used in Fly High aims to put the pupils – the learners - at the centre of most things that happen in the classroom.

For this reason Fly High contains many activities, exercises, debates, projects and games, which encourage pupils to use the new language naturally through working in pairs or in groups.

When selecting relevant reading materials for tertiary education for English as a Foreign Language (EFL) in Uzbekistan, teachers, as a rule, choose the resources given in the syllabus of the subject or suggested by experienced language teachers and experts. Suggested books for the first and second year students are “Skilful” set for reading and writing (Rogers & Wilkin, 2017); “Academic Skills: Reading and Writing” (Zemach & Rumisek, 2003); “Select Reading” (Lee & Gundersen, 2013). For experienced teachers, this freedom might be preferred, whereas novice teachers are sometimes troubled with their choices. In some cases, a group of teachers collaboratively search, evaluate, and select books for piloting or use as primary texts. All these books cater the needs of language teachers and learners, as the level is appropriate, the activities are meaningful, and the materials are helpful for the students to reach the desired objectives, however, the cost of these books is relatively high in comparison to local resources.

It is crucial to develop, select reading materials that are appropriate for students in Uzbekistan, where students are exposed to texts given in well-designed books like “Skillful”, “Reading and Writing”, “Select Reading” etc., that motivate learners to learn foreign languages and their culture, with the help of varied and meaningful tasks. They promote interaction and most of the topics appear to be interesting for students. Moreover, they are created on the basis of CEFR guidelines and enable learners to enhance reading strategies. The language teachers ought to try to find the best ways to design, select, and adapt reading materials and teach students to prepare to read “real life” texts.

Challenges of using authentic materials

There are a lot of theories that language teachers should be familiar with and take into consideration while teaching reading skills. One of the most common challenges shared by almost all the participants is materials are difficult to read, and learners struggle when asked to read in class. The difficulty can be caused by the lack of vocabulary knowledge that students have especially in the low-level English classes. Another reason is that these materials are beyond students’ proficiency levels. Students have a sense of frustration when working on a difficult text. In most cases, this feeling can lead students to give

up reading. Judging by this, text difficulty is one of the challenges of using authentic materials. Most of our students consider that some of the articles that are beyond their proficiency levels inhibit their motivation to read causing a sense of frustration. Other challenges that faced when reading daily newspapers, internet articles, scientific articles, blogs, instructions in class is the grammatical constructions and grammar rules which some students have not been introduced before. Below opinions of various authors about the challenges of authentic material have been reviewed.

Careful planning, selection and sequencing of materials and tasks are recommended when using authentic materials (Krashen & Terrel, 1983). He also summarizes challenges associated with using authentic materials:

- The cultural content may seem too unfamiliar.
- The content may become obsolete too quickly.
- The language may be too difficult.
- The vocabulary may be too specialized.
- The grammar structures may be too complex.
- The preparation may require too much time (Widdowson, 1978).

Can these challenges be overcome effectively? In our teaching practice, we took the following steps to prepare reading materials for EFL university students. In accordance with the syllabus, firstly, selection of locally and culturally appropriate authentic material is vital. Next, it requires adaptation process so that the level of the text should match the level of proficiency of learners. When you are sure that the text is motivating, relevant and useful, you can work on the task design taking into account characteristics and learning styles of your audience of readers. Finally, you may ask an evaluative, constructive feedback from your learners as well as colleagues to make further improvements in the material design stage. All in all, the use of carefully selected authentic materials makes lessons fruitful for learners. According to Krashen's Input Hypothesis, it is supported to use locally relevant authentic materials. Krashen and Terrell state that acquisition occurs when learners are able to comprehend challenging input and that comprehension is aided by clues related to the situation and context, among other factors. Their notions have implications for the EFL

classroom: you need to make the input comprehensible but challenging, and the input should also be engaging, interesting, and relevant. In addition, you need to facilitate activities that promote a constant flow of comprehensible input and meaningful communication (Krashen & Terrel, 1983).

Obviously, input plays an important role in EFL classrooms, the use of locally relevant authentic materials enhances learners' proficiency. In our teaching practice, according to the PRESETT syllabus, it is recommended to focus on topics such as "Uzbekistan and the World", "Work and Business", "Environment", "relations", "Cross-cultural communication", "Mass Media", "Ethical Issues in Medicine, Science and Technology", "Education", "Social Issues" that are relevant to our local context; in addition, it is a nice idea to choose two reading materials where learners are engaged in developing analytical and critical thinking tasks. One of these passages should be about your own country and the second one about a country which language your students are learning.

English Methodist Michael West (1886-1973) created his own methodological system, which had a great influence on the subsequent development of teaching methods for reading. He developed his system in the 20-30s of the XX century. For a mass school in Bengal (India) and described in the book "Learning to Read and Foreign Language", as well as in a whole series of graduated textbooks-textbooks for reading in English. M. West distinguished two types of reading: observational and search, or sliding fluent. The essence of the first is that the reader fixes his attention on every or almost every word. The second kind of reading is reading with a wide scope of content, when the reader is looking for information. This kind of reading, according to M. West, is the main goal of teaching. It is important to note that M. West was the first to determine the volume of unfamiliar vocabulary in the texts of anthologies: one word for 50-60 consecutive words of the text. In his opinion, in this case, unfamiliar words will not interfere with the reading process. M. West's undoubted merit is that he created a complete system of benefits that can serve as a model. He clearly defined the types of reading, substantiated the requirements for texts, but perhaps the greatest theoretical significance of M. West's method is that he first considered the text as a material for reading and understanding the content. All this undoubtedly enriched the world

methodology. It is advisable to consider reading at a university as an independent type of activity, where reading should take a special place in order to extract basic information from the texts being read. When selecting, it is necessary to take into account the content of the texts, the novelty and practical significance of the information available in them. It's no secret that quite often (especially in junior courses) students work with texts whose content goes beyond their interests and needs. This leads not only to a decrease in the motivation for learning, but also to the loss of the meaning of reading itself as a type of speech activity. In addition, practice shows that in the new conditions of teaching foreign languages, more attention is paid to oral speech.

Selection of authentic materials

In this section, genres of written texts, reading strategies, and prediction of the suitability of the reading materials have been discussed.

Genres of written texts

Choosing texts that contain aspects interesting for students and can be related to their social context, their feelings, or the world they have created makes reading effective for them. There are a number of different types or genres of written texts, the components of reading ability. Each genre of a written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated (Brown, 1991). H.Brown divides text types into three commonly used genres. They are shown in the table below:

#	Genres	Text types
1.	Academic reading	General interest articles (in magazines, newspapers, etc.) Technical reports (e.g., lab reports), professional journal articles Reference material (dictionaries, online encyclopedias, etc.) Essays, papers Test directions Editorials and opinion writing

2.	Job-related reading	Messages (e.g., phone messages) Letters/e-mails Memos (e.g., interoffice) Reports (e.g., job evaluations, project reports) Schedules, labels, signs, announcements Forms, applications, questionnaires Financial documents (bills, invoices, etc.) Directories (telephone, office, etc.) Manuals, directions
3.	Personal reading	Newspapers and magazines Letters, e-mails, greeting cards, invitations Messages, notes, lists, blogs Schedules (train, bus, plane, etc.) Recipes, menus, maps, calendars Advertisements (commercials, ads) Novels, short stories, jokes, drama, poetry Financial documents (e.g., checks, tax forms, loan applications) Forms, questionnaires, medical reports, immigration documents Comic strips, cartoons

Table 1. Reading genres

Different genres of a text require a different strategy to understand the content of the reading. If, for example, readers know that the text type is an instruction of medicine, they will expect information about the usage, dosage, directions and etc. All these genres can be sources of authentic materials for teachers to design reading tasks or choose appropriate reading materials.

Reading strategies

Aside from reading genres it is crucial to focus on reading strategies for comprehension of authentic reading materials. The following table

shows the principal strategies for reading comprehension according to D. Brown (Brown, 1991):

- | |
|---|
| <ol style="list-style-type: none">1. Identifying your purpose in reading a text2. Applying spelling rules and conventions for bottom -up decoding3. Using lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning4. Guessing at meaning (of words, idioms, etc.) when you aren't certain5. Skimming the text for the gist and for main ideas6. Scanning the text for specific information (names, dates, key words)7. Using silent reading techniques for rapid processing8. Using marginal notes, outlines, charts, or semantic maps for understanding and retaining information9. Distinguishing between literal and implied meanings10. Using discourse markers (e.g., "in addition", "however," "nevertheless", etc.) to process relationships |
|---|

Table 2. Strategies for reading comprehension

Prediction of suitability

Reading activities should be meaningful enough to have students work on the language. According to Ausubel's theory people keep in their long-term memory aspects which are meaningful to them, but fail to remember at a certain point those which were not significant (Brown, 1991). Thus, if we teach students skimming a text, but they do not know why this strategy is used, and the text is not interesting or not suitable for their age, gender, and level, students might not remember how to skim a text. Creating a meaningful context is essential for students to internalize the language, make learning easy and enjoyable.

After evaluation locally available course books for primary and secondary schools, and resources in use at tertiary education, we summarized the suitability of the reading text types for different levels of learners and reading strategies' development. Table 3 shows the developed reading strategy, genre and the appropriate level of the reading material.

№	Source	Developed Reading Strategy	Genre	Level
1	Articles (in magazines, newspapers, etc.)	1) Scanning and skimming 2) Extensive reading 3) Reading between lines	Academic reading	B1; B2; C1; C2
2	Technical reports (e.g., lab reports), professional journal articles	1) Making notes 2) Analyzing the features of the text 3) Finding organizational patterns	Academic reading	B2; C1; C2
3	Reference material (dictionaries, online encyclopedias, etc.)	1) Use silent reading techniques for rapid processing; 2) Using context to find meaning	Academic reading	A2; B1; B2; C1
4	Test directions	1) Making judgements 2) Finding signal words		A2; B1; B2; C1
5	Editorials and opinion writing	1) Use silent reading techniques for rapid processing 2) Making notes 3) Most/least important ideas 4) Drawing conclusions	Academic reading	B1; B2; C1; C2

6	Messages (e.g., phone messages) Letters/e-mails Memos (e.g., interoffice)	1) Scanning and skimming 2) Analyzing the features of the text 3) Finding organizational patterns	Job-related reading	B1; B2; C1; C2
7	Reports (e.g., job evaluations, project reports) Schedules, labels, signs, announcements	1) Making notes 2) Scanning and skimming 3) Using context to find meaning	Job-related reading	B1; B2; C1; C2
8	Manuals, directions	1) Guess at meaning when you aren't certain 2) Scanning and skimming 3) Use silent reading techniques for rapid processing 4) Making notes	Job-related reading	B1; B2; C1; C2
9	Newspapers and magazines	1) Analyzing the features of the text 2) Finding organizational patterns 3) Making notes	Personal reading	B1; B2; C1; C2
10	Letters, e-	1) Most/least	Personal	B1;

	mails, greeting cards, invitations	important ideas 2)Finding organizational patterns	reading	B2; C1; C2
11	Messages, notes, lists, blogs	1)Extending vocabulary 2)Scanning and skimming 3)Making notes	Personal reading	B1; B2; C1; C2
12	Schedules (train, bus, plane, etc.)	1)Finding signal words 2)Finding organizational patterns 3)Making notes	Personal reading	A2; B1; B2; C1; C2
13	Recipes, menus, maps, calendars	1)Skimming and scanning 2)Using context to find meaning 3)Making notes 4)Drawing conclusions	Personal reading	A2; B1; B2; C1; C2
14	Advertisements (commercials, ads)	1)Most/least important ideas 2)Drawing conclusions	Personal reading	A2; B1; B2; C1; C2
15	Novels, short stories, jokes, drama, poetry	1)Reading between the lines to find meaning 2)Most/least important ideas 3)Visualizing	Personal reading	A2; B1; B2; C1; C2
16	Financial	1)Finding	Personal	B1;

	documents (e.g., checks, tax forms, loan applications)	signal words 2)Sorting ideas using concept map 3)Finding organizational patterns	reading	B2; C1; C2
17	Forms, questionnaires, medical reports, immigration documents	1)Drawing conclusions 2)Finding signal words	Personal reading	A2; B1; B2; C1; C2
18	Comic strips, cartoons.	1)Visualizing 2)Scanning and skimming 3)Activating prior knowledge 4)Making inferences	Personal reading	A1; A2; B1; B2; C1; C2

Table 3. Results of the evaluation

From the above table we inferred that reading different authentic texts should be selected taking into consideration learners' age, level, interest in reading genres and most importantly strategy development.

Results of the needs analysis obtained from the instrument applied

In order to choose the most appropriate reading materials for EFL students, we carried out a needs analysis survey to find out what students like and need to read in their target language. In this way, the material will be created considering students' real interests and needs. The instrument was applied to UzSWLU (Uzbekistan State University of World Languages) students who were taking reading courses required for their major. The students' ages range between 18 and 28 years, with 55 male and 195 female students for a total of 250 survey.

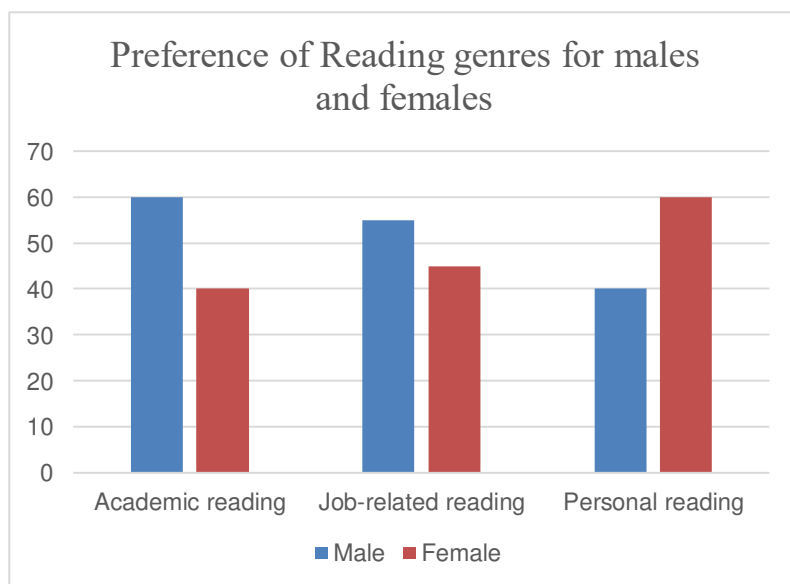
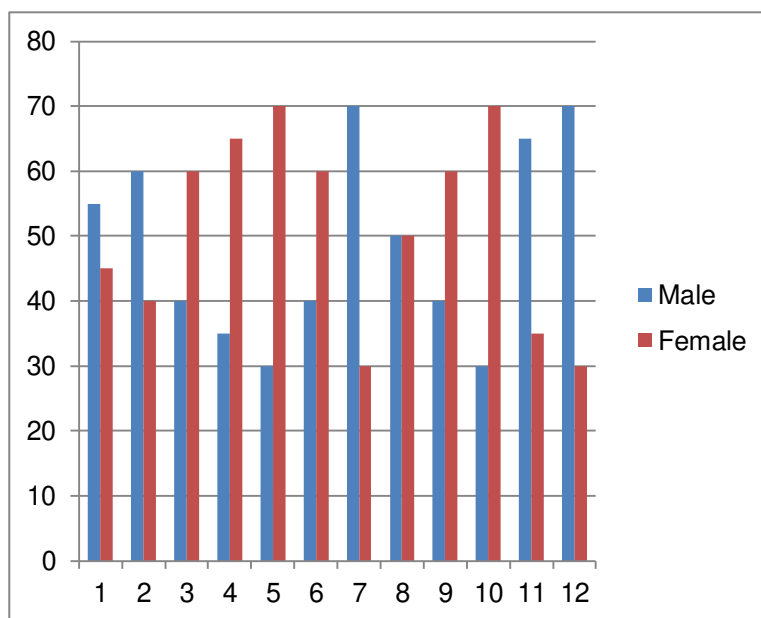


Chart 1. Preference of reading genres by male and female EFL students

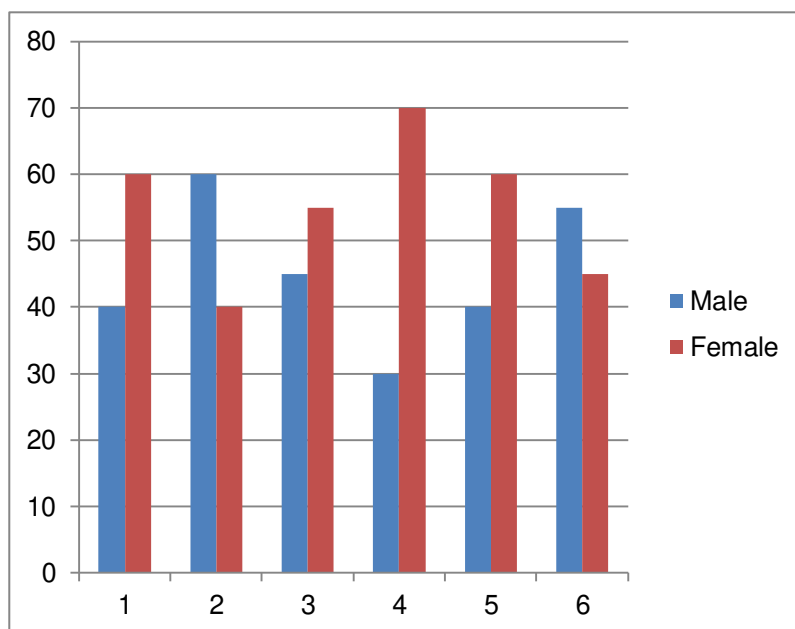
These results show that male students do like academic and job related reading genres rather than personal reading, however, female students are fond of personal reading genres.

In order to get more detailed information about learners' preferences, we analyzed each genre separately. We supposed this will help us to chose the most suitable text types where the most of the students belong to the same gender and similar tastes. The following graphs show the information collected from both genders to identify preferable types of texts in each genre.



*Chart 2. Results obtained from both females and males together.
 Texts of preference for males and females (Personal reading)
 Types of texts: 1. newspapers and magazines. 2.messages. 3. notes.
 4.blogs. 5.recepies. 6. menus.7.maps. 8.advertisement. 9.novels.
 10.short stories. 11.jokes. 12.forms.*

The graph presented above clearly shows that male students' top favorites in terms of personal reading are maps, forms, jokes, newspaper and magazines, whereas, female students like to read recipes, short stories, blogs, notes, menus and novels.



*Chart 3. Results obtained from both females and males together.
 Texts of preference for males and females (Academic reading)*

Types of texts: 1. general interesting articles. 2. professional journal articles. 3. reference materials. 4. essays. 5. papers. 6. test directions

The graph presented above clearly show that male students' top favorites in terms of personal reading are maps, forms, jokes, newspaper and magazines, whereas, female students like to read recipes, short stories, blogs, notes, menus and novels.

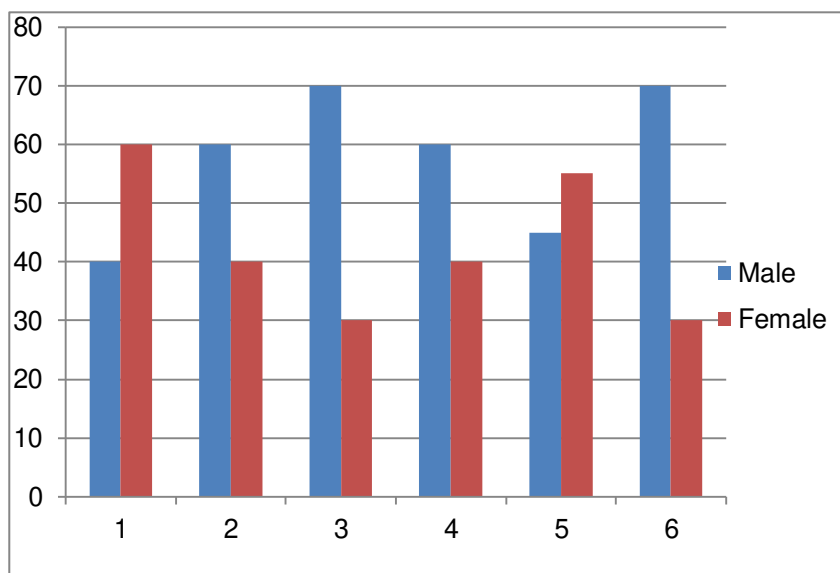


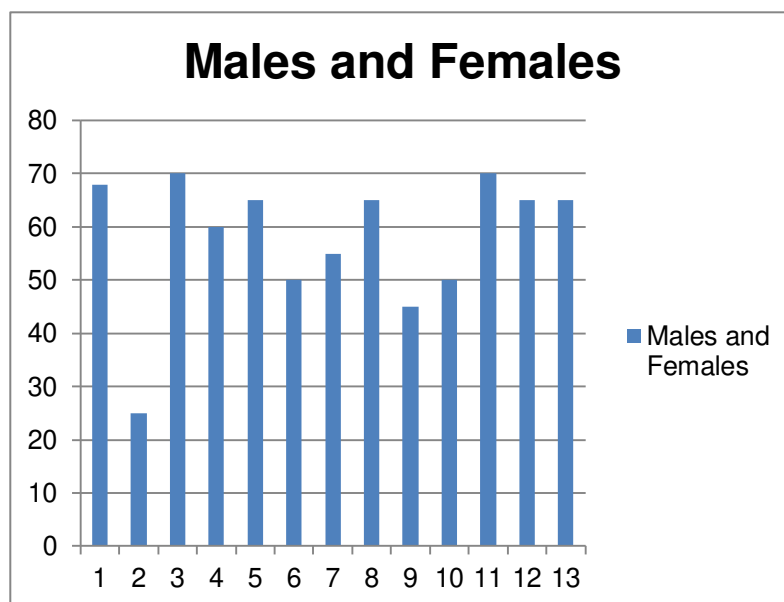
Chart 4. The graph shows the results obtained from both females and males together.

Texts of preference for males and females (Job-related reading)

Types of texts: 1. Messages; 2. emails; 3. schedules; 4. announcements; 5. manuals; 6. directions

This graph shows that schedules and directions are most favorite types of job-related reading for male students, whereas, emails, manuals are preferable ones for female students.

After analyzing male and female students reading text types' preferences, we decided to get a clear picture of suggested text types of reading materials in the reading syllabus at Uzbekistan State University of World Languages. We included all the text types in the survey questions in order to know whether the students are receiving enough input reading their favorite text types, and feeling motivated.



*Table 4. Results obtained from both females and males together.
 Texts EFL 1st and 2nd year students need to read
 Types of texts: 1.newspapers and magazines; 2. recipes;
 3.professional journal articles; 4. reference materials; 5.manuals;
 6.directions; 7.short stories; 8. blogs; 9. schedules; 10. papers;
 11.novels; 12. form; 13. notes.*

These results suggest that students do like reading nearly all the text types included in the reading syllabus, particularly, articles in newspapers and magazines, professional journal articles, novels, various forms, notes, manuals, blogs and reference materials.

Conclusion

This study shows that authentic and culturally relevant materials play a vital role in teaching a foreign language. They can be very interesting and motivating to the language learners. Authentic materials contribute much to EFL teaching and learning when the materials are selected with sensitivity to the local context, and when they are used to communicate meaning and information. In this regard, we would like to highlight that in order to suit the proficiency level of students it is

acceptable to adapt an authentic text, if needed. Preference of students is also very important in selection of reading materials. Carefully chosen authentic materials will increase learners' motivation and make learning process enjoyable as well. The strategies, genres discussed in this paper are just a few among many of the possibilities teachers can use as a basis for creating new tasks or adapting ready-made materials for use in their classroom. Undoubtedly authentic materials assist our students to become more active, and they can be used to improve overall language proficiency.

It is important to develop materials which are suitable for Uzbekistan students, where students get the opportunity to read "real life" texts and learn how to understand them. We must do our best to find appropriate materials and teach our students focusing on their preferences and needs. We must work continuously to create useful materials and contribute much to the field of language learning and teaching in order to enhance the quality of education in our country.

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