Approaches to defining the concepts of “Reading” and “Authentic materials” in english methodology

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ARTICLE INFO

Article history:

Received April 2021

Received in revised form

20 April 2021

Accepted 15 May 2021

Available online

25 June 2021

Keywords:

reading,
authentic material,
meaning,
comprehensive description,
speaking,
interactive model,
communication process.

ABSTRACT

The article deals with approaches to defining the concepts of “reading” and “authentic materials” in English methodology. Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. 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. It is said that reading is a skill that is highly values by students and teacher alike. Reading comprehension is a complex process in which the reader used his mental ability to obtain the information.

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Ingliz tili metodologiyasida “o‘qish” va “haqiqiy materiallar” tushunchalarini tahrirlashning yondashuvlari

ANNOTATSIYA

Kalit so‘zlar:

o‘qish,
haqiqiy material,
ma‘no,
keng qamrovli tavsif,
nutq,
interaktiv model,
aloqa jarayoni.

Maqola ingliz metodologiyasida “o‘qish” va “haqiqiy materiallar” tushunchalarini aniqlashga yondashuvlar haqidadir. O‘qish har xil odamlarga turli xil narsalarni anglatadi, ba‘zilari yozma so‘zlarni taniydi, boshqalari uchun talaffuzni o‘rgatish va nutqni mashq qilish imkoniyatidir. Biroq, o‘qish har doim bir maqsadga ega. Bu biz har kuni qiladigan narsa, bu kundalik hayotimizning ajralmas qismi bo‘lib, juda oddiy deb qabul qilinadi va umuman hamma qila oladigan narsa deb taxmin qilinadi. Aytishlaricha, o‘qish talabalar va o‘qituvchilar tomonidan juda qadrlanadigan mahoratdir. O‘qishni tushunish – o‘quvchi ma‘lumot olish uchun uning aqliy qobiliyatidan foydalangan holda murakkab jarayon.

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Подходы к определению понятий «чтение» и «аутентичные материалы» в английской методологии

АННОТАЦИЯ

Ключевые слова:

чтение,
аутентичный материал,
смысл,
исчерпывающее описание,
разговор, интерактивная
модель,
коммуникативный
процесс.

В статье рассматриваются подходы к определению понятий «чтение» и «аутентичные материалы» в английской методологии. Чтение для разных людей означает разные вещи, для одних это распознавание написанных слов, а для других возможность научиться произношению и попрактиковаться в разговорной речи. Однако у чтения всегда есть цель. Это то, чем мы занимаемся каждый день, это неотъемлемая часть нашей повседневной жизни, которая воспринимается как должное и обычно считается чем-то, что может сделать каждый. Говорят, что чтение – это навык, который высоко ценится как учениками, так и учителями. Понимание прочитанного – это сложный процесс, в котором читатель использует свои умственные способности для получения информации.

Alderson defines reading as “...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed”. Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. 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.

The reason for reading depends very much on the purpose for reading. Reading can have three main purposes, for survival, for learning or for pleasure. 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.

For Nuttall the central ideas behind reading are:

- 1) the idea of meaning;
- 2) the transfer of meaning from one mind to another;
- 3) the transfer of a message from writer to reader;
- 4) how we get meaning by reading;
- 5) how the reader, the writer and the text all contribute to the process.

Reader process texts in two ways, either Top-Down or Bottom-Up. Bottom-up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully checking both vocabulary and syntax. This is often associated with poor or slow readers, but can sometimes occur when the readers own schema knowledge is inadequate. Top – Down processing is the opposite, where a global meaning of the text is obtained, through “clues” in the text and the reader’s good schema knowledge. This is often associated with a good reader, who does not read word for word but quickly and

efficiently. The most comprehensive description of the reading process are interactive models, “...in which every component in the reading process can interact with any other component...”, combining elements of both bottom-up and top down models. Reading is considered to be an interactive process (a conversation between writer/reader, even though the writer is not present) and for it to occur both processes are necessary, top-down to predict the meaning and bottom-up to check it. The two are therefore complementary ways of processing a text.

It is said that reading is a skill that is highly values by students and teacher alike. Reading comprehension is a complex process in which the reader used his mental ability to obtain the information. It means that the reader must be able to recognize the meaning of printed words.

Identifying reading is often connected with the process of reading itself. The process is the interaction between a reader and a text which is normally silent, internal and private. It means that there are many things happen during reading. It is about how people interpret the written text in order to acquire knowledge or understand messages. Those processes involve three components which are the writer, the text and the reader.

It is also defined that reading as a process. Reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, the writer as an encoder has something in mind which wants to be shared with other people during that process. To make it happen, the writer puts his ideas into words as a text. While the reader plays a role as the decoder, who may decode or construct meaning of the text, before the messages enter the reader's mind and finally communication is achieved.

In line with those definitions, it is defined that reading as “the process of receiving and interpreting information encoded in language through the medium of print.” In other words, reading is a process of receiving information. Here the readers do not need to produce any language while reading, they play a role as the receivers, the one who receive the message of the text and get to understand it. Moreover, reading as complex combinations of processes. It is described those processes in ten detail processes. At the top, reading can be seen as a *rapid process* in the sense of how fast a person read materials. There is various processing skills work together during reading, such as word recognition, meaning formation, text comprehension, critical evaluation and linking to the prior knowledge. Those synchronized processes make reading as an *efficient process*. Reading is also a *comprehending process*. This process is assumed to be the fundamental goal of reading. People read to understand what the writer intended to say through writing, while all cognitive processes involved in reading is related to comprehension. So, there is an interaction between the reader and the writer in order to comprehend the text. That interaction is called an *interactive process*.

Besides, reading as interactive model as well. The interaction in reading process happens during reading. There are two kinds of interactions which are interaction between the reader and the text and interaction between the reader and the writer. The interaction between the reader and the texts happens when the reader constructs a personal interpretation of the text through recognizing the written symbols. While when the reader tries to get the writer's intention, the interaction between the reader and the writer is happened. Then, here the reader brings a wide range of background knowledge and number of skills used in comprehending and interpreting a text.

Furthermore, reader calls for effort on the process and that is why reading can be seen as *strategic process*, hence those multiple efforts require that reading be a *flexible process*. The flexibility is demonstrated by the reader in keeping the processes and purposes aligned each other. Then the alignment between them points out that reading is also a *purposeful process*. Moreover, reading is also an *evaluative process*. Evaluation occurs when the readers decide how they should respond to a text. This evaluation calls up the readers' attitudes and emotional responses to the text. Continuously, ongoing evaluations make reading a *learning process*. However, in combination with evaluations all reading activity is a learning process. Finally, reading is a *linguistic process*. The readers deal with some linguistic features to assist them in reading a text.

It is stated that reading is aimed at making sense of the texts involving understanding letter, word and sentence level, also activating the background knowledge. The readers need to draw their predictions, intelligence, and experiences to see the overall purpose of the text and interpret the writers' intention. So, when the readers deal with a text, they should understand what the letters are, how the letters combine to build a word, and what the meaning of the word combination is, then they can understand the sentence. The last they can call their past experience or background knowledge to help them interpret the meaning of the text. Here, rather than the text is at the heart of reading process, the readers become an active participant in which their background knowledge plays an important role in reading process.

Although there have been a number definitions of reading, it is not easy to define reading in one sentence. In summary, reading is not merely a receptive process of gathering information by word per word. It is an active process between the writer, text and the reader. There are interactions between them during reading. Interaction between the writer and the text is conducted by the writer in which he uses language (semantic, syntactic and phonological) to produce text that conveys meaning. Then the interaction between the reader and the text happens when the reader try to make sense of the text to get the writer's intended meaning through their background knowledge.

Commonly, reading becomes one skill that is emphasized more in education setting. In English lesson, reading is considered as one of important English skills that teacher expects the students to acquire. The statement is supported by Williams who states that students should be taught reading so that the students can have further practice of language they have already met through listening and speaking, the students can practice language in order to reuse it in writing, the students can learn how to make sense of texts, in order to extract information they need from them, the students can find enjoyment through reading.

It is defined reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension is an activity aimed to understand the message of a particular text. Yang stated that reading comprehension as an active, dynamic, and developing process of looking for interrelations between elements and texts. Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge. It is defined that reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content and their own knowledge, expectations, and purposes for reading.

Reading helps the acquisition of new vocabulary and helps retain prior learned vocabulary. Vocabulary plays a vital role in students' comprehension and acquisition of a foreign language. Without an adequate number of words, language learners will not be able to comprehend or use the second language (L2). Researchers argue that vocabulary is the foundation of other skills, a core component of language development. It is assured that the importance of vocabulary on reading comprehension and advocate the use of extensive reading along with direct instructions on vocabulary.

Reading is practice of using text to create meaning. Based on the definitions, the researcher concludes that reading must develop, so the reader can understand the meaning of passage and also catch the meaning of the text. Many experts have shared their own definitions about the definition of reading. Reading is an activity that has a purpose. People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Reading is a source of learning and a source of enjoyment. Getting this consideration, the purposes of reading guide the reader to select better of text to read. Reading is the main reason why students learn language. Without reading, the learners never know about anything.

In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning. Nunan interprets reading as "a fluent process of readers' combining information from a text and their own background knowledge to build meaning". Linse defines reading as "a set of skills that involves making sense and deriving meaning from printed word". It is simplified reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

Moreover, reading is not simple. Reading is also an active process that requires a great deal of practice and skill. It is supported by Stone who states that "reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis". Then, Harrison and Salinger say that "reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for considering and evaluating effects". Based on the definitions above, the writer concludes that reading is the active process of grasp meaning from the content of the writer's idea about the topic in a text.

Reading cannot be separated with comprehension. Comprehension has the same meaning as understanding. When the readers read a text, they need to comprehend what the writer tells about. Comprehension here is the capacity to grasp meaning from the writer's idea in a text. There are some experts that have shared their own definition about reading comprehension. It is defined "reading comprehension as the ability to convert written language into forms near those used in either inner thought or dialogue". Harris and Graham interprets "reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)". It is stated that "reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences. Based on the description above, it can be concluded that reading

comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

It is stated that reading is "converting print into language and then to the message intended by the author". She also claims that "Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known". Urquhart says that "Reading is the process of receiving and interpreting information encoded in language form via the medium of print".

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It is stated that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the readers prior knowledge. Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions.

Reading is the construction of meaning from a printed or written message. Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.

In language teaching there are three kinds of reading, namely reading aloud, silent reading and speed reading.

a. Reading aloud: Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how pronounce every word found in the reading text.

b. Silent reading: Silent reading is frequently done by a reader who wants to comprehend the texts in reading comprehension process. Reading silent needs a reading much attention to what is they read: the reader should have a full concentration.

c. Speed reading: Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed faster but also how to understand the idea that express in the passage.

There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

a. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is existed in poem, poetry, novel or other source. For example: The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar. Intensive reading is reading carefully to remember the details and understand all the words and meanings. This is the type of reading that is most often taught and used in schools. Many pupils use only this strategy no matter what kind of text they are reading.

b. Extensive Reading is types of reading, involves learners reading texts for enjoyment and to develop general reading skills. For example : The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially

for pleasure, and only needing a general understanding of the contents. If they are struggling to understand every word, they can hardly be reading for pleasure-the main goal of this activity. This mean that we need to provide books which either by chance, or because they have been especially written, are readily accessible to our students. Extensive reading is reading to understand the general meaning of a text. Extensive reading “usually means silent reading and reading for pleasure and enjoyment. A global understanding of the text, i.e. without grasping every part of it, is normally aimed at in extensive reading”.

c. Aloud reading is reading by using loud voice and clearly. Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how pronounce every word found in the reading text. For example: Reading poetry, dialogue, and other type of text.

d. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts. Silent reading is frequently done by a reader who wants to comprehend the tests in reading comprehension process. Reading silent needs a reading much attention to what is they read: the reader should have a full concentration. For example: The students reading a text by heart.

Reading is an activity with a purpose. People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc.

Doff states: “We usually have a purpose in reading: there is something we want to find out, some information we want to check or clarify, some opinion we want to match against our own etc.” The reasons and purposes of reading a text differ from person to person because of their different opinions, backgrounds and experiences. Thus, a same text may be a source of diverse interests depending on the person concerned. According to the purposes of and reasons for reading, it has been divided non-academic reading into two main criteria. They are (a) reading for pleasure and (b) reading for information

Reading for Pleasure: While talking about non-academic reading or ‘private reading’ in his article, “Reading for Pleasure”, it is commented that ‘the only sensible reason for reading anything is because we enjoy it or hope to enjoy it’ because ‘pleasure covers a whole variety of feelings and shades of feeling’, and so one should read only what one likes’ so that she/he may get expected range of pleasure.

People read books of poems, novels etc. because ‘they find them pleasurable’, and it is truly appropriate as far as the foreign language is concerned. Intention for seeking pleasure from a text makes readers read more and more which ultimately leads them towards a better understanding of and building up vocabulary, and it ultimately helps them to develop the overall skills in reading ESL and EFL. A reader enjoys a book when she/he gets pleasure. If the book ceases to provide the pleasure she/he seeks, she/he will simply stop reading.

Reading for Information has been described as ‘efferent reading’ since many people prefer reading to collect information from anything written. The truth is that written texts as permanent sources of information still have more effect on the reader than other media (e.g. voice-recording), and reading is widely used skill in decoding the meaning from these

sources. Grellet states that people read books “in order to find out something or in order to do something with the information they get”. Furthermore, we read because we want to get something from the writing.

In this age of information technology, people are busy in collecting and storing information– update news of the current world, business information, information on culture and politics, news of foreign affairs etc. The major sources of these pieces of information are newspaper, magazines, and internet, and these media require necessary skills in reading. As the language of computer and international newspapers and magazines is English, reading skill in ESL and EFL is necessary. Moreover, learners go overseas with a specific purpose – higher studies, or dealing with overseas customers, or performing professional jobs well etc. It is rightly stated that reading for information in English is one of the most important purposes that the learners may have in learning English. Students read books for information also because of the fact that they want answers of certain questions upon certain issues, and they need to confirm their conclusions.

Reading for Meaning: It is necessary, and at the same time, important to decide why students are made to read either for developing language or for improving the understanding power of meaning a text conveys.

In short, discovering the intended meaning of a text should be the sole purpose of the teaching of reading since language skills develop naturally with the development of reading skills. In a primary sense, meaning of a text is an overall impression of the whole text. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

To sum up, reading is a receptive skill that helps learner to recognize vocabulary, to practice speaking and pronunciation as well as giving pleasure and enjoyment for readers and receiving information from the text.

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