



and in learning the language. Students' learning experiences and results can be greatly impacted by a variety of factors, including motivation, anxiety, self-efficacy, emotions, beliefs, and instructional practices. For the purpose of fostering language development in a supportive and productive learning environment, it is imperative to comprehend and manage these psychological factors. In order to improve students' motivation, engagement, and general ability in the English language, educators and researchers should keep investigating and putting these ideas into practice. Through recognition and management of learners' psychological development and obstacles, teachers can more effectively assist their pupils in accomplishing their language learning objectives.

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THE USE OF AUTHENTIC MATERIALS TO ENHANCE READING SKILLS OF B1 LEVEL STUDENTS

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Abstract

The article literally details the aspects, nuanced features of authentic materials in the educational process in which B1 level students' comprehensive reading skills are being developed. The various and detailed aspects of this process is illustrated in this small and shortened variation of the research with the same name of the article. I hopefully think that this small piece of methodological work helps to other researchers, teachers, students, practitioners, and other scholars related to this field.

Key words: authentic materials, B1 level, students, research, researcher, investigation, observation, pre-test, post-test, results, assessment.

As the most important point of everything is the aim, this article has the aim that is clear from the title of this article. The aim of the article is mainly improvement of reading skills of B1 level students throughout authentic materials. The authentic materials are those which are generated for not educational purposes but for the native english-spoken people. This may include newspapers, magazines, advertisements, TV shows, podcasts, and other materials like these. From this point, it can be acknowledged that this article goals to gradually development of reading skills. In this process, the students are taught first of all according to their level and frame of mind. As the whole process going, the main focus is paid to tthe reading skills, more detailedly, both identifying general and specific information from the given text. In addition, this article focuses on the comperison of information taken from different part of the given material or between other texts.

Questions and Objectives: In this project, we have a detailed plan in which helps to organizes the research. First thing which can assisst to the conduction of the research is the questions. These questions are the initial helpful source through the process. The questions are as follows:

1. What kind of advantageous sides can be count when it comes to the use of AM in reading sskills development?
2. How can authentic materials cotribute to the improvement of B1 level students reading comprehension?
3. Through which aspects can authentic materials enhance vocabulary degree of the sudents in this level?



4. What kind of potential difficulties and challenges may the teacher and the student face to?
5. May there be certain linguistic or methodological barriers which may decline the reading comprehension?
6. When it comes to choose appropriate materials for B1 level students, what features should be taken into account?
7. Can some genres or types of authentic materials be more useful than others?

As we have the guiding questions, there are objectives that can be fully replied to these questions. These objectives are the extremely useful sources to maintain the process whenever necessary. These objectives are those:

1. To investigate the advantageous sides of using authentic materials for B1 level students
2. To identify the ways which can be beneficial to improve reading skills of B1 level students
3. To study the impacts of authentic materials to enhance vocabulary skills among B1 level learners
4. To examine potential difficulties when authentic materials are associated to reading activities for B1 level students
5. To investigate certain linguistic and cultural barriers that decrease reading comprehension of B1 level learners
6. To establish main principles to help appropriate materials choice for reading activities for B1 level students
7. To identify certain genres and types of authentic materials which are more suitable to the level of learners.

The teaching process possesses hypothesis in which the target degree is supposed to achieve during this educational process. The students are expected to comprehend natural context of English through authentic materials. It is predicted that the use of authentic materials make significant contribution to the comprehension of reading, a deeper understanding of written context, language patterns, and cultural



nuances. Additionally, establishment of authentic materials can foster the environment to enhance vocabulary level, allowing the learners to understand more complicated and detailed information given in the authentic materials. Furthermore, engagement, participation and motivation of the students are also expected to increase, as authentic materials allows relevance and engagement of real-world situations to the learning process.

Literature review: Because the main theme of this research is the use of authentic materials, this notion should be clarified. “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.” (Djabborova, D. Z.).

In this stage, we also should discuss some types of authentic materials. “Genhard classified authentic materials into three categories as follows:

1. Authentic listening materials, such as radio news, cartoons, songs, etc.
2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.” (Genhard)

At this point, we also have to be aware of the sources of authentic materials. “The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature.” (Berardo)

It is important to clarify the reading itself. “Reading aids 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.” (Guo)

These sources are one of the most useful ones in order to make a research in this field. We have to also take into consideration that vocabulary skills of the students. “Vocabulary knowledge that is rich and well developed contributes significantly to



fluent reading. Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” (Kattaboyeva and Sadriddinova)

As reading is one of four skill of the language, it is important to note that through reading students can get several advantages. “There are many ways to teach reading. By reading, students will get many advantages. When students read some books, their vocabularies will be added and it will improve their comprehension ability. It will be better if they read many texts because by doing so, they will get more knowledge. In comprehending some texts, students try to construct meaning the writer wants to share. Every student has to read constantly.” (Pustika)

Subject: For the research the subject is carefully chosen according to some criteria, including their age, level, and social status. Generally, the subjects are secondary school students. Their level is identified at the beginning of the process via pre-test. The main part of the selected students are about 16-17 years old and their number is just 15 students.

For this research both qualitative and quantitative methods are used for distinct purposes. In order to examine the initial level of students at the beginning of the process and to the assessment the quantitative method is used. And qualitative method is used for how well their reading comprehension are being improved during this educational program.

Materials: The research generally has three types of materials namely, questionnaires, observation, and tests for different goals. Let's discuss a bit detailed way:

1. Questionnaires. The researcher uses this material in order to identify the level of the students in the initial stage, because the students with the same age and same class may be in different levels.
2. Observation. The researcher observes the students, their participation, and the stages that makes difficulties. According to this, the researcher plans the next



step. This helps to the researcher what aspects should be paid more attention, which students require separate focus.

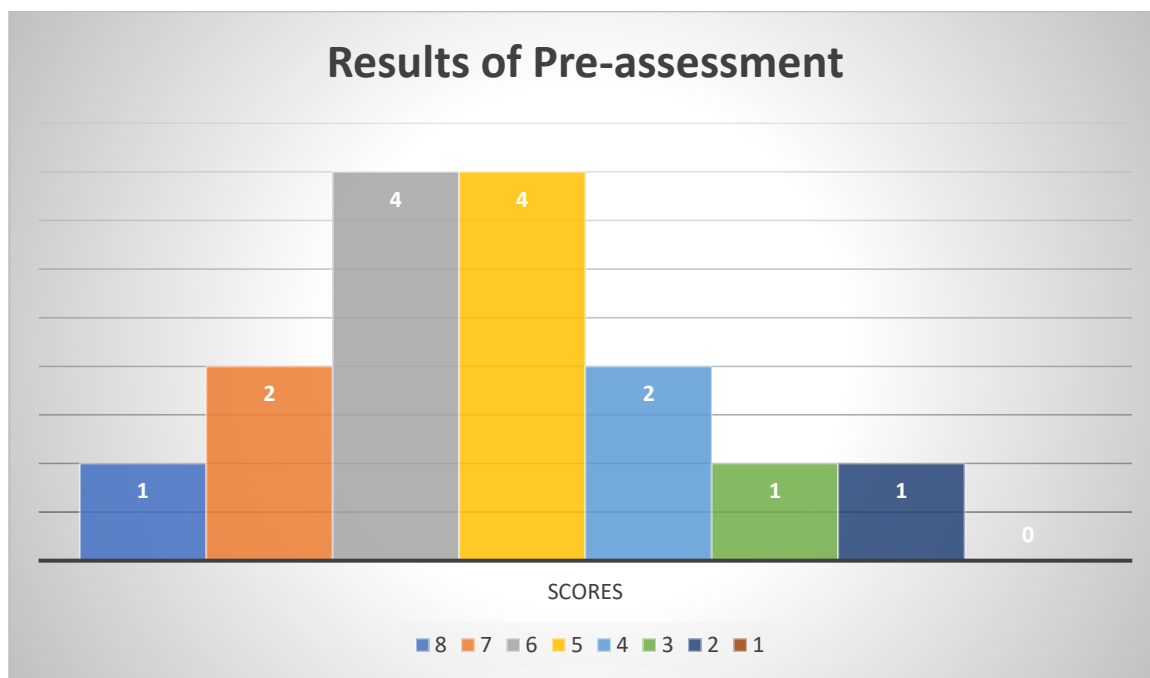
3. Tests. This research uses tests on the post stage in order to assess their overall comprehension.

Steps: The whole research includes following steps:

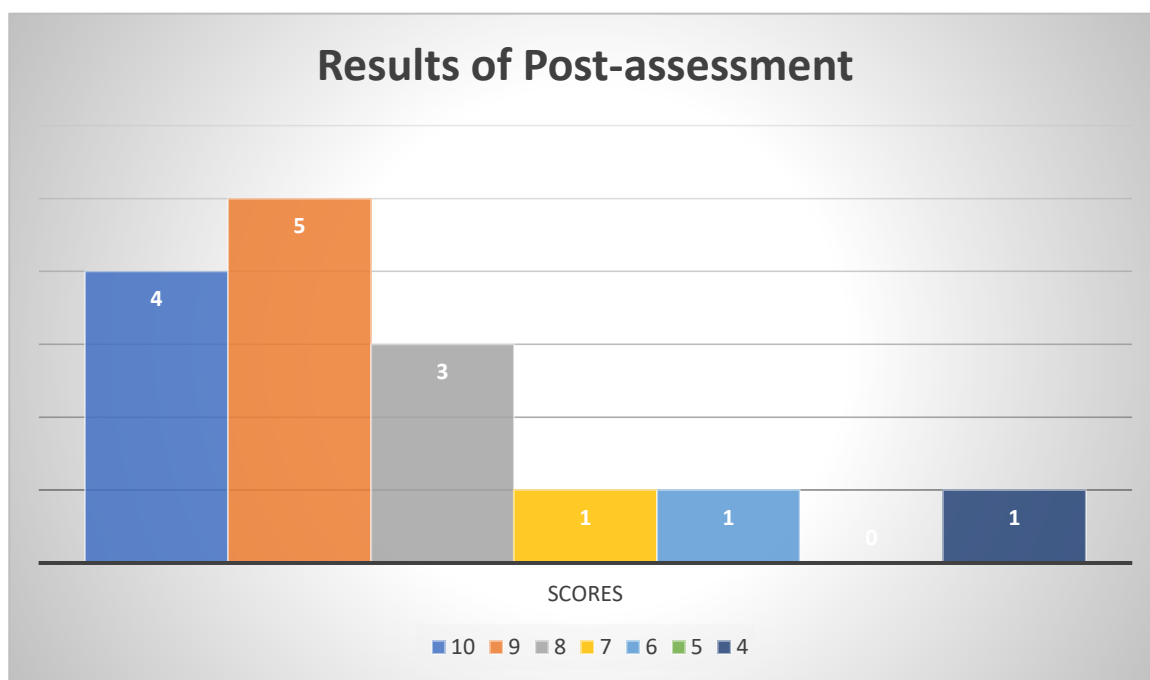
1. Investigation. In this step, the researcher makes investigation both theoretically (from other articles and researches) and practically (observing other teachers' lessons relevance).
2. Pre-test. In order to identify students level, they are given 20 tests from 2 authentic materials.
3. Lesson conduction. The teacher conducts 9 lessons which are specialized to gradually enhance reading skills of B1 level students
4. Debate. The students make a debate about how well the process was and what they had expected
5. Final assessment. The students are given again 20 questions as a final assessment. This is important to identify how much they could improve their level.

Data collection.

1. In this stage, the researcher collects at least 4 articles and 2 research papers relevant to the topic and also observes 4 lessons. Afterall, he makes important notes.
2. Students are asked to complete the test in 40 minutes and these results are gathered:



- 3.
4. In this stage, 9 lessons are conducted and the teaching process ends. Teacher establishes these lessons to gradual development.
5. The students are asked about what the pluses and minuses of the research were. All the students answered according to their own opinion.
6. As a final assessment, the students are tested with 20 questions to complete 40 minutes. These are the results of final assessment:



Results and discussion.



After the all process ends, students results are accounted. According to these reports, their level were increased averagely 30%. To be more detailed, the best improvement was 50% in two students and the lowest development was in one student with 24%. These percentages are calculated based on their pre- and post-test results.

During this research, the teacher observed different pace of improvement among teachers. Sometimes, it had to work with some students separately. When necessary, they are worked with in extra hours.

Final reflection: The whole process takes approximately one month to finish all the stages which is planned by the research. During this period, the researcher worked with 15 people who are B1 level students on the use of authentic materials to improve reading comprehension of these students. Some students could make a notable progress, the rest of the students could not succeed well. However, they could make a progress. The researcher tried the best to solve the problems of some difficulties on comprehension, interaction with Ams and learning vocabulary.

That's why, it is possible to say some general advises. First and foremost, when it comes to sort out the students, taking a test is not the best option. Their vocabulary level should also be assessed and when necessary their vocabulary should be improved through homework. In addition, they should also paid attention during the lesson, the researcher should focus on the participance of the students. Finally, they should also be assessed daily in order to motivate them.

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EMERGING CHALLENGES OF TEACHING FOREIGN LANGUAGES IN NON-NATIVE ENGLISH-SPEAKING COUNTRIES.

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Abstract

This article delves into the most significant challenges that non-native speakers encounter while deign foreign languages. Drawing upon scholarly research and empirical evidence, I looked for five key areas of difficulty: language ability, cultural competence, self-esteem and building trust, anxiety, and teaching delicate matters. The article implies that thorough analysis of the problems mentioned can be the pre-condition to be able to improve the efficiency of second language instruction. This article, through acknowledging the challenges that characterize the teaching of foreign languages to a non-speaker and the potential mitigation techniques, provides a pivotal insight for language teachers, researchers and language-teaching practitioners who want to improve language teaching outcomes. The fact that foreign language teaching teachers might be the first to experience the challenges of learning a foreign language increases the risks for both teachers and learners. This piece tries discuss multifarious problems of NNE students. These problems start from linguistic and cultural but ends with learner expectation Tackling those challenges is one of the main policy objectives that the course will focus on, where cultural sensitivity, effective communication, and ongoing professional development are of the highest priority. Hence, through solving these problems, educators can strengthen the quality of language aid service and create an atmosphere that is compatible to all.

Key words: non-native language teachers, pronunciation, accent, cultural understanding, grammar and syntax, confidence, credibility, challenges, solutions, language teaching.