INTEGRATION OF AUTHENTIC READING INTO COMPETENCY-BASED LANGUAGE TEACHING: PEDAGOGICAL PERSPECTIVES

https://doi.org/10.70728/conf.edu.v3.i2.019

Avilova Khalida Nabijanovna,
Senior teacher at UzSWLU
Email:khalida72@mail.ru

Abstract Competency-based language teaching (CBLT) has emerged due to the growing demand for meaningful, product-oriented language. Within this framework, authentic reading resources are increasingly recognized as a powerful pedagogical tool for developing functional reading competencies. This article is about the integration of authentic reading into competency-based language teaching based on pedagogical perspectives.

Keywords: competency-based language teaching, reading competence, authentic reading, authentic materials

In recent years, language education has undergone a significant change from knowledge-oriented teaching toward competency-based approaches that focus on language learners' ability to use the target language in real-world contexts. Traditional language teaching (Grammar Translation Method), often focused on grammatical accuracy and controlled practice, has been criticized for its limitation in the usage beyond the classroom[1]. Meanwhile, competency-based language teaching (CBLT) prioritizes learning outcomes and communicative performance.

Reading is a key skill not only for academic success, but also for professional development, and lifelong learning. However, reading classes in majority language teaching contexts continue to focus on adapted or simplified texts, which may not adequately contain authentic language use. This disconnection has led many researchers and language practitioners to focus on the use of authentic reading materials, that are created for communicative purposes rather than classroom use.

This article states that authentic reading materials are particularly well suited to competency-based language teaching, as they support the development of transferable reading competencies. By examining pedagogical perspectives, the paper aims to demonstrate how authentic reading can be systematically integrated into CBLT.

[1] Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching, 40*(2), 97–118. https://doi.org/10.1017/S0261444807004144

What is Competency-based language teaching? CBLT focuses on learners' ability to perform tasks successfully rather than just only gain knowledge. In language education, competencies are understood as integrated combinations of linguistic knowledge, skills, strategies, and attitudes that enable effective communication[2]. According to the Common European Framework of Reference for Languages, language competence is a set of communicative activities and strategies across reception, production, interaction, and mediation[3]. Based on CBLT perspective, reading competence involves not only understanding written texts but also interpreting meaning, evaluating information, and using textual content for specific purposes.

Many researchers defined the term authenticity in language learning. In general, authentic reading materials are texts produced for native or proficient users of a language, such as newspaper articles, online news reports, blogs, advertisements, novels, short stories and documents including different types of letters. According to A.Gilmore, authentic materials expose learners to natural language use, including discourse conventions, pragmatic meanings, and sociocultural references[4]. W.Grabe and F.Stoller argue that "unlike simplified texts, authentic materials present learners with realistic linguistic and cognitive challenges, encouraging the use of reading strategies such as skimming, scanning, inferencing, and critical evaluation[5]. Thus, authentic reading meets the functional goals of competency-based instruction.

It is crucial to highlight that authentic reading materials have a significant role in developing core reading competencies emphasized in CBLT such as global comprehension, identification of main ideas, interpretation of implicit meaning, and critical evaluation of information. While reading authentic texts as news articles learners are required to process complex discourse structures and recognize the author's purpose and stance[6]. Moreover, J.Harmer states that authentic texts contribute to lexical and pragmatic competence by exposing learners to context-based vocabulary, collocations, and idiomatic expressions[7]. As a result, learners develop strategic competence by repeated engagement with authentic materials.

In language classrooms where main focus is given to competency-based instruction, reading activities should be organized around meaningful tasks that reflect real-life reading purposes. As Nunan argues task-based reading activities may include summarizing

[2] Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. RELC Journal, 48(1), 7–30. https://doi.org/10.1177/0033688217690059
[3] Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing.
[4] Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. Language Teaching, 40(2), 97–118. https://doi.org/10.1017/S0261444807004144
[5] Grabe, W., Stoller, F. L. (2019). Teaching and researching reading (3rd ed.). Routledge.
[6] Urquhart, A. H., & Weir, C. J. (1998). Reading in a second language: Process, product and practice. Longman.
[7] Harmer, J. (2007). How to teach English (2nd ed.). Longman.

information, comparing viewpoints across different sources, or extracting relevant details for decision-making[8]. For example, learners may be asked to read two news articles reporting on the same event and analyze differences in perspective or bias. Such tasks foster higher-order thinking skills, which are essential components of reading competence in CBLT. By engaging in authentic tasks, learners are better prepared to apply their reading skills beyond the classroom context.

The integration of authentic reading into competency-based language teaching has important implications for EFL contexts, particularly in higher education. Curriculum designers should prioritize competency-oriented outcomes and include authentic texts that reflect learners' academic and professional needs. Teacher education programs should provide training in selecting appropriate authentic materials and designing competency-based assessment tools.

In conclusion, authentic reading materials represent a valuable resource in competency-based language teaching, connecting the gap between classroom instruction and real-world language use. From a pedagogical perspective, authentic texts provide meaningful engagement, strategic reading, and critical literacy. By aligning authentic reading practices with competency-based pedagogy and assessment, language educators can enhance the relevance, effectiveness, and sustainability of reading instruction in EFL contexts.

USED LITERATURE

1. Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing.

2. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching, 40*(2), 97–118. https://doi.org/10.1017/S0261444807004144

3. Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge.

4. Harmer, J. (2007). *How to teach English* (2nd ed.). Longman.

5. Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.

6. Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, *48*(1), 7–30. https://doi.org/10.1177/0033688217690059

7. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

[8] Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge University Press.