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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

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Educators should be aware of the role that policies play in the educational environments they cultivate and have an understanding of how to best represent their students' cultural backgrounds.

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THE EFFECT OF AUTHENTIC TEXTS ON MOTIVATION AND READING COMPREHENSION OF SENIOR SCHOOL STUDENTS

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Introduction

Today, literacy instruction is a crucial part of acquiring English as a second language or as a foreign language. Students are exposed to new vocabularies, grammar, and even countries through reading. The majority of novel terms can be learned by reading. The majority of the reading texts in coursebooks used in language schools are obviously simplified or unauthentic, and it has long been acknowledged that the language given to students in coursebooks is a poor depiction of the real thing. They are made with the intention of introducing new grammatical structures, not to meet the requirements of particular pupils. Despite all of the educational efforts made to teach reading, it appears that the language learners have lost interest in reading and have turned apathetic in this area.

One of the most effective solutions to the issue is to use genuine documents rather than ones that have been simplified. Authentic texts convey a message produced by a real author to a real audience, such as newspapers, letters, and books. It is also believed that authentic texts can promote the interest among the learners. In order to keep students inspired and interested in what they read, instructors are attempting to use more authentic readings as opposed to those that are sanitized in language teaching methods.

Main body

Reading is one of the four main skills in language teaching which has an important role in language teaching systems. According to Berardo, reading can mean various things to different people. For some, it is the ability to recognize written words, while for others, it is a chance to teach grammar and practice speaking [1]. Alderson views reading as an “enjoyable activity” that readers can find relaxing [2]. The concept of authentic reading is more common than ever in language

instruction. Authenticity, according to Berardo is “...an interaction between the reader and the text and not just the text itself” [1, p.135].

Reading is viewed as a continuous engagement that extends beyond the text’s physical setting and involves both the processing of information and the search for meaning. Non-authentic writings are produced, according to Berardo with the intention of promoting language acquisition. This collection of writings uses a uniform language that contains the following:

- consistently well-written sentences;
- recurrence of structures;
- a query that uses a grammatical structure receives a complete response;
- very often does not “read” well [1].

While reading authentic texts, learners were forced to concentrate on meaning and substance and “learners feel that they are learning a target language as it is used outside the classroom”. Newspapers, periodicals, TV shows, films, music, books, and the internet are a few examples of authentic sources according to Berardo. Existence of unfamiliar terms is one of the drawbacks of authentic writings [1]. It is crucial to pay attention to the learners’ reading level and text complexity. In relation to this topic Passov asserts that materials that are chosen carelessly demotivate pupils due to the miscomprehension that results from using these resources [3].

When teaching reading using conventional techniques, teachers instructed their pupils to read the text and concentrate on its grammatical structures and vocabulary. The processes of language generalization and understanding were not carried out by the students on their own. A situation where students are in control of their learning process and can manipulate their past and new information is created when authentic reading materials are used in place of conventional ones.

It becomes crucial to consider the learners’ reading level and competency. In relation to this topic, Passov asserts that materials that are chosen carelessly demotivate pupils due to the miscomprehension that results from using these resources [3].

Since authentic texts are thought to introduce pupils to “real language”, it is now stressed that teachers utilize them rather than simplified ones in the classroom. Additionally, it is anticipated that using authentic texts in the classroom will increase student engagement, improve their knowledge of grammar and vocabulary through self-discovery, and raise their awareness of language and the distinctions between spoken and written language. According to Guariento giving students exposure to genuine language and providing them with fresh, relevant material helps boost their motivation. This is where the students’ level of reading and competency come into play [4].

Related to this issue Harmer says that materials which are selected carelessly make the students de- motivated, because of miscomprehension that is resulted by applying these materials. Understanding the text’s complex meaning requires students to engage with its grammatical relationships, allowing them to find the grammar on their own. Regrettably, simplified writings lack flawless grammatical structural linkages because, according to Willis, they represent grammar not in its actual form but rather in the manner the author believes it should be [5]. Collins Birmingham University International Language Database (COBUILD), a collection of English teaching texts saved on computers, is one of the sources of real data from which instructors may select real texts to teach [6]. It is a valuable resource for students to expand their knowledge of the real-world use of the language. According to Barlow it is beneficial for teachers to:

- identify the most common patterns in a specific domain;
- hone their language skills, perhaps in response to concerns raised in the classroom;
- offer examples using “authentic data”;
- create teaching materials.

Using authentic text in the classroom often offers the following benefits:

- increasing student interest;
- providing accurate cultural knowledge;
- exposing students to genuine language;
- being more attentive to students’ needs;
- encouraging a more innovative method of instruction [7].

Methodology

This study looked into the motivational and comprehension impacts of real reading on senior high school pupils. Two primary issues were addressed in this article.

1. Do real texts affect senior high school pupils' reading comprehension?
2. Do authentic texts influence students' motivation?

Twenty-four participants were selected for this study from the school where they were taking English as a foreign language. There were 24 pupils total, with nine male and fifteen female. Teenagers who were learning languages ranged in age from thirteen to eighteen. Online authentic texts were provided to students in the authentic group, whereas texts that were offered to students in the simplified group were simplified versions of those that were given to the authentic group. Together with authentic course materials, every student in the authentic group also received a motivation survey at the start and completion of the course.

Gathering the data by using questionnaire before and after the reading authentic texts, and analyzing them, gave us some results about the effect of authentic texts on the motivation of students. After reading real materials, there were improvements in the means of four motivational categories. Results from the test showed a little rise in the average level of reading interest. Students were more inspired to read about their own interests and novel subjects after reading authentic writings.

Another area of motivation that has grown is reading for social purposes. It demonstrates that readers are motivated to share the new knowledge they have learned from the texts with others in addition to reading the texts for themselves. This study has provided proof of a significant connection between learners' reading comprehension and authentic texts. Genuine reading can boost students' enthusiasm and comprehension in addition to other language-learning skills.

Conclusion

We were able to determine the impact of authentic texts on students' motivation by collecting data using questionnaires before and after they had read the texts. The test's results revealed a little increase in the general degree of reading interest. After reading real papers, students were more motivated to read about their own interests and new topics. The incentive to read for social objectives has evolved as another area of motivation. It demonstrates that in addition to reading the texts for themselves, readers are driven to impart the new knowledge they have learnt from the writings to others. In this study, the impact of real reading on students' motivation and reading comprehension was taken into account.

It may be able to conduct additional research to examine how it affects other linguistic skills like writing and listening. Many language learners participated in this study in small numbers. Student participation in future studies may include a wider population.

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THE ROLE OF MULTIMODAL LITERACY IN EDUCATION

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Advances in technology have had a paramount effect on almost every aspect of our lives over the past decades. Particularly, electronic devices impact the ways how children construct their identity and the world around them. If we consider the amount of time spent on devices, there is no doubt that the impacts of technology on youth cannot be overstated. Our perception of the world has also become tied up in the media in which it is demonstrated. What it implies is that there are certainly consequences of these changes when it comes to education. For instance, today's students don't tend to discover the news by reading the paper. What they prefer is watching YouTube, tracking Facebook or looking through Instagram. Research says that most American citizens prefer watching the news in contrast with reading it. Therefore, the texts through which our culture communicates are becoming increasingly visual.

Frank Serafini, author of the fantastic "Reading the Visual," claims that people don't receive new knowledge and information in a single mode anymore. He introduces print, visual, and video combinations as multimodality. Nowadays if you are reading an online article or news, most texts contain several modes. Even if we take these texts with different audio or visual aids for granted, we should make a pause and analyse its implications on education. Lemke says that teachers should we begin to think of literacy as a "set of cultural competencies for making socially recognizable meanings by the use of particular material technologies" (Lemke, 1998). Considering the significant role visual, audio and print ensembles play in our culture and everyday life, we could make a sound claim that they deserve more attention in our literacy curriculum.

Certainly, it is not an easy task to change the whole education system and start to present information with multimodal ensembles. Nevertheless, taking concepts from fields such as semiotics can assist us in teaching the content already present in our curriculum. As a result, multimodal literacy can be a huge support and challenge students by offering them a broader set of meaning making tools.

The term "multimodal literacy" refers to literacy as a concept. Multimodal literacy explores the conception of speech by examining the contributions of various semiotic resources (for example, language, gestures, images) Co-involved in various modalities, as well as their interaction and integration in the construction of a coherent text. Based on some work in the field of multimodal literacy, Lim asserts that the notion of multimodal literacy seems to have two dimensions (Kress, 2003, 2010; Jewitt & Kress, 2003; Kress et al., 2001, 2005 and Walsh, 2009).