



METHODOLOGICAL CRITERIA FOR SELECTION TO DETERMINE AUTHENTIC TEXTS FOR THE DEVELOPMENT OF LEXICAL SKILLS

LEKSIK KO'NIKMALARNI RIVOJLANTIRISH UCHUN HAQIQIY MATNLARNI ANIQLASH UCHUN TANLOVNING USLUBIY MEZONLARI

МЕТОДИЧЕСКИЕ КРИТЕРИИ ОТБОРА КОРОТКИХ АУТЕНТИЧНЫХ ТЕКСТОВ ДЛЯ ФОРМИРОВАНИЯ ЛЕКСИЧЕСКИХ НАВЫКОВ

Marjona Tursunaliyeva Ilkhomovna

MA in TESOL, Graduate of Webster University in Tashkent

Email: marjnluna@gmail.com

Abstract: *The selection of concise, authentic texts is instrumental in facilitating vocabulary acquisition among language learners. This paper outlines methodological criteria for selecting such texts within the framework of teaching English as a foreign language, specifically in the context of the Uzbek educational system. The study elaborates on theoretical foundations, proposes a set of criteria founded on cognitive and pedagogical principles, and discusses the implications for classroom implementation.*

Abstrakt: *Qisqacha, haqiqiy matnlarni tanlash til o'rganuvchilarning so'z boyligini o'zlashtirishda muhim rol o'ynaydi. Ushbu maqolada ingliz tilini chet tili sifatida o'qitish doirasida, xususan, O'zbekiston ta'lim tizimi sharoitida bunday matnlarni tanlashning uslubiy mezonlari ko'rsatilgan. Tadqiqot nazariy asoslarni ishlab chiqadi, kognitiv va pedagogik tamoyillarga asoslangan mezonlar to'plamini taklif qiladi va sinfni amalga oshirishning oqibatlarini muhokama qiladi.*

Аннотация: *Выбор кратких, аутентичных текстов играет важную роль в усвоении лексики изучающими язык. В данной статье излагаются методические критерии отбора таких текстов в рамках преподавания английского языка как иностранного, в частности, в контексте узбекской системы образования. В исследовании подробно рассматриваются теоретические основы, предлагается набор критериев, основанных на когнитивных и педагогических принципах, а также обсуждаются возможности их применения в классе.*

Keywords and expressions: *authentic texts; short texts; vocabulary acquisition; EFL (English as a Foreign Language); lexical skills; text selection criteria; language teaching methodology; lexical density; cultural accessibility; learner engagement.*

Tayanch so'z va iboralar: *haqiqiy matnlar; qisqa matnlar; so'z boyligini o'zlashtirish; EFL (ingliz tili chet tili sifatida); leksik ko'nikmalar; matnni tanlash mezonlari; til o'qitish metodikasi;; leksik zichlik; madaniy qulaylik; o'quvchilarning faolligi.*

Ключевые слова и выражения: *аутентичные тексты; короткие тексты; расширение словарного запаса; английский как иностранный (EFL);*



лексические навыки; критерии отбора текстов; методология преподавания языка; лексическая плотность; культурная доступность; вовлеченность учащихся.

1. Introduction

Vocabulary acquisition is a fundamental part of language learning, directly impacting reading comprehension, writing fluency, and speaking skills (Meara, 1980). In the communicative approach, exposure to authentic language input allows learners to interact with words in meaningful contexts (Bahrani et al., 2014). However, the success of this exposure largely depends on how suitable the texts are. Short authentic texts—such as news snippets, advertisements, social media posts, and brief stories—provide an accessible starting point for learners, especially in secondary education.

In Uzbekistan, where English is taught as a foreign language from early grades, the challenge is to balance authenticity with understandability. Poor choices may cause cognitive overload, while overly simplified content might not promote vocabulary growth. Therefore, it is crucial to identify clear methodological criteria for selecting short authentic texts to ensure effective vocabulary instruction (Matyokubova, 2024).

Research aim: To define methodological criteria for selecting short authentic texts that enhance vocabulary learning in EFL classrooms.

2. Methods

2.1 Research design

This study used a qualitative content analysis of existing literature on authentic materials and vocabulary acquisition, along with an evaluation of 20 short authentic texts from newspapers, online blogs, and advertisements.

2.2 Selection parameters

The texts analyzed were chosen based on three general parameters:

1. **Length** – 50–150 words.
2. **Authenticity** – originally created for native speakers, without simplification.
3. **Contextual diversity** – representing various genres (news, dialogues, announcements).

2.3 Analytical framework

The analysis was conducted focusing on:

- Lexical density (ratio of content words to total words)
- Frequency and relevance of target vocabulary
- Cultural load and background knowledge required
- Text structure and coherence

3. Results

3.1 Proposed methodological criteria

Based on the analysis, the following criteria were identified:



1. **Relevance to learners' needs and interests** – Topics should align with students' experiences and academic goals.

2. **Appropriate lexical challenge** – Text should contain 5–10% unfamiliar but high-utility words (Harwood, 2002)

3. **Cultural accessibility** – Avoid excessive reliance on culturally specific references without explanation.

4. **Clarity of context** – Vocabulary items should be inferable from surrounding sentences or supported by visuals (Van Rooyen, 1994).

5. **Variety of lexical items** – Inclusion of collocations, idioms, and word families to promote depth of knowledge.

6. **Text cohesion** – Logical progression that aids comprehension without oversimplification.

7. **Potential for follow-up activities** – Text should lend itself to pre-reading and post-reading vocabulary tasks.

3.2 Text type preferences

- **High suitability:** short news items, mini-interviews, recipes, short travel blogs.

- **Moderate suitability:** poems, song lyrics (require adaptation due to figurative language).

- **Low suitability:** legal documents, technical manuals (excessive complexity).

4. Discussion

The findings support previous research emphasizing the importance of matching text difficulty with learners' proficiency (Gregg & Krashen, 1986). Short, authentic texts that are both engaging and slightly challenging promote lexical growth by encouraging inferencing strategies and repeated exposure.

However, authentic materials should be combined with pedagogical scaffolding (Gilmore, 2007)—such as pre-teaching key terms, using glossaries, and including interactive activities—to enhance retention. In the Uzbek EFL context, cultural relevance is especially important, as students may lack the background knowledge needed to understand certain references. Teachers should therefore choose texts that balance authenticity with understandability and, when necessary, offer contextual support instead of altering the original text (Lee, 1995).

REFERENCES:

Bahrani, T., Tam, S. S., & Zuraidah, M. D. (2014). Authentic language input through audiovisual technology and second language acquisition. *SAGE Open*, 4(3). <https://doi.org/10.1177/2158244014550611>

Gregg, K. R., & Krashen, S. D. (1986). The input hypothesis: issues and implications. *TESOL Quarterly*, 20(1), 116. <https://doi.org/10.2307/3586393>



Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.

Harwood, N. (2002). Taking a lexical approach to teaching: principles and problems. *International Journal of Applied Linguistics*, 12(2), 139-155. <https://doi.org/10.1111/1473-4192.00028>

Lee, W. Y. C. (1995). Authenticity revisited: Text authenticity and learner authenticity. *ELT journal*, 49(4), 323-328.

Matyokubova, S. A. (2024). CRITERIA FOR SELECTING AUTHENTIC TEXTS FOR ENGLISH LANGUAGE CLASSES IN NON-PHILOLOGICAL EDUCATION. *Mental Enlightenment Scientific-Methodological Journal*, 5(05), 162-168. <https://doi.org/10.37547/mesmj-V5-I5-22>

Meara, P. (1980). Vocabulary acquisition: a neglected aspect of language learning. *Language Teaching*, 13(3-4), 221-246. <https://doi.org/10.1017/s0261444800008879>

Van Rooyen, H. G. (1994). The quest for optimum clarity of presentation: context creation as teaching skill. *The American Biology Teacher*, 56(3), 146-150. <https://doi.org/10.2307/4449778>