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CRITERIA FOR SELECTING TEXTS FOR READING IN A FOREIGN LANGUAGE: SCIENTIFIC APPROACHES AND MODERN PRACTICES

Mudra Olena Vasylivna,
Candidate of Pedagogical Sciences (PhD),
Associate Professor at the Department of Foreign Languages for Natural Sciences,
Yuriy Fedkovych Chernivtsi National University
o.mudra@chnu.edu.ua
orcid.org/0000-0002-8352-9166

Koropatnitska Tetiana Petrivna,
Candidate of Philological Sciences (PhD),
Associate Professor at the Department of Foreign Languages for Humanities,
Yuriy Fedkovych Chernivtsi National University
t.koropatnicka@chnu.edu.ua
orcid.org/0000-0002-8076-075X

This article delves into the primary criteria for selecting reading materials in a foreign language. It offers an analysis of various scholars' perspectives on the use of authentic texts and explores potential methods to optimize the text selection process. Emphasis is placed on the importance of both adapted and authentic texts in the context of language acquisition, while also acknowledging the pivotal role modern digital platforms play in this domain.

The purpose of this study is to explore the role of text selection in foreign language teaching and its impact on achieving specific educational objectives, such as language acquisition, cultural understanding, and cognitive development. The selection of texts must be deliberate and align with both the linguistic needs of students and the pedagogical goals of the curriculum.

A comprehensive review of scientific literature highlights key factors that influence the choice of texts, such as the learner's proficiency level, the thematic relevance of the material, and the degree to which the content aligns with student motivation and interests. The article underscores how crucial it is for educational texts to be engaging, challenging, and appropriately tailored to the individual needs of the learner to maintain motivation and foster deeper learning. The combination of these factors plays a vital role in enhancing the overall effectiveness of foreign language instruction.

Special focus is given to the transformative influence of digital technologies, particularly in the area of automated text selection. By leveraging advanced technological tools, educators are now able to streamline the selection process, ensuring that materials are not only linguistically suitable but also pedagogically relevant.

The analysis of text selection in foreign language teaching is approached through several key factors: alignment with educational objectives, types of reading (global, selective, and detailed), psycholinguistic factors, technical considerations (multimedia and interactive resources), and linguistic and sociocultural contexts. The study also examines the distinction between authentic and adapted texts, as well as the role of digital platforms in providing access to diverse materials.

The results indicate that text selection should be tailored to learners' proficiency levels, interests, and motivations. The study highlights the importance of using authentic materials for advanced learners, while adapted texts are beneficial for beginners and intermediate students. The integration of multimedia resources and digital technologies provides more flexible learning opportunities, enhancing engagement and improving listening and speaking skills. Psycholinguistic factors, such as motivation and cognitive appropriateness, are crucial for the effectiveness of the selected materials.

The selection of texts for foreign language teaching should take into account pedagogical and psychological considerations, ensuring that the materials are suitable for the learners' proficiency level and personal interests. Adapting texts to the students' needs and incorporating multimedia and digital resources can significantly improve the learning process. Authentic texts are essential for developing communicative competence and cultural understanding, fostering a deeper connection between language and culture.

The article concludes with a set of recommendations aimed at refining the text selection process. These recommendations emphasize the importance of leveraging digital tools to offer dynamic, personalized, and effective language learning experiences. The overall goal is to ensure that learners are not only exposed to language content that aligns with their proficiency and interests but also engaged in a way that maximizes the impact of their language acquisition journey. In light of these advancements, the article advocates for



an evolving, tech-enhanced approach to reading in foreign languages, one that fosters greater learner engagement and success.

Key words: *text, text selection, foreign language learning, motivation, cognitive load, text accessibility, instructional design, communicative competence, cognitive processing, readability, authentic materials, digital learning, LATILL.*

КРИТЕРІЇ ВИБОРУ ТЕКСТІВ ДЛЯ ЧИТАННЯ ІНОЗЕМНОЮ МОВОЮ: НАУКОВІ ПІДХОДИ Й СУЧАСНІ ПРАКТИКИ

Мудра Олена Василівна,
кандидат педагогічних наук,
доцент кафедри іноземних мов для природничих факультетів,
Чернівецький національний університет імені Юрія Федьковича
o.mudra@chnu.edu.ua
orcid.org/0000-0002-8352-9166

Коропатницька Тетяна Петрівна,
кандидат філологічних наук,
доцент кафедри іноземних мов для гуманітарних факультетів,
Чернівецький національний університет імені Юрія Федьковича
t.koropatnicka@chnu.edu.ua
orcid.org/0000-0002-8076-075X

У статті розглядаються основні критерії вибору навчальних матеріалів для читання іноземною мовою. Проведено аналіз поглядів різних науковців щодо використання автентичних текстів і вивчено можливі методи оптимізації процесу вибору текстів. Особливу увагу приділено важливості як адаптованих, так й автентичних текстів у контексті мовного навчання, а також визначено роль сучасних цифрових платформ у цьому процесі.

Метою дослідження є аналіз ролі вибору текстів у викладанні іноземних мов і його впливу на досягнення конкретних освітніх цілей, таких як мовне освоєння, культурне розуміння й когнітивний розвиток. Вибір текстів має бути обґрунтованим і відповідати як лінгвістичним потребам учнів, так і педагогічним цілям навчальної програми.

Комплексний огляд наукової літератури виявляє ключові чинники, що впливають на вибір текстів, серед яких – рівень володіння мовою учня, тематична релевантність матеріалу та ступінь відповідності контенту мотивації й інтересам студентів. Визначено важливість того, щоб освітні тексти були не тільки захопливими та складними, а й належним чином адаптованими до індивідуальних потреб учнів, щоб підтримувати мотивацію і стимулювати глибоке засвоєння матеріалу. Комбінація цих чинників є важливою для підвищення ефективності викладання іноземних мов.

Особливу увагу приділено впливу цифрових технологій, зокрема в аспекті автоматизованого вибору текстів. Використання сучасних технологічних інструментів дає змогу викладачам значно спростити процес вибору матеріалів, забезпечуючи не лише їх лінгвістичну відповідність, а й педагогічну доцільність.

Аналіз вибору текстів у викладанні іноземних мов охоплює кілька ключових аспектів: узгодженість з освітніми цілями, типи читання (глобальне, вибіркове й детальне), психолінгвістичні фактори, технічні аспекти (мультимедійні й інтерактивні ресурси) та лінгвістичний і соціокультурний контексти. Окремо розглядається різниця між автентичними й адаптованими текстами, а також роль цифрових платформ у забезпеченні доступу до різноманітних матеріалів.

Результати дослідження свідчать про те, що вибір текстів має бути адаптований до рівня володіння мовою учнів, їхніх інтересів і мотивації. Зазначено важливість використання автентичних матеріалів для просунутих учнів, тоді як адаптовані тексти є корисними для початківців та учнів середнього рівня. Інтеграція мультимедійних ресурсів і цифрових технологій створює додаткові можливості для навчання, підвищує залученість і покращує навички слухання й говоріння. Психолінгвістичні фактори, такі як мотивація та когнітивна відповідність, є визначальними для ефективності вибраних матеріалів.

Вибір текстів для викладання іноземної мови має враховувати як педагогічні, так і психологічні аспекти, що забезпечують відповідність матеріалів рівню володіння мовою та особистим інтересам учнів. Адаптація текстів до потреб студентів, а також використання мультимедійних і цифрових ресурсів можуть значно покращити навчальний процес. Автентичні тексти є важливим елементом у розвитку комунікативної компетенції та культурного розуміння, що сприяє більш глибокому зв'язку між мовою і культурою.



Стаття завершується рекомендаціями щодо вдосконалення процесу вибору текстів. Ці рекомендації акцентують увагу на необхідності використання цифрових інструментів для створення динамічного, персоналізованого й ефективного навчання іноземним мовам. Загальна мета полягає в тому, щоб навчальний процес не тільки відповідав рівню володіння мовою та інтересам учнів, а й сприяв максимальному залученню студентів до навчання, що підвищить ефективність процесу оволодіння мовою. Ураховуючи сучасні досягнення, стаття підтримує підхід, орієнтований на використання цифрових технологій у навчанні іноземних мов, що сприяє більшій залученості учнів і їхньому успіху.

Ключові слова: *текст, вибір тексту, навчання іноземних мов, мотивація, когнітивне навантаження, доступність тексту, проектування навчання, комунікативна компетенція, когнітивна обробка, читабельність, автентичні матеріали, цифрове навчання, LATILL.*

Introduction. Over the past decades, researchers have actively studied the problem of selecting texts for reading in a foreign language. G. Varabanova (2005) emphasizes the need to consider professional orientation in text selection for non-linguistic higher education institutions. S. Vajjala, D. Meurers (2013) examines strategies for working with authentic texts, highlighting their role in developing language competence. B. Labinska, N. Vyspynska, T. Koropatnitska, V. Paranyuk (2022) analyze textual activity in social communication, which directly affects the criteria for selecting educational materials.

C. Adler (2001) identifies seven strategies for teaching text comprehension that can be used in material selection. E. Deci (2000) details effective criteria for selecting texts for teaching reading in the context of foreign language instruction. Ch. Nuttall (1996) discuss the specifics of selecting English-language texts for university students, emphasizing the importance of linguistic and content parameters. S. O'Grady's (2023) research confirms the necessity of adapting texts while considering pragmatic competence. A. Syzenko and Y. Diachkova (2021) analyze criteria for selecting language material for teaching English in professional fields. This study also incorporates insights from previous research on text selection in foreign language education (Barabanova, 2010; Labinska, Vyspynska, Koropatnitska, Paranyuk, 2022; Adler, 2001; Nuttall, 1996; O'Grady, 2023), highlighting contemporary perspectives on text complexity, authenticity, and readability in digital learning environments (Mudra, 2025; Vajjala, Meurers, 2013).

Main Research. The issue of selecting texts for reading in a foreign language dates back to the 19th-century language teaching methodology, where only adapted texts were used. The primary focus was on grammatically correct and simplified materials, which did not always reflect real linguistic environments.

In the 20th century, with the development of the communicative approach, authentic materials were actively introduced, allowing students to learn in a more natural context. Psycholinguistic research played a crucial role in demonstrating the effectiveness of contextual language acquisition. Later, the advancement of digital technologies enabled the individual

selection of texts through electronic platforms and content adaptation algorithms.

When selecting texts for reading, teachers should not rely solely on grammatical structures or topics; instead, they must consider various educational, psycholinguistic, technical, linguistic, and sociocultural aspects. These aspects should be combined based on learners' communicative needs. It is important to note that text suitability is not a fixed value for every situation or group of students, as it depends on age, communicative needs, interests, and social forms of working with the text. Teachers can adjust selection criteria according to the lesson topic, objectives, stage, and students' proficiency levels.

Scholars consider several key criteria when selecting texts for foreign language lessons. These criteria typically focus on linguistic, cognitive, cultural, and pedagogical aspects. Some of the most important factors include:

1. **Linguistic Complexity**—The text should match the learners' proficiency level, providing a balance between comprehensibility and challenge. It is essential to consider lexical density, syntactic complexity, and discourse structure to ensure that learners can engage with the text meaningfully without feeling overwhelmed. Research indicates that texts with a high proportion of low-frequency words or complex syntactic constructions may hinder comprehension, whereas those with familiar vocabulary and clear structures enhance reading fluency and confidence. Studies by Ch. Nuttall (1996) and C. Adler (2001) emphasize strategies to support text comprehension, such as previewing, questioning, and summarizing key information.

2. **Vocabulary and Grammar Relevance** – The text should introduce or reinforce essential vocabulary and grammatical structures appropriate to the learners' stage. Selecting texts that are pedagogically aligned with curricular objectives ensures systematic exposure to target language forms, enhancing both receptive and productive language skills (Syzenko, Diachkova, 2021). Research underscores the importance of frequency and recycling of vocabulary and grammar to facilitate long-term retention. S. O'Grady (2023) highlights the role of AI in selecting level-appropriate texts based on readability indices, which can assist educators



in making data-driven decisions regarding text selection.

3. Authenticity – Authentic materials (i.e., texts used in real-life communication) are often favored for promoting cultural immersion and communicative competence (Gilmore, 2007). Exposure to authentic texts enables learners to engage with language as it is naturally used, enhancing their ability to process linguistic input in real-world contexts (Guariento, Morely, 2001). Such materials provide learners with culturally rich and pragmatically relevant content, reinforcing their understanding of language variation, idiomatic expressions, and discourse patterns (Mishan, 2005). A. Syzenko, Y. Diachkova (2021) argue that dealing with authentic texts fosters deeper engagement and critical thinking skills among learners.

4. Cultural and Intercultural Value – Texts should expose learners to cultural norms, beliefs, and perspectives, fostering intercultural awareness (Byram, 1997). Language and culture are deeply intertwined, and the selection of texts should reflect this connection to help learners develop both linguistic proficiency and cultural competence (Byram, 1997). Authentic texts, such as literature, news articles, advertisements, and dialogues, provide insights into the ways in which language is used to convey cultural values and social norms. B. Labinska (2022) highlights the role of textual activity in social communication, reinforcing the connection between language use and social context.

5. Learner Interest and Motivation – Engaging and relevant content increases student motivation and participation (Deci, Ryan, 1985, Self-Determination Theory). Research in second language acquisition emphasizes that motivation plays a crucial role in language learning, influencing learners' willingness to engage with and retain new linguistic input (Dornyei, 2011). When texts align with students' personal interests, experiences, and goals, they create a sense of relevance, making the learning process more meaningful and enjoyable (Ushioda, 2011). A. Syzenko, Y. Diachkova (2021) discuss the importance of selecting texts that cater to the professional and personal interests of learners in specific fields such as public administration.

6. Cognitive Load and Processing – The text should be structured in a way that supports comprehension and retention without overwhelming learners (Sweller, 1988). Cognitive load theory suggests that excessive demands on working memory can hinder learning, making it crucial to balance linguistic complexity with cognitive processing capacity. In the context of foreign language learning, texts should be designed to optimize learners' ability to decode, interpret, and retain information effectively. S. Vajjala, D. Meurers (2013)

discuss the applicability of readability models in determining the cognitive load of web-based texts for language learners.

7. Purpose of Instruction – Whether for general communication, academic purposes, or professional use, the text should align with learning goals (Littlewood, 1981). Effective text selection in foreign language instruction depends on its relevance to learners' specific needs and objectives, ensuring that language exposure is purposeful and contextually appropriate (Labinska, Vyspinska, Koropatnitska, Paranyuk, 2022). O. Mudra (2025) introduces AI-based platforms that facilitate text selection based on instructional objectives and student proficiency levels.

After analyzing available sources and synthesizing different approaches to selecting educational materials, we highlight the following criteria for selecting texts for foreign language lessons, grouped into five aspects: Educational Aspect, Psycho-Linguistic Aspect, Technical Aspect, Linguistic Aspect, and Sociocultural Aspect.

According to the Educational Aspect, text topics should align with the lesson's goals, correspond to the curriculum for different types of educational institutions, and meet the practical, educational, developmental, and formative objectives of foreign language teaching.

Additionally, text selection is influenced by the type of reading: (a) global reading – reading to grasp the main idea; (b) selective reading – reading to find specific or personally relevant information; (c) detailed reading – reading for full comprehension. The topics reflected in texts should align with curricula, while the content should serve practical, educational, developmental, and formative purposes.

Other aspects, such as Psycho-Linguistic, Technical, Linguistic, and Sociocultural, also play crucial roles in selecting instructional texts, considering students' proficiency levels, motivation, text accessibility, and its relevance to communicative needs and the sociocultural context of learning.

Modern foreign language teaching methodology involves both adapted and authentic texts. The key factors considered when selecting reading materials include:

- Correspondence to the student's proficiency level (A1-C2);
- Lexical and grammatical complexity;
- Thematic relevance (professional focus, audience interests);
- Motivational aspects (student engagement);
- Authenticity of materials (use of original sources);
- Use of multimedia resources to enhance comprehension (audio, video, interactive exercises).



The selection of texts in foreign language teaching plays a critical role in achieving specific educational objectives, ensuring that the materials are aligned with the goals of language acquisition, cultural understanding, and cognitive development. The process of text selection involves several key considerations that address both the pedagogical aims of the curriculum and the linguistic needs of the students.

1. Alignment with Educational Objectives

Texts must be selected to meet the specific requirements of the curriculum, which vary across educational institutions and levels. These texts should fulfill a range of educational goals, including expanding vocabulary, reinforcing grammatical structures, enhancing cultural awareness, and promoting communicative competence. For instance, in primary education, texts may focus on basic linguistic structures and everyday scenarios, whereas in secondary and higher education, more complex materials addressing abstract concepts and specialized knowledge may be employed. The thematic content of the text should also be relevant to the lesson's objectives, ensuring that the chosen reading material contributes to the development of specific language skills (e.g., grammar, vocabulary, listening, speaking).

2. Types of Reading

Reading in foreign language teaching is typically categorized into three types, each serving distinct purposes:

- **Global Reading (Globales Lesen):** This type of reading aims to enable learners to grasp the general meaning of a text, often without focusing on detailed comprehension. It is suitable for beginner and intermediate learners (A1-B1), where the primary goal is to develop the ability to understand broad concepts rather than specific details.

- **Selective Reading (Selektives Lesen):** In selective reading, learners focus on identifying specific information relevant to a particular task or inquiry. This reading strategy is appropriate for learners at the intermediate level (B1-B2), allowing them to filter out unnecessary details and concentrate on particular pieces of information.

- **Detailed Reading (Detalierteres Lesen):** Detailed reading involves a comprehensive understanding of a text, paying close attention to vocabulary, syntax, and the subtleties of meaning. This type of reading is typically employed at advanced proficiency levels (B2-C2), where learners are expected to engage with complex linguistic and conceptual elements of the text.

3. Psycho-Linguistic Factors

The selection of texts must account for both psychological and linguistic factors that influence language acquisition. Texts should be appropriately challenging, matching the learners' proficiency levels and providing a balance

between difficulty and accessibility. In particular, the material should:

- Be cognitively appropriate, ensuring that it stimulates learners without causing frustration or disengagement.

- Be motivating, with themes and content that are relevant to the learners' interests and personal goals. Motivation is a critical factor in fostering language acquisition, as learners are more likely to engage deeply with material that resonates with them.

- Be linguistically accessible, featuring a clear structure and vocabulary that learners can decode and understand. Gradually increasing the complexity of texts supports incremental development, which is crucial for building confidence and competence in language learners.

4. Technical Considerations

Text selection must also take into account technical considerations such as:

- **Multimodal Content:** In contemporary foreign language teaching, the integration of multimedia resources – such as videos, audio recordings, and interactive exercises – has become integral. These resources help learners enhance their listening and speaking skills, while also providing contextual clues that support reading comprehension.

- **Digital Accessibility:** As digital learning platforms become more widespread, texts should be available in formats that support interactive and adaptive learning. This may include features like clickable vocabulary, real-time grammar explanations, or embedded exercises, which facilitate more dynamic engagement with the material.

5. Linguistic and Sociocultural Context

Texts should reflect a range of linguistic and sociocultural contexts, as both elements are crucial for fostering a well-rounded understanding of the target language. Linguistically, the text should be selected to provide exposure to relevant vocabulary, grammatical structures, and discourse patterns that align with the learner's level of proficiency. Socioculturally, texts should be chosen to expose learners to the cultural nuances, traditions, and social practices inherent in the language. By doing so, learners gain a deeper understanding of how language functions in real-world contexts.

- **Cultural Relevance:** The inclusion of culturally significant topics allows learners to connect with the language in a meaningful way. This can involve discussions of cultural practices, current events, or social issues pertinent to the target language community.

- **Authentic Language Use:** The use of authentic texts – such as newspapers, films, or podcasts – provides learners with exposure to the language as it is actually spoken or written by native speakers, including colloquialisms



and idiomatic expressions. This contributes to a more realistic and practical understanding of language use.

6. Authentic versus Adapted Texts

The distinction between authentic and adapted texts is another important consideration in text selection:

- **Authentic Texts:** These materials are original texts created for native speakers of the language. They offer a genuine representation of language use in real-life contexts, making them particularly valuable for advanced learners. However, they may pose challenges due to their complexity and the use of idiomatic language, requiring careful scaffolding for lower-level students.

- **Adapted Texts:** These texts are modified versions of authentic materials, simplified in terms of vocabulary, syntax, and content. Adapted texts are more suitable for beginners and intermediate learners, providing them with the opportunity to engage with meaningful content while ensuring that the linguistic challenges remain manageable.

7. Multimedia and Interactive Resources

The integration of multimedia resources into language teaching materials plays a significant role in enhancing comprehension and retention. Audio and video recordings of reading texts support the development of listening skills, while interactive exercises (e.g., quizzes, vocabulary drills) allow for active learning. The use of multimedia also aids in presenting language in context, thereby helping learners better understand cultural references, idiomatic expressions, and pronunciation.

8. Key Factors for Text Selection

The following factors should be considered when selecting reading materials:

- **Proficiency Level:** Texts must correspond to the proficiency level of the learners as defined by frameworks such as the Common European Framework of Reference (CEFR). This ensures that texts are appropriately challenging without being overwhelming.

- **Lexical and Grammatical Complexity:** Texts should match the learners' current lexical and grammatical knowledge. Texts that are too complex may cause frustration, while those that are too simple fail to promote linguistic growth.

- **Thematic Relevance:** Texts should be thematically relevant to the learners' needs and interests. For instance, in a business English course, materials should focus on topics such as professional communication, leadership, or industry-specific vocabulary.

- **Student Motivation:** Texts should be engaging and relevant, fostering intrinsic motivation. This can be achieved by selecting topics that resonate with learners' personal interests or career aspirations.

We can make a conclusion, that the process of selecting texts for foreign language teaching

is multifaceted, requiring a careful balance of pedagogical, linguistic, and sociocultural factors. Texts should not only support the development of linguistic skills but also foster motivation and engagement, ensuring that learners are exposed to meaningful, contextually appropriate material that enhances their language acquisition journey.

The growing availability of digital platforms for language learning has significantly transformed how foreign language learners access and engage with reading materials. Platforms such as Newsela, LingQ, Readlang, and LATILL (Level-Adequate Texts in Language Learning) offer diverse approaches to presenting texts based on language proficiency, topic selection, and user preferences. These platforms leverage different algorithms to personalize content, making reading materials accessible to learners at varying levels of competence and interest.

Newsela: Newsela is a platform designed to provide news articles adapted for different proficiency levels. By using an algorithm that adjusts the complexity of articles, Newsela ensures that learners can engage with contemporary topics, such as current events or global issues, while also being exposed to language structures that match their level of competence. This flexibility in text adaptation encourages students to remain engaged with authentic, real-world content while developing their language skills.

LingQ: LingQ focuses on creating a personalized language learning experience by offering a wide variety of texts that range from beginner to advanced levels. The platform tracks user progress and language acquisition, adjusting its content recommendations based on learners' interests and vocabulary needs. LingQ's system of highlighting unfamiliar words and phrases, while allowing users to review and reinforce vocabulary through context, has proven effective in enhancing retention and facilitating vocabulary expansion.

Readlang: Readlang takes a more interactive approach by offering reading texts along with immediate translations for unfamiliar words. This platform emphasizes user control, allowing learners to adjust the difficulty of the texts by choosing materials according to personal interest, which is particularly beneficial for those looking to practice specific vocabulary or themes.

LATILL: The LATILL platform stands out by incorporating machine learning algorithms to adapt texts based on the learner's proficiency level. It offers a sophisticated text selection system, where the platform assesses language proficiency using input data and selects reading materials that are most suitable for the learner's current stage. LATILL's use of AI allows for highly personalized content recommendations and aims to create an immersive, user-centric learning experience.



While these platforms provide valuable services for language learners, there are several areas in which they could be further optimized to enhance the effectiveness and personalization of reading material. These improvements can address both the cognitive and motivational aspects of language learning, helping users to better engage with the content and make significant strides in their language acquisition.

a) More Flexible Recommendation Systems

Currently, many platforms select texts based on general proficiency levels, but this approach may overlook individual learners' specific interests, goals, and preferences. A more flexible recommendation system could consider factors beyond proficiency, such as personal learning preferences (e.g., interest in literature, business, or travel) or specific linguistic challenges (e.g., struggles with particular grammatical structures or vocabulary). By integrating more granular algorithms that take into account these preferences, platforms like LATILL can create even more tailored experiences that keep learners motivated and engaged with the content.

b) Real-Time Text Adaptation

Real-time text adaptation is an area with significant potential for growth. Using artificial intelligence to adjust the complexity of the text in real-time, without altering its essential meaning, could significantly improve the learning process. For example, if a learner encounters a challenging sentence, the platform could offer simplified alternatives or additional context in real time. This dynamic adjustment ensures that learners are not overwhelmed by difficult passages, allowing them to remain engaged while still pushing their linguistic boundaries. The technology could be designed to provide gradual changes in complexity, ensuring that learners face consistent yet manageable challenges.

c) Interactive Exercises to Reinforce Reading

While reading comprehension is crucial, integrating interactive exercises into the reading process can enhance learning outcomes. Platforms should incorporate quizzes, comprehension questions, and vocabulary games that reinforce what learners have read. These exercises could assess both the learner's understanding of the content and their ability to apply newly acquired vocabulary or grammatical structures in context. Furthermore, using spaced repetition systems (SRS) for vocabulary review after reading sessions would help learners retain words and phrases more effectively. This type of engagement encourages active learning, reinforcing the text material and promoting deeper cognitive processing.

d) Expanding the Text Library

To increase the diversity of materials available, platforms should consider expanding their libraries by including a broader range of modern

sources such as online newspapers, blogs, and popular science articles. By incorporating such texts, learners can engage with up-to-date content that reflects the contemporary use of language, offering them insights into current events, emerging trends, and popular culture. This would not only expose students to authentic language use but also motivate them to stay informed and connected to global conversations. Additionally, content from a variety of domains and disciplines helps to broaden learners' exposure to specialized vocabulary and diverse writing styles.

e) Integration of Multimedia Components

Incorporating multimedia elements such as audio narration, video, and built-in dictionaries can enhance the comprehension of texts. Audio narration would help learners develop their listening skills while reinforcing the pronunciation and intonation patterns of the target language. Video materials, especially those related to the text's content, could provide visual context, improving learners' understanding of complex or unfamiliar concepts. Built-in dictionaries or glossaries would allow learners to access word definitions and explanations instantly, promoting vocabulary acquisition without disrupting the flow of reading. Combining text with multimedia elements creates a more immersive, multisensory learning experience that appeals to different learning styles.

The integration of machine learning algorithms and AI-driven technologies into language learning platforms holds immense promise for enhancing the personalization of reading materials. While existing platforms like Newsela, LingQ, Readlang, and LATILL have made significant strides in adapting content based on language proficiency and learner preferences, there are still several ways these platforms can evolve to meet the diverse needs of language learners. Future platforms should aim to:

- foster greater customization by taking user interests and learning preferences into account, moving beyond simple proficiency-based recommendations;
- implement real-time text adaptation features that allow for seamless adjustment of reading complexity, ensuring that the learner is neither overwhelmed nor under-challenged;
- integrate interactive and engaging exercises to reinforce vocabulary and reading comprehension, leveraging tools like quizzes, games, and spaced repetition;
- expand the text library to incorporate contemporary sources and materials that reflect real-world language use, ensuring that learners engage with relevant and current topics;
- incorporate multimedia elements to create a more immersive, interactive, and enjoyable reading experience.



LATILL is an innovative approach to enhancing the teaching of reading in German as a foreign language. In addition to enabling text searches based on various criteria, it offers the possibility of adapting texts to learners' proficiency levels through artificial intelligence tools (such as summarization, translation, and image generation) and didactic materials. This ensures a personalized and activity-oriented approach to language learning.

By addressing these areas, language learning platforms can create more effective, engaging, and personalized environments that cater to the diverse needs of learners, ultimately leading to better language acquisition outcomes.

In **conclusion**, selecting appropriate texts for foreign language teaching remains a dynamic and critical component of language acquisition. Historically, language teaching has evolved from the use of simplified, grammatically focused materials to the incorporation of authentic, communicative texts, with a growing emphasis on context, culture, and learner motivation. As the digital age continues to reshape education, platforms like Newsela, LingQ, Readlang, and LATILL have introduced innovative ways of providing personalized, adaptable reading materials that respond to learners' needs based on proficiency levels, topics, and individual preferences.

While these platforms offer significant advantages, they still present opportunities for enhancement. A more flexible and user-centric recommendation system, real-time text adaptation through AI, interactive exercises for reinforcing comprehension, and the inclusion of multimedia resources can enrich learners' experiences and contribute to more effective language acquisition. Furthermore, expanding the range of texts to include contemporary sources such as blogs, online newspapers, and popular science articles would ensure that learners are exposed to real-world language, helping them stay engaged with current global conversations and develop a broader vocabulary.

Ultimately, the careful selection and adaptation of texts in foreign language teaching should align with the diverse needs and interests of learners, fostering both cognitive development and cultural understanding. By leveraging the advancements in technology and combining them with pedagogical insights, educators can provide more personalized, engaging, and effective language learning experiences that support students' communicative competence in both linguistic and intercultural contexts.

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