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THE MODELS OF SETTING OBJECTIVES IN TEACHING READING

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Summary. *The article focuses on an attempt to present the model of setting objectives in teaching reading comprehension in an ESP situation. These objectives should lead the student from the level of language skills to reading skills. As a result, the student is supposed to have indicated sufficient reading competence in English which enables him to benefit from a reading skills course.*

Keywords: *ESP, ELT, goals, objectives, focus, reading strategies, context, extended discourse, information-gap, practice, prediction, involvement, evaluation.*

Some people use English as a common medium of communication but access to much scientific and technical literature is difficult for those with no knowledge of English. That's why some learners wish to study English for Specific Purposes or for particular reasons connected with their studies and their jobs.

Students of Science Departments may realize that a specialized course in English could help them in reading reports and conducting scientific transactions. Theoretical basis for ESP is supporting of concepts: training and education, competence and capacity, aims and objectives [1, p. 34].

The goals, organization and methods of study for the science students of the University should be made as explicit as possible. It is not assumed that talking by either teacher or student necessarily leads to learning. The question is: how well teacher and students communicate with each other about their goals and about finding effective means of attaining them [2, p. 14]. As a rule teacher and student are engaged in a process of discovering and searching of acceptable and appropriate

means of learning and in this case they are supposed to communicate adequately on this level. Functioning of language is a presentation of information to the learner. Here we should assume that if no learning takes place is not a fault of a teacher. Sometimes while the outcome is negligible with one student it could amount to quit considerable learning with another. Without checking on what is happening the teacher can hardly know what to do next. In this case, and we agree with H. Francis, ongoing checks on learning are often sought from the student in the form of testing.

In ESP we are dealing with the students for whom the learning of English is auxiliary to some other primary professional or academic purpose. ESP is linked with areas of activity (academic, vocational, professional) which have already been defined and which represent the learners' aspirations. So, the idea of ESP provokes questions of a fundamental and theoretical kind about the definition of learning purpose and language use.

Reading activities. If we look at various ways of promoting oral and written communication in the class with a group of science students, we may examine the following areas: reaching a consensus, communication, games, problem solving, interpersonal exchange, story construction and simulation, etc.

Objectives. The teacher has to choose the methodology applied to reading. Managing a group of students which focusses entirely on reading improvement for a whole a certain period presents some problems. Traditional close reading, followed by "comprehension" and vocabulary exercises, have their place, but are perhaps based on too simplistic a notion of what the Reading process is all about. Adding a "speed reading" element [3] is an important; even if there were no other pay-off, speed reading exercises at least give the reading lesson a certain "face validity" in that there is a yardstick by which science students can gauge their week-by-week progress, at least as far as this occurs in the classroom context [4, p. 129].

Focus. The students get information about the reading strategies that learners should use when attempting to learn to read in a second language for professional needs. We teach reading to create an informational gap that leads to communicative activities.

There are two types of reading that could be proposed the students to do: extensive reading and close reading [5, p. 50]. In the first case the students can read their science texts, where they have so much to read that they cannot stop to look up every unfamiliar word or to translate every sentence. They read for content, for meaning. In the second case, when the students deal with close reading, they read a short passage and give close attention to all the choices the author has made in content, vocabulary, etc.

It's necessary to take into account that learning to read in English as a foreign language implies that the language is both an objective in itself and a means to another objective: comprehension of texts.

This leads to the necessity of setting *goals* in stages, which are divided as follows:

- 1) The first stage must necessarily concentrate on the language skills, though never out of context of the actual reading situation, in which the process of interrelation begins.



2) The objective of the second stage is to emphasize the inter sentential relationship of language structures, without which the comprehension of a text cannot occur.

3) A third stage and objective is to expose a student to reading himself as a means of acquiring information, a situation which most simulates his real need of the language.

Underlying these three broadly-stated objectives, is the assumption that the student brings with him a considerable knowledge of the subject, especially in the area of study where reading in English is important to him. The task of a teacher must comply to a long-term objective of integrating the student's knowledge of the subject with each stage of learning, so that his knowledge will provide maximum input and thus facilitate the process of reading comprehension in a foreign language.

The first thing the teacher of English has to do is to establish a base of language skills, that is to teach the basic structures of the English language. These include lexical and syntactical structures and exercises related to a reading passage, but focusing on aspects of morphology much as identifying common affixes and applying them to a controlled group of words, or recognizing cognates and their orthographic transformation from some other languages.

Our goal as reading teachers is to develop independent readers outside a classroom, readers whose purpose is learning to read in English as a foreign or second language is to learn from the texts they read. This phrase in the broadest sense, is including reading for academic purposes, reading for survival purposes or for purposes of functioning in society at various levels.

Role of Context and Situation in ELT. The first and important teachers' job is to present clear information about the language they are learning. To show what the English language means and how it is used, what grammatical forms of English are and how it is said, read and written.

In teaching reading we have to explain the students, among other things, the idea of context and situation as being essential to an understanding of English use, in other words, real English (as well as other languages) occurs in real-life situations, or as a result of real information [6, p. 51].

To teach students to read is to help them getting through educational process. To improve students' reading means: to improve English generally by attracting different teaching interesting methods, a lot of reading.

The presentation of teaching reading should take place in some context, or provided by the materials the group of students is using or created by the teacher. The teacher should check that the context provided in the materials he is using is appropriate for the introduction of reading strategy.

The context for introducing reading strategy should have a number of characteristics. It must show what the English language means and how it is used. The student can see or hear English as it is presented in a written text or dialogue. Due to context the students understand what English mans and how it is used.

By context J. Harmer means the situation or the body of information that results in language being used. "Context" is divided into three main aspects: the classroom, situations and formulated information [6, p. 52].

Role of Task in Teaching Reading. Current ideas in English Language Teaching methodology have emphasized the need to widen the goal of language teaching. The

students not only need to be provided with opportunities to manipulate the formal system of the language, but also to make use of communicative abilities. Interest should be concentrated on the development of classroom activities or tasks, which pose a problem of some kind, the solution to which requires communication with others in the foreign language. "The claim is that by putting learners into situations which force them to use the language purposefully and spontaneously, their abilities to use the language creatively and appropriately will be developed" [7, p. 57].

The learners best acquire a language when they are involved in using it, particularly when they are involved in trying to understand. Comprehending words, sentences and entire texts involve more than just relying on one's linguistic knowledge. "...every act of comprehension involves one's knowledge of the world as well" [8, pp. 367-381].

Researchers show that there is a considerable variation among learners in the order and manner in which they acquire control over grammatical forms as end-of-term tests usually demonstrate.

The so-called "primary purpose of task-oriented teaching" [9, p. 70] serves to provide opportunities for communication to take place in the classroom. Taylor [10] listed five basic features of communication: extended discourse, an information-gap, uncertainty, goal-orientation, real-time processing. In this connection it should be admitted that the students learn best when they are interested. Tasks should be devised so as to give learners the chance to make use of their own personal opinions and background knowledge. The tasks should not tell learners what they already know but exploit the learners' experience outside the classroom.

In teaching reading the science students task may have two basic characteristics: 1) It should provide opportunities to learn to read; 2) It should be motivating and absorbing and exploit the learners' prior experience.

Achievements in a task depend on a learner's effort towards this. As is known, learners differ in their relative ability to reinterpret tasks. "Teacher as task designer is trying to facilitate cognition and action which will enable learning to occur" [11, p. 40].

The aim of the teacher is to develop in the student a competence in using English both actively and receptively in order to extract information from written and oral texts and from visual forms of presentation, and to develop the students' ability to follow continuous arguments.

It is important to introduce active exercises, manipulate new language items and various ways of presenting, interpreting and connecting information, as a preparation for the study of science texts. The language items and the concepts which they embody are essential to the study of science subjects. There exist fairly representative range of different types of topics, use of language and study method on which the learning of subject depends.

Learning to read depends on the treatment of various science topics as a basis for the exercises in language use, on introduction the student to certain basic communicative functions and sequences of functions, on which the study of the science subject in English relies. This involves practice in which activities as describing, classifying, observing facts and drawing conclusions from them, generalizing, modifying generalizations and giving examples, making predictions



based on generalizations, explaining science behavior and reporting the procedures and results of experiments [12, p. 3].

Integrated Skills Activities: Simulation in Teaching Reading. Simulation may well involve reading as well as three other language skills (writing, listening, speaking) in varying measures and can come close to reproducing the problem of real-life situations.

There exists a goal: to discuss role of simulation as a technique of specialist English teaching reading and to report on a particular development of the approach in the design of teaching reading for science students. The example includes the simulation of situations which a science student is likely to be faced with. Basically simulation centers on a dramatic activity-situation which is set up in class. The students enable themselves to play a role in a simulated situation such as a business meeting, a sale conference, an industrial dispute. Why not a scientific conference on Mathematics?... and in this defined context to make use of specific resources of English in the situation. This is an exercise in total communication, involving non-linguistic factors such as professional skills, personality and logic as well defined context.

As an illustration, we may take a simulation used with science (mathematics) students. The task should be presented to the participants, that understand the nature of the task, any constraints or rules that might be imposed. To set about the task they need background information (knowledge of Mathematics), in other words, it is essential that everyone participating has a minimum of common knowledge about the situation. The participants are introduced to the imaginary scientific meeting of Mathematics-conference – through a short-guided listening comprehension exercise. The highly contextualized situation can produce a good learning climate in which the performance of the role leads to good memorization, practice and learner coding of the language produced. If it is reading skills in particular that need to be developed, the information can be carried in skim-reading exercises, reading-for-detail exercises that could be presented in simulation as reading the reports by the students. This type of language exercise provides the participant with practice in certain skills and at the same time gives him something to talk about: the discussion of “reports” by the “participants of the scientific conference”, using scientific background, including knowledge of Mathematics and English. We develop simulation as technique for teaching mathematician whose study goal is the improvement of their control of mathematical English for the international exchange of professional information (congresses, international discussions, exchanges, etc.).

In teaching reading the main skills should be developed: listening and comprehension, note-taking, use of professional English, Grammar and Vocabulary, Pronunciation Habits.

“Conference” includes a very well-known procedure of discussion in which participants put forward every possible problem suggested by the case information. Problems are considered and rejected until the most probable solution remains.

He teacher may set up the conference. He selects a chairman and retires to become an observer of the linguistic performance of his students. He checks pronunciation of science terms, gives dictionary, definition of special terms.

Students, acting like scientists, use a particular style of discussion. At the end of the lesson the teacher may reveal his opinion of the specialists, evaluating students' knowledge.

During the conference the teacher may observe the functional use of English, its strengths and weaknesses. This information directs the teacher to planning certain classwork, language laboratory work, etc.

The advantages of simulations are several. Where it is known that learners are going to be placed in specific situations and the physical circumstances of that situation (e.g. conference) can be simulated in the classroom, then the learner will have the opportunity to practice the sort of language, particularly the vocabulary, associated with that situation. They also give the learner more freedom to express himself without interference from the teacher. In simulations a number of skills and activities are brought together in a way which is often highly motivating for the student.

In any case, a teacher will need to examine his own role carefully when planning a simulation. He will need to restrain himself and keep a much lower profile than that to which he is accustomed.

Most effective teaching strategies are integrated in such skills: *read aloud daily*: this allows students to rich language, demonstrates fluency and is a good experience; *foster a positive reading environment*: create a reading-friendly space in class or at home and get into a regular reading routine; *choose engaging materials*: let students choose reading materials that align with their interests to increase motivation; *introduce cognitive strategies*: teach effective reader's strategies such as predicting, clarifying, summarizing; *build background knowledge*: expose students to different topics and experiences to provide context and foundation for understanding; *make it a routine*: regular practice is essential for improving reading skills, so incorporate reading into daily activities; *provide positive reinforcement*: reward good performance and offer support to the students.

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МОДЕЛІ ПОСТАНОВКИ ЦІЛЕЙ У НАВЧАННІ ЧИТАННЮ

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Анотація. Ця стаття присвячена спробі представити модель визначення цілей у навчанні розумінню прочитаного в ситуації, змодельованій у рамках навчання англійській мові. Ці цілі повинні вести студента від рівня мовних навичок до рівня навичок читання. Тож очікується, що студент продемонструє достатні навички читання англійською мовою, які дозволять йому отримати користь від курсу формування навичок читання.

Ключові слова: англійська мова для спеціальних цілей, навчання англійській мові, завдання, цілі, фокус, стратегії читання, контекст, розширений дискурс, брак інформації, практика, прогнозування, залучення, оцінка.