
SOME ASPECTS OF TEACHING READING NON-FICTION TEXTS AT THE DEPARTMENT OF APPLIED LINGUISTICS

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Проаналізовано читання нехудожнього тексту як невід'ємної частини інтегрованого вивчення англійської мови. Показано цілі, стратегії розвитку навичок читання та підхід до вибору автентичного матеріалу для читання.

Ключові слова: *стратегія, автентичні тексти, навички читання, ефективне читання.*

Reading non-fiction texts as an essential part of integrated teaching English has been analyzed. The purposes and strategies for developing reading skills and approaches to choosing authentic reading material are shown.

Key words: *strategy and authentic texts, reading skills, effective reading.*

Reading is an essential part of language learning at every level because it supports the process of instruction in multiple ways:

- **Reading to learn the language.** Reading material is language input. By giving students a variety of material to read, teachers provide different opportunities for students to absorb vocabulary, grammar, sentence structure and discourse structure as they occur in authentic texts.

- **Reading for content information.** This gives students both authentic reading material and an authentic purpose for reading.

- **Reading for cultural knowledge and awareness.** Reading everyday materials that are designed for native speakers can give students insight into the lifestyles, worldviews of the people whose language they are studying. When students have access to newspapers, magazines, journals and Web sites, they are exposed to culture in all its variety and monolithic cultural stereotypes begin to break down.

Thus, reading material for teaching students includes not only fiction (novels, stories, poems) but also non-fiction, writing that deals with facts (newspaper and

magazine articles, Web-articles, advertisements, reviews, essays etc.) Senior students read authentic material on their specialty (methods of teaching, computer science, business etc.)

Frequent reading practice is one of the best ways to develop vocabulary and improve reading comprehension. Extensive reading (reading large amount of text without worrying too much about details or looking up all vocabulary, for example, the whole magazine) and intensive reading (closely examining meaning and structures to be sure you figure out all the details) are both highly productive vocabulary builders in their own way. The accessibility of a huge variety of authentic material online is an opportunity for students to use and practice their language skills. When students learn browse online news and magazines sites for articles that interest them personally, they can become highly motivated to continue to use their knowledge of English long term because this is real, day-to-day use of their reading skills, not just a classroom exercise.

Goals and Techniques for Teaching Non-fiction Reading.

Teachers of Applied Linguistics Department need to produce students who have complete control of grammar and extensive lexicon and can fend themselves into communication situations. In the case of reading this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information and provide full comprehension of the material.

To accomplish this goal the teacher is to focus on the process of reading. When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and type of text. They explain how and why students should use the strategies. They encourage students to be conscious of what they are doing while they complete their reading assignments. By raising student's awareness of reading as skill that require active engagement, and by explicitly teaching reading strategies the teacher help their students develop both the ability and the confidence to handle communication situation they may encounter in their future work. In this way they give students the foundation for Communicative competence in the language they are learning.

Strategies for Developing Non-fiction Reading Skills.

Strategies for developing non-fiction reading skills do not much differ from those of fiction. An effective language teacher helps students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively may include:

- **Previewing.** Previewing titles, section headings, photo captions, diagrams and graphs.

- **Predicting.** Using knowledge of the subject matter and conclusions made through previewing to make predictions about content and vocabulary and check comprehension; using the knowledge of the subject to make predictions about writing style and content.

- **Skimming and scanning.** Using the quick survey of the text to get the main idea, identify text structure, confirm predictions. Both skimming and scanning are specific reading techniques necessary for quick and efficient reading. When skimming an article, we go through the reading material quickly in order to get the gist of it, to know how it is organized. When scanning it we only try to locate specific information. We look through the text to find what we need, whether it be a name, a date or some piece of information.

- **Paraphrasing.** Stopping at the end of section to check comprehension by restating the information and ideas.

Reading for comprehension gives the smallest details and complete understanding of the text. All these strategies are aimed at making students more confident and efficient readers.

When teaching students it is very important to use authentic material and approaches. For students to develop communicative competence in reading, classroom and homework activities must resemble real life reading tasks that involve meaningful communication. They must therefore be authentic in three ways:

1. The reading material must be authentic. It must be the kind of material that student will need and want to be able to read when studying abroad or in their future activity. When selecting texts for student assignments we need to remember that the difficulty of text is less a function of the language and more a function of the conceptual difficulty and the task that the students are to complete. Simplifying the text by

changing the language often removes redundancy and this actually makes the text more difficult to read than if the original were used.

2. The reading purpose must be authentic. Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text. Students must be given opportunities to choose their reading assignment and encourage them to use the library, the Internet, English newspapers, magazines and journals to find things they would like to read.

3. The reading approach must be authentic. Students should read the text in a way that matches the reading purpose.

Interactive method of teaching reading is aimed at better organized interaction among students that provides greater motivation and involvement, stimulates students interest. Project method proves to be very efficient in teaching reading. Individual and groups project encourage students initiative and critical approach, develop their creative and researching skills. Here is an example of organizing work at a group project: Students

1. organize in groups (2-3-4);
2. choose the theme for discussion (The latest developments in science, Global threats, Ways to success etc);
3. search for material in different sources;
4. build up a set of related articles;
5. read them using different strategies;
6. analyze, cooperate and get ready for presentation in class.

This is a very efficient way of workings at non-fiction where all students are involved in creative work.

Students must be informed about the types of articles within newspapers and magazines. They tend to be of 3 main types:

- **News articles.** Here the most important information is presented first, with information being less and less useful as the article progresses. News articles are designed to explain the key points first, then flesh them out with details.

- **Opinion articles.** Opinion articles present a point of view. Here the most important information is contained in the introduction and the summary, at the middle of the article containing the supporting arguments.

- **Feature articles.** There are written to provide entertainment or background of a subject. Typically, the most important information is in the body of the text.

Exercises on identifying the type of article are very useful. Students who know what they want from the article and recognize its type can extract information from it quickly and efficiently.

The final stage of work at non-fiction text is its presentation in class where students critically analyze the article according to the plan of critical analysis. They identify the main ideas, the problems and the ways of their presentation; they also compare, analyze events, situations, behaviours and characters. They predict further events, find analogical problems in this country, give their ideas of solving them.

Learning to compare and evaluate the information, apply evaluative techniques, like comparing and contrasting what they read, analyzing, making predictions, conclusions and proposing decisions develops students' critical thinking and by this promotes their socio-cultural and linguistic competence.

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