

Acquiring reading skills for the students who study English for specific purposes is of great importance. In the article we attempted to represent the vision of other ESP tutors and researchers in respect of reading skills development and define the variety of effective techniques applied in Engineering Course.

Key words: *heading, layout, skimming, scanning, predicting, inferring, guessing, processing, evaluating, lexical approach.*

Many writers and researchers have defined English for specific purposes as the course that refers to the teaching of English based upon students' need to express the facts and ideas of some special subjects after which the student should acquire skills of reading specialized texts, understand the content clearly and speak about that topic confidently and fluently. Among these writers and researchers are Dudley-Evans and St John, Hutchinson T. and A. Waters, Scott Thornbury, Peter Master and McDonough. In studies of English for Specific Purposes students face demanding tasks of learning their subject through English. To be successful in learning students need to develop proficiency in reading, writing and translating.

The purpose of this article is to study and suggest the most effective reading techniques and activities useful for reading skills development with Engineering students. According to this purpose we defined the following tasks to analyse:

- 1) pre-reading, while-reading and post reading activities;
- 2) techniques that better develop reading skills among engineering students;
- 3) main objectives for each type of activities.

It is well known that reading is a complex cognitive activity, and teaching reading skills presents some difficulties. Length of words and sentences in written texts is one of the key difficulties. Longer sentences and longer words are more difficult to understand. A literate adult speaker has practiced years and years of reading, including

skimming, scanning, predicting, inferring and so on. When confronted by an article in a newspaper, this reader would automatically use the headline and other extra-linguistic information, such as photos, to predict the gist of the article. The reader knows how to automatically skim the article to confirm his or her predictions. The reader could do the same while reading the article in English. So the strategies necessary for learning that many researchers mention in their works are the same. Dudley-Evans & St John (1998) define crucial skills to be learnt or transferred into the new language. Among these skills they identify the following: *selecting* what is *relevant* for the current purpose; using all the features of the text such as *headings* and *layout*; *skimming* for content and meaning; *scanning* for specific information; identifying *organizational patterns*; *understanding relations* within a sentence and between sentences; using *cohesive* and *discourse markers*; *predicting*, *inferring* and *guessing*; identifying main ideas, supporting ideas and examples; *processing* and *evaluating* the information during reading; *transferring* and using the information while or after reading.

Reading in English is different and difficult not because of the reading skills involved, which are the same and which are transferrable, but because of the language, which is different and not transferrable. These difficulties derive not from a lack of reading skills, but simply from a lack of English. Reading in a second language is not a reading problem, so much as a language problem. Tutors should be teaching language, not reading. And texts should be used as vehicles (Scott Thornbury, OnestopEnglish, Methodology). We should be teaching the language of second language reading, not the skill of it. At lower levels we should use texts, not to teach reading, but for the teaching of grammar and vocabulary, and as models for writing, and as springboards for discussion. At higher levels we should choose the texts which encourage the transfer of L1 reading skills and promote out-of-class, extensive reading as a source of vocabulary acquisition.

Difficulties in reading for learners are caused by either limited vocabulary or its inappropriate usage. This point is emphasized by R. Buckmaster (2003) who argues that the most important skill is a very large vocabulary. There are numerous techniques for teaching vocabulary, reading and writing skills. *Lexical approach activities* represent several objectives: exploring authentic text, drawing learners' attention to

lexical items, teaching reading strategies, free and summary writing. Lexical approach activities are based on reading texts that provide materials for exploring language. The activities that represented in this section are the following: pre-reading, while-reading and post-reading activities.

According to Dudley-Evans and St John (1998) pre-reading classroom activities include prediction which is the most useful skill, word association, discussion, text surveys, brainstorm. While-reading activities involve the skills of skimming and scanning, making a list of questions, working out the meaning of unfamiliar words, summarizing, clarifying, questioning. Post-reading activities involve answering comprehension questions, work on grammar, vocabulary in context, discussions, debates, role-plays, project work. The examples of the following activities can be very useful while working in class. Expansion is an activity, while doing which the text must be lengthened in some way. It allows students to practice their vocabulary and grammatical structures. They can also be very well trained while using a reduction activity when the text must be shortened in some way. Some other activities can also be applied like matching, comparison or contrast, etc.

The main objective of a *Jigsaw reading activity* is understanding of textual organization, reflecting on clauses and conjunctions, promoting learners' cooperation. Jigsaw reading involves putting together in meaningful order excerpts of the same text and lends itself to teaching text organization (Rees, 2003). The text is split into several parts which are given to small groups. Students have to put the story together by finding the clues and reflecting on clauses, conjunctions and textual organization. It is an effective way to introduce speaking into a reading class. It provides an opportunity for communication similar to real life exchange of information between people.

Finding grammatical patterns in sentences is another activity which raises awareness on how language works, reflecting on grammatical patterns, discovering rules. The examples of sentences may be taken from any ESP text and might include any grammar points - tenses, gerunds, passive voice, conditional sentences, etc.

Reading aloud activities can be presented by dictation and self-dictation, writing dictated material, understanding intonation, stress, pronunciation of unfamiliar sound combinations. There is a myth that reading aloud should not be done in the classroom

as native speakers do not read aloud and it is an unauthentic task has prevailed for thirty years, although it is a false belief (Buckmaster, 2003). The important advantage of this activity is that reading aloud trains listeners to cope with indistinctly pronounced words, fast speed of reading, unfamiliar sound combinations, lexis and collocations. All the activities mentioned are easy to use, require little preparation and are widely used in ESP practical courses.

All the techniques mentioned in the article provide the means to succeed in a content course and can definitely motivate the student. Recent research has shown that learning language through content is an excellent way to increase language proficiency. Peter Master pointed out that if an ESP instructor had the opportunity to work with subject experts, the ESP teacher would remain firmly on the side of language in the language content (Responses to ESP, 1998). Despite all the disputes about whether the activities are used to teach reading or skill development, Hutchinson and Waters (1987) argue strongly that the role of the ESP teacher should be not to teach content but to provide the means to be able to cope with content.

Accepting the fact that reading skill is of great importance for all students, it is attached high importance for ESP learners, because their proficiency in this skill would have a great effect on their future academic and professional progress. Students joining the different specifications at university are exposed to long texts which are written for native speakers of the language or for people who have good command of the language.

From the above mentioned there comes a clear understanding of importance of using a set of techniques widely applied and suggested by well-known researchers in this area. Special attention should be paid to the following pre-reading, while-reading and post reading activities: skimming, scanning, predicting, inferring, guessing, layout, jigsaw reading, questioning, checking comprehension and role-plays. These techniques have been mentioned for better development of reading skills. It is clearly understood that it is also vital to know the main objectives to be able to use the suitable classroom activity for engineering students depending on their needs.

It is clear now that we should develop reading skill as it is the most important skill ESP students should acquire for their future academic and professional career.

Література

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Давиденко О. С., Шляхтіна О. С. Розвиток навичок читання для курсу англійської мови за професійним спрямуванням

Здобуття навичок читання для студентів, вивчаючих англійську мову для спеціальних цілей, має велике значення. Разом з визначенням основних і найбільш ефективних технік в розвитку навичок читання для студентів інженерних спеціальностей, в статті подається бачення інших спеціалістів та науковців в галузі викладання англійської мови для спеціальних цілей.

Ключові слова: *заголовок, швидкий перегляд, сканування, модель побудови, прогнозування, логічний висновок, припущення, опрацювання, оцінювання, лексичний підхід.*