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V. M. Miroshnychenko

Candidate of Pedagogic Sciences,
Associate Professor of the Department of Philology, Translation and Strategic Communications
of National Academy of the National Guard of Ukraine

TEACHING READING ENGLISH ACADEMIC TEXTS TO FUTURE TEACHERS-PHILOLOGISTS

The problem of teaching foreign language reading to future philologists has been examined in the article. Reading is defined as a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts, as by the direct message to the eye from the text. The most typical are the following reading strategies: identifying the purpose of reading and the type of reading; for rapid comprehension use silent reading techniques; skim the text to understand main ideas, then read it more in depth; scan the text to look for specific information; to understand the text better, follow the line of argument or memorize the information; guess from the context; analyze vocabulary; distinguish between literal and implied meanings; activate linguosociocultural and linguistic knowledge; practice asking and answering questions on the text; practice narrow reading.

The role of the reader who brings a number of different things into the reading process includes purposes for reading, background, attitudes toward reading and literacy in general, and prior knowledge related to the information in the text.

On the basis of scientific literature analysis reading skill categories are determined: decoding skills; fluency skills; comprehension skills; critical reading skills), we have come to the conclusion that the first two are typical of the lower-level processes while the other two – of the upper-level ones.

The types of reading are presented in the article: scanning, skimming, reading for a detail, critical reading.

According to scientists, texts are read with the following purposes: to search for information, learn from texts, integrate information, write, search for information needed for writing, analyse and critique texts, for general comprehension.

The purpose of reading defines which reading process will be greater emphasized: reading for general comprehension entails coordination of main and supporting ideas as well as text interpretation; finding specific information focuses on word recognition and background knowledge anticipation of what to look for; reading to learn presupposes creating an accurate text model of comprehension and logical interpretation which integrates new knowledge with existing one.

The structure of academic reading competence and its components have been specified.

Key words: academic texts, strategies, skills, competence, teaching reading.

Formulation of the problem. Reading is one of the four language skills and presupposes getting information from different types of texts. It is extremely important for future philologists to master reading skills on an appropriate level to perform professional duties properly.

Analysis of recent researches and publications.

The problem of teaching reading English academic texts were studied by W.Grabe, L. Miller, F. Stollar, I. Lytvynenko, L. Kozhedub.

The objective of the article is to analyze the peculiarities of the process of teaching reading English academic texts to future teachers-philologists.

Presentation of the main research material.

M. Wolf defines reading as a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts, as by the direct message to the eye from the text [17, p. 16].

K. S. Goodman [8] offered the distinction of the bottom-up and the top-down reading.

In bottom-up processing, readers first recognize a variety of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals [13, p. 106].

Bottom-up reading starts at the "bottom" level of text structure, and moves «upward» to phrases, sentences, paragraphs, and chunks of written discourse [11, p. 17].

A top-down strategy presupposes using previous knowledge and assumptions as the reader goes down from the general meanings to the specific ones of the text.

The analysis of the scientific literature [13; 14; 15] showed that the most typical are the following reading strategies: identifying the purpose of reading and the type of reading; for rapid comprehension use silent reading techniques; skim the text to understand main ideas, then read it more in depth; scan the text to look for specific information;

to understand the text better, follow the line of argument or memorize the information; guess from the context (a meaning of a word, discourse relationship, implied meaning, cultural reference and content messages); analyze vocabulary (prefixes, suffixes, familiar roots, grammatical and semantic context); distinguish between literal and implied meanings; activate linguosociocultural and linguistic knowledge; practice asking and answering questions on the text; practice narrow reading.

The analysis of scientific literature showed that scholars [6] recognize the exceptional role of the reader who brings a number of different things into the reading process, including purposes for reading (information/learning, or pleasure), background (the influences of family, school, and culture or subculture of origin), attitudes toward reading and literacy in general (which may be shaped both by purpose and background), and prior knowledge (linguistic, content, and rhetorical) related to the information in the text. In addition, readers bring individual differences in personality, learning styles and strategies, reading strategies, and life experience. Thus, a group of readers encountering the same text at the same point in time will not have identical experiences with reading the text or the same reactions to or interpretations of it.

E. B. Bernhardt claimed that at the higher levels of language learning the role of first-language-based knowledge is more powerful than at lower levels because the nature of the upper-level knowledge is much more dense, complex, and complicated [6].

To develop the methodology of teaching philology students English academic reading it is necessary to analyse the components of reading competence among which scientists distinguish skills and knowledge.

Skills are defined as: an acquired ability to perform well [7]; essential academic habits [9]; an acquired ability that comprises interrelated yet separable subskills [6, p. 36]; an ability to solve communicative tasks in new situations.

It is necessary to analyse reading skills and determine which ones are the most important for effective academic reading. W. Grabe and F. L. Stoller think that reading skills represent linguistic processing abilities that are relatively automatic in their use and their combinations [9].

According to W. Grabe and F. L. Stoller, fluent reading is a rapid, efficient, interactive, strategic, flexible, evaluating, purposeful, comprehending, learning and linguistic process [9]. Word-reading efficiency, vocabulary development, text reading ease, comprehension, use of strategies – all these are constituents of fluent reading [9].

Reading is interactive as different processes are carried out simultaneously (readers recognise words rapidly and keep them active for some time in working

memory [5], analyse the structure of sentences to understand their meanings, make conclusions about main ideas etc); information from the text interacts with information (linguistic and background) activated by the reader from long-term memory.

The reading process must be strategic as the reader needs to deal with different skills, encounter difficulties, monitor comprehension, seek solutions, correct imbalance between text information and reader knowledge, shift goals. Changing purposes and monitoring comprehension demands the ability to read flexibly. The reader has to evaluate if the information being read is useful, interesting, meets the reader's goals. Reading is always purposeful as, firstly, students usually have some purpose set internally or externally and, secondly, they have to read differently depending on the reading purposes. In academic settings, where students usually learn from texts, reading is always a learning process [9, p. 12] from which philology students learn some professional information and develop useful skills. As for philology students academic reading is always a linguistic process as readers have to understand different words, structures etc., analyse them.

The basic requirement for fluent reading comprehension is automatic word recognition. Following W. Grabe and F. L. Stoller's view on similar first and second language reading abilities at advanced levels [10] the given data seem to be of equal importance for fluent second language readers. For such readers word recognition is very fast and automatic which requires a lot of practice in reading. It also proves the necessity of expanding student vocabulary and forming strong lexical skills which mean that the words are well represented on orthographic, phonological, semantic and syntactic levels [9].

A fluent reader extracts grammatical information from words taken together, defines the meanings of words that have multiple meanings out of context [10, p. 16]. However, rapid and automatic syntactic processing is less obvious for second language readers in comparison with word recognition. W. Grabe and F. L. Stoller define two main reasons for it: 1) most students master second language grammatical structures before they become fluent readers; 2) to develop automaticity in using information from grammatical structures second language students need, first of all, countless hours of practice [10, p. 18].

Working memory plays an exceptional role on the level as it supports processing for word recognition, stores activated words, carries out syntactic processing and stores information, deletes unnecessary one, combines information to build comprehension [9, p. 36].

There are also higher-level processes that refer to reading comprehension. The most fundamental of them

is the coordination of main and supporting ideas of the text to build the text model of comprehension. As new meaning units are added, the ideas that are used repeatedly and are logically connected to other information are considered to be the main ideas of the text. Under the influence of background knowledge, goals, motivation, task, text peculiarities, reader attitudes toward the text, feelings, expectations etc. the reader starts to interpret the information from the text, design a possible direction of the reading [10].

The purpose of reading defines which reading process will be greater emphasized. For example, reading for general comprehension entails coordination of main and supporting ideas as well as text interpretation; finding specific information focuses on word recognition and background knowledge anticipation of what to look for; reading to learn presupposes creating an accurate text model of comprehension and logical interpretation which integrates new knowledge with existing one [10, p. 23].

Higher-level processes are also closely connected with working memory, the major component of which is executive control recognized as central to comprehension processing. It carries out main attentional processes, stores information during reading and suppresses irrelevant information or the information that is not needed any more, controls shifting attention.

T. Hudson identified [12] four reading skill categories: decoding skills; fluency skills; comprehension skills; critical reading skills), we have come to the conclusion that the first two are typical of the lower-level processes while the other two – of the upper-level ones.

B. V. Rosenshine [16] made a conclusion about seven subskill areas which are included into the above-mentioned four categories: information sequence recognition; recognition of words in context; identification of main ideas; decoding of details; inferencing; cause and effect recognition; comparing and contrasting.

According to W. Grabe and F. L. Stoller texts are read with the following purposes: to search for information, learn from texts, integrate information, write, search for information needed for writing, analyse and critique texts, for general comprehension. All these purposes are typical of academic and professional contexts. Students usually have to learn a considerable amount of information from a text which they have to read at a rather slow speed to comprehend it well, remember main ideas and important details, connect them to students' background knowledge. Reading to integrate information requires critical evaluation of the information from the text and taking decision about its importance and how to integrate and compose the information from different texts and with what students already know [10].

There are different types of reading. When a text is read just for specific information, it is called scanning which presupposes hurrying over most of the text until the necessary information is found. Students read with the speed of 400–500 (up to 600 words per minute [11]) and understand 40–50 % of information.

Reading for gist or skimming is reading quickly through the text to get its general idea (for example, when it is necessary to decide whether to read an article or not) with the speed of 180–190 words per minute and understanding 70–75 % of the text. Reading for a detail students try to get the meaning out of every word and fully understand the text. The speed of reading is 50–60 words per minute [2].

In academic settings usually six academic purposes for reading are usually distinguished. Apart from generally recognized three aims 1) searching for information (scanning), 2) reading for general information (skimming), 3) reading for a detail. W. Grabe suggests three more targets to be attained by academic reading: 4) reading to learn some information, 5) reading to integrate information from different sources and build a general frame, 6) reading to analyse, critique and use information [9]. Two more purposes of reading academic texts may be added: 7) to write (so the article serves as a model for completing some written task) and 8) to search for the information needed for writing.

On the basis of modern literature analysis [10; 11] a list of reading comprehension skills for academic reading is drawn up and the types of reading are classified:

- Scanning: identify the topic, contents and significance of academic texts (articles, theses, reports etc.) and decide whether the text is worth reading more in detail; find the necessary information in academic texts; select and understand evaluative judgements in academic texts; assess the relative importance of the information.

- Skimming: understand the gist and main details of academic texts (articles, theses, reports etc.); define quickly the contents and expediency of a more detailed reading of academic texts; understand the gist and major details of long reviews, analytical and polemical articles which present different views; evaluate importance, novelty, certainty and persuasiveness of the information presented; understand the gist and major details of complicated academic texts which presuppose different treatment and be able to evaluate certainty and truthfulness of events and facts; infer the main idea using patterns and other clues; use context clues to understand meaning; classify ideas into major ones and details; anticipate the contents of the text on the basis of the title and key words; identify tone or emotion in a text; evaluate the accuracy of a text judging from what the reader already knows; integrate text information with existing schematic knowledge;

assess the relative importance of the information; recognize and repair miscomprehension.

– Reading for a detail: understand argument in an academic text; follow the development of argument in academic texts; classify ideas into major ones and details; anticipate the contents of the text on the basis of the title and key words; distinguish facts, ideas and opinions in complicated academic texts expressed explicitly; distinguish author's opinion expressed implicitly and explicitly; differentiate information about real facts and assumptions; evaluate the accuracy of a text judging from what the reader already knows; make conclusions about the author's choice of lexical items; make conclusions about the author's syntax; understand linking words; ask questions in an inner dialog with the author; categorize words and ideas into general and specific; identify the relationships between ideas; understand the structure of the text; be able to see connections between ideas; recognize and repair miscomprehension; integrate text information with existing schematic knowledge; identify tone or emotion in a text.

– Critical reading: evaluate the accuracy of a text with respect to what the reader already knows; identify the relationships between ideas; understand the structure of the text; be able to see connections between ideas; evaluate the accuracy of a text with respect to what the reader already knows; evaluate author's argument and its strength; analyse and evaluate author's meaning stated explicitly and implicitly; integrate the new ideas into the known ones; prioritize writer's ideas; develop own ideas using writer's.

Conclusions. On the basis of scientific literature analysis [10; 11] we have specified that to read academic texts efficiently students should know: types of reading; academic texts structure; academic style characteristics; linking words; genre characteristics; explicit and implicit meanings in the text; reading strategies; how to analyse the information critically; how to use strategies efficiently; general purposes; sources of information; peculiarities of one's own learning style; preferred strategies in accordance with one's own learning style.

The components of academic reading competence – reading skills, reading comprehension skills and study skills as well as knowledge – have been determined, analysed and specified in the section. The above-mentioned skills and knowledge cannot and should not be separated, but learned in support of each other. Academic reading competence development is influenced by the following factors: learning goals, motivation, practice, subject knowledge, strategy use, social interaction, self-reflection, autonomy support, correctly organized instruction.

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Мірошниченко В. М. Навчання читанню англомовних академічних текстів майбутніх філологів

Статтю присвячено аналізу проблеми навчання майбутніх вчителів-філологів читанню академічних текстів. Встановлено, що читання англомовних академічних текстів допомагає розвивати не лише вміння читання, але й уміння говоріння та письма. Узагальнено підходи науковців до визначення поняття «читання». На основі наукової літератури узагальнено такі читацькі стратегії: визначення мети і типу читання; застосування техніки читання «про себе»; поверхнєве читання тексту; вибіркоче читання; запам'ятовування інформації для кращого розуміння; попередні припущення; пояснення; аналіз вокабуляру; активізація лінгвосоціокультурних і лінгвістичних знань; обмежене читання.

Встановлено, що метою читання тексту є пошук інформації; навчання на основі тексту; узагальнення інформації; пошук інформації необхідної для написання, аналізу та рецензування тексту; загальне розуміння тексту.

Визначено навички розуміння прочитаного для академічного читання, узагальнено і класифіковано типи читання наступним чином: опитування (процес постановки запитання щодо побудови значення, поглиблення розуміння, вирішення проблеми, пошуку інформації; прогнозування (здогадка та розуміння того, що буде далі, залежно від контексту); пояснення (роз'яснення нечітких, важких або незнайомих аспектів тексту); поверхнєве ознайомлення (швидке читання тексту, щоб отримати основну ідею та пропустити деталі).

Читання передбачає процеси нижчого (автоматичне розпізнавання слів, синтаксичних моделей, комбінування значень слів і моделей в смислові блоки) та вищого (виокремлення основних та супутніх ідей тексту, інтерпретація інформації) рівнів. Процеси нижчого рівня, які можуть бути автоматизованими, пов'язані з формуванням відповідних навичок, тоді як процеси вищого рівня передбачають розвиток певних умінь.

Компетентність у читанні академічних текстів визначено як здатність читати автентичні фахові академічні тексти з різним рівнем розуміння залежно від цілей читання. На основі аналізу наукової літератури встановлено такі компоненти зазначеної компетентності: знання, лексичні та граматичні навички, мовленнєві та навчальні вміння. Основні вимоги для швидкого читання – автоматичне розпізнавання слів.

Читач, який володіє навичкою швидкого читання, отримує граматичну інформацію зі слів, визначає значення слів, які є багатозначними з контексту.

Ключові слова: академічні тексти, стратегії, уміння, компетентність, навчання читанню.