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INTEGRATING READING STRATEGIES OF THE ENGLISH LANGUAGE

The purpose of learning to read in a language has been to have access to the literature written in that language. This approach assumes that students learn to read a language by studying its vocabulary, grammar and sentence structure not by actually reading it.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

Very often teachers frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning.

One of the most important functions of the English teacher (instructor) is to help students to use strategies as they in their native languages.

Strategies that can help students read more quickly and effectively include.

- Previewing: reviewing titles, section headings, and photo captions to get a sense of structure and content of a reading selection.

- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension: using knowledge of the text type and purpose to make predictions about discourse structure using knowledge about the author to make predictions about writing style, vocabulary, and content.

- **Skimming and scanning:** *Using quick surveys of the text to get the main idea identify text structure, confirm or question predictions.*

- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up

- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

- You can help your students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning and paraphrasing. These show students how the strategies work and how much they can know about the text before they begin to read word by word.

- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating

class time to these activities indicates their importance and value.

- By using close (fill in blank) exercises to review vocabulary items. This helps students learn +guess meaning from context.

By encouraging students to talk about what strategies they think will help them approach a reading assignment and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

Readers also bring their own purposes to texts, and these in turn determine the way they go about reading a text. The two main purposes for reading are information (such as when consulting a directory), and for pleasure (such as when reading a novel), although these purposes may overlap. Different ways of reading include:

- Skimming (skim-reading, reading for gist): rapidly reading a text in order to get the gist, or the main ideas or sense of a text. For example, a reader might skim a film review in order to see if the reviewer liked the film or not.

- Scanning: reader a text in search of specific information, and ignoring everything else, such as when consulting a bus timetable for a particular time and destination.

- Detailed reading: reading a text in order to extract the maximum detail from it, such as when following the instructions for installing a household appliance.

- Reading aloud: such as when reading a prepared speech or lecture, or reading a story aloud, or an extract from the newspaper.

A reader's purpose usually matches the writer's intentions for the text. Readers seldom read telephone books from cover to cover, for example. Nor do they normally skim through a novel looking for names beginning with Vron... In classrooms, however, texts are frequently used for purposes other than those for which they were originally intended. They are often used not so much as vehicles of information or of pleasure, but as 'linguistic objects', that is, as contexts for the study of features of the language. A distinction needs to be made, therefore, between two types of classroom reading: reading as skills development, and reading as language study. There is no reason why the same text cannot be used for both purposes.

Another distinction that is often made is between intensive reading and extensive reading. The former applies to the way short texts are to close and detailed classroom study. Extensive reading, on the other hand, means the more leisurely reading of longer texts, primarily for pleasure, or in order to accumulate vocabulary, or simply to develop sound habits of reading. This is typically done outside class, using graded readers, authentic texts, or literary texts.

There is some argument, however, as to the value of a “skills and strategies approach to teaching reading. Most adult learners of English come to English – texts with already well-developed reading skills in their own language. They already know how to skim, scan, use context clues, and enlist background knowledge, and so on. What makes reading difficult is not so much lack of reading skills as lack of language knowledge. That is, learners lack sufficient vocabulary and grammar to unpack sentences and they cannot easily identify the ways that sentences are connected. This can result in “tunnel vision”, with readers becoming distracted by unfamiliar words, at the expense of working out meaning from context.

On the other hand, it can also result in an overre-

liance on guesswork, and on superficial “text attack” strategies such as skimming. These suggest that texts need to be chosen that do not over-stretch learners’ ability to read them fluently. At the same time, should not be so easy that burners can process them simply by skimming. It also means that tasks need to be chosen that both match the original purpose of the text, and that encourage burners to transfer their first language reading skills. Such tasks are likely to be those that motivate learners to want to read the text. This might mean activating interest in the topic of the text, through, for example a pre-reading quiz. At the same time classroom reading texts should be exploited, not just for their potential in developing reading skills, but as sources of language input. This will involve, at some point, detailed study of the text’s formal features, as its linking devices, its collocation or its grammar.

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LANGUAGE LEARNING AND INTERCULTURAL COMMUNICATIVE COMPETENCE

All reflections on foreign language study resemble an attempt to look back to the period when communicated freely among themselves, lived happily and were not divided by language, customs and culture, i.e. the times before the Tower of Babel was erected. The Scriptures view the mixing of the languages, which is seen today as an example of the world’s diversity, as a curse, a second punishment for the original sin.

The ability of representatives of different nationalities and cultures to communicate freely guarantees success not only of the free exchange of information, knowledge and cultural values, but also for overcoming religious and national feuds.

The mastery of a foreign language, as is well known, presupposes not only familiarity with the rules of grammar, but also a certain store of words and the specifics of their usage. The ability to speak a language, and consequently the evaluation of the level of language skills, is inextricably linked with

understanding the history, culture, and customs of the people speaking this language.

There are numerous theories in foreign language teaching. Each of them, in our opinion, has its place and importance in the teaching process. Over the past few years, multilingualism has been viewed as a necessity for the existence. The ability to speak several languages is linked not only with economic, but also, and to a much greater degree, with general educational issues, as a factor for the overall political and cultural development of the individual. For this reason, the cultural element acquires particular importance in foreign language teaching, i.e. the emphasis is put on the cultural specifics of the people whose language is being studied. Mastering a foreign language is transformed from a form of enlightenment into a mechanism for developing culture, a means of forming a view of the world and man inside it.

Mastering a foreign language runs parallel to familiarization with the greatest works of the foreign art