

EFFICIENT READING SKILLS IN TEACHING ENGLISH

The object of the research deals with reading skills required to focus on the information that is important to an efficient reader.

“Reading as a language skill widens the learner’s mental skill, it is helpful in developing memory and imaginative mind of the students. It promotes industry and intelligence and above all it has its social importance”. [3, p.199]

Reading is understood in terms of matching the flexibility of the educated native speaker as s/he performs all reading-related tasks in his/her environment. These include reading and understanding newspapers and popular magazines, personal letters, business correspondence, official documents, stories, academic textbooks, scientific and technical reports.

“When you go to university or college, you may be overwhelmed by the amount of reading you are expected to do. You will have to do a lot of this reading on your own and you will need to be able to read *discriminatingly*. This means you will need to have the skills required to focus on the information that is important to you and to skim through the information that isn’t”. [2, p.36]

To be an efficient reader you are to observe the following stages:

1. orienting yourself to the text

That is to predict what the text will be about by reading the title and subheading as well as to pay attention to paragraph themes and key words. Activities: finding information in paragraphs; choosing headings for paragraphs.

2. scanning for a specific detail and skimming for general understanding

In scanning we are locating specific, isolated and scattered items of information, such as a date, a figure, a name while in skimming we are trying to get the general overall idea of the whole text while reading the first and the last paragraphs. Activities: short-answer questions; completing a diagram/table.

3. identifying main and supporting ideas

It means that most paragraphs in well-organized texts contain at least one main idea and very often these ideas are supported by examples or by further explanations. Activities: multiple choice; TRUE/FALSE/NOT GIVEN; note completion.

4. improving global reading skills

They are aimed at understanding the purpose/theme of the whole passage. Paragraph headings test your understanding of the main themes of each paragraph. Activities: global reading question; choosing headings for paragraphs; sentence completion.

5. summarizing

In summarizing you show your understanding of the content and can paraphrase it. Activities: summary completion; locating information in paragraphs; summary completion with a box.

6. understanding argument

Many texts contain arguments, that is, views or opinions either of the writer or of people that s/he refers to. These arguments are often used to support the writer’s claims. They may also be used to present both sides of an issue. Activities: choosing from a list;

classification; matching.

7. identifying the writer's views and claims

Many articles are based on the writer's views. Information may be presented as fact, but in some cases it is claiming to be a fact. Activities: matching sentence endings; YES/NO/NOT GIVEN

It is advisable for second-language teachers to start initiating practice in this sphere of reading strategies if they want their students to meet modern requirements in mastering a foreign language.

Literature

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2. Jakeman Vanessa and Clare Medowell. New Insight into IELTS. Student's Book with Answers. Cambridge University Press. – 2008. – P. 36-90.

3. Rogova Y.V. Methods of Teaching English. – М.: Просвещение, 1983