

READING FOR ACADEMIC PURPOSE

АКАДЕМИЯЛЫК МАКСАТТА ОКУУ

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Abstract: The central concepts underlying academic reading and their implications for instruction are outlined as well as the development of reading curricula including the analyses and choosing material and text. Reading teachers need to design content based courses by building coherent and effective reading curricula. So teachers need to set expectations for their students and assist them in achieving them by means of principled and purposeful reading instruction. In academic settings reading instruction is considered to be the important means for learning information and access to explanations. It is also used to carry out language-learning tasks usually with writing activities, though listening and speaking activities may be linked to reading as well.

Key words: multiple purpose, to synthesize, integrated skills, bilingual.

Аннотация: Академиялык окуу пландарды, материалдарды жана тексттерди талдоо жана тандоо, анын ичинде, окуу программаларын иштеп чыгуу боюнча негизги түшүнүктөр берилди. Окутуучу окуу ырааттуу жана натыйжалуу болуш үчүн методикалык окуу программаларын түзүп, мазмуну боюнча курстарды иштеп чыгуу керек. Ошондуктан, мугалимдер, окуучуларга максатты туура коюп, ага жетиши үчүн окутуунун негизги каражаттарын туура колдонуп жардам берүүгө тийиш. Академиялык окуу көрсөтмө түшүндүрмөлөрдү, маалыматтарды үйрөнүү үчүн бир маанилүү каражат болуп эсептелет. Угуу жана сүйлөө ишмердиги, окуу менен байланыштуу болушу мүмкүн болсо да, ал жазуу иш-чаралар менен өтө тыгыз байланышта, адатта, тил-окутуудагы максаттарды ишке ашыруу үчүн пайдаланылат.

Түйүндүү сөздөр: көп функционалдуу максат, синтездөө, комплекстүү жөндөм.

Аннотация: Обозначены основные понятия, лежащие в основе академического чтения и их значение для обучения, а также разработка учебных программ по чтению, включая анализ и выбор материала и текста. Учителя чтения должны разрабатывать курсы, основанные на содержании, создавая согласованные и эффективные учебные программы по чтению. Таким образом, учителя должны определить цели для своих учеников и помочь им в достижении их посредством принципиального и целенаправленного обучения чтению. В академической среде чтение считается важным средством обучения информации и доступа к объяснениям. Он широко используется для выполнения заданий по изучению языка, обычно с письменными заданиями, хотя слушание и разговорная деятельность могут быть также связаны с чтением.

Ключевые слова: многофункциональная цель, синтезировать, комплексные навыки, двуязычный

When we read, we have variety of purposes. We sometimes read to get the main idea but not much more (e.g., skimming a newspaper store), and sometimes we read to find a special information. Actually we read texts to learn information and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take a critical position with respect to that information. Perhaps most often, we read to get general comprehension and for pleasure, with the purpose of being entertained or informed, but not tested.

In academic way, almost every purpose for leading comes into play. Thus, an EAP reading curriculum must account for how students learn to read for different purposes, including at least the reading

1. to get information
2. for general idea
3. to find new information
4. To evaluate information

There are very different ways to read a text, these different purposes depend on a stable set of processes and

skills that underlies all reading, though in differing combinations of relative importance.

Being able to read is taking general comprehension as the example—requires that the reader draw information from a text and combine it with information and expectations that he already has. The interaction of information is a common way to explain reading comprehension, though it does not reveal much about the specifics of reading. It is very important for readers to develop essential reading abilities such as rapid word recognition, vocabulary development, text-structure awareness. So the researchers recognize that the ability to comprehend texts comes through reading, and doing a great deal of it as the core of reading instruction.

Fluent readers typically do all of the following:

1. Reading for comprehension
2. Recognize words rapidly and automatically (ignore new vocabulary)
3. Note down a vocabulary store
4. Find the purpose(s) for reading
5. Comprehend the text as necessary
6. Correct miscomprehension
7. Evaluate information and read critically in order to become fluent readers use these characteristics of a fluent reader that reveals multiple skills

General Implications from Research for Reading Instruction

Based on these criteria for fluent reading and findings from reading research we see ten key implications for EAP reading instruction. Basically, teachers can address the academic reading needs of their students by doing the following

1. Helping students recognize a vocabulary
2. Using the range of skills needed for successful comprehension
3. Introducing students the use of graphic representations and other practices
4. Helping students become strategic readers
5. Giving students many opportunities to read so that they develop reading fluency
6. Making extensive reading and broad exposure in and out of class
7. Motivating students to read
8. Integrating reading and writing instruction
9. Developing effective content-based instruction for authentic integrated-skills tasks

So the principle is that students become better readers only by doing a lot of reading. There are no shortcuts.

Sociocultural Factors in Learning to Read

When we examine the differences between LI and L2 readers and the ways in which these differences influence instruction a more complete picture of EAP reading requires. L2 readers have weaker linguistic skills and a less vocabulary than do LI readers. They do not have an intuitive foundation and they lack the cultural knowledge L2 students may also have some difficulties recognizing the ways in which texts are organized and information is presented, leading to possible comprehension problems. Advanced L2 students typically have been successful in learning to read in their LI and know that they can succeed with academic texts and L2 students also have certain resources for reading that are strong supports such as bilingual dictionaries, word glosses and mental trans-

lation skills. Often L2 students motivations to read can be different from many LI students'. Another potential difference is their social and cultural backgrounds. L2 students generally come from different families, social and cultural backgrounds. Some families read very little, do not have available reading materials, libraries and do not encourage reading. Reading plays a more limited role in some cultures and some groups emphasis more on spoken communication for learning. Sometimes religious experiences may center more on the unquestioned truth of powerful texts, where the memorization of key text information rather than the evaluation of competing resources.

Establishing goals for reading instruction that constitute successful learning plays major role. Each instructional setting defines somewhat different goals for reading achievement, purposes for reading, and uses of text resources. These are issues that all teachers must be sensitive to and that should guide the development of curricula. There are at least five important goals that should be considered in planning EAP reading curriculum:

1. Choose appropriate text materials and other resources
2. Diversify reading experiences of students'
3. Work with texts by means of a pre-, during-, and postreading scheme
4. Recognize the nature of reading through meaningful instruction
5. Plan reading in relation with specific goals, texts and tasks

We need to take into account expectations in addition to students' goals, language abilities and reading experiences. It is very important to examine students' motivations and attitudes toward reading in general, and the particular goals of the curriculum e.g., topics, material to be read, means for assessment). In some settings, a certain amount of information can be collected by interviewing students' previous teachers and by reading resources. One way to collect useful information from students is to have a survey and have brief interviews. Questions can focus on how much reading students have done, what students like to read, what they have read, and when they read their last book and for what reasons. Other questions can be directed at determining how students feel about reading and how successful they are in reading. After conducting a needs analysis, the goals of the curriculum can be interpreted in details. Because there are many goals for a reading curriculum, number of hours of instruction per week, available resources, and students' abilities, needs, and interests. All reading curricula should focus on comprehension of key texts, regardless of the number of student contact hours, but they might also emphasize extensive reading, the development of strategic reading, recognition of vocabularies, fluency in reading, analyses of difficult material. After goals and priorities are set, texts and topics can be selected and tasks designed for creating a meaningful, motivating, and challenging curriculum. A reading curriculum is heavily dependent on the reading materials used: The choice of textbooks, supporting resources, and classroom library materials have an influence on students' motivations to read and their engagement with texts. Text materials should be at appropriate levels of difficulty; in grammar and vocabulary. The text materials selected for EAP settings should be in-

teresting and coherently linked (e.g., by topics, tasks, and overall themes) to meet the demands of academic courses. Students should feel some challenge with the text materials to have an opportunity to develop some expertise and pride in what they are learning. But free-reading materials should be easily- accessible, plentiful, attractive, and available for learner use beyond class time.

How different Reading Experiences can be

Reading can be developed successfully if students read a large amount of material. Silent reading should be part of every reading lesson; extended silent reading should be done in reading labs and library, and we must encourage students to read at home. One major implication from theory⁷ is a general framework based on Pre-reading-, and postreading instruction

Prereading instruction can serve five important purposes. It helps students access background information that can facilitate subsequent reading, provides specific information needed for successful comprehension, stim-

ulates student interest, sets up student expectations, and models strategies that students can later use on their own. *During-reading instruction* guides students through the text, often focusing on understanding difficult concepts, making sense of complex sentences, considering relationships among ideas or characters in the text, and reading purposefully and strategically. *Postreading instruction* typically extends ideas and information from the text while also ensuring that the major ideas and supporting information are well understood. Postreading activities often require students to use text information in other tasks.

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