THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING IN ESP CLASSES

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Summary: This article is about the communicative approach to language teaching in ESP classes are about understanding written texts. It is a complex activity that involves both perception and thought. ESP classes consist of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. ESP classes typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Key words: reading skills, ESP students, communicative approach, interactive process, teaching reading comprehension, readers, nonetheless, language skills

Аннатоция: Эта статья о коммуникативном подходе к обучению языку в классах неязыковых вузах о понимании письменных текстов. Это сложная деятельность, включающая как восприятие, так и мышление. Уроки в неязыковых вузах состоят из двух связанных процессов: распознавания слов и понимания. Распознавание слов относится к процессу восприятия того, как письменные символы соответствуют разговорной речи. На занятиях в неязыковых вузах обычно используются базовые знания, словарный запас, грамматические знания, опыт работы с текстом и другие стратегии, которые помогают им понимать письменный текст.

Ключевые слова: навыки чтения, студенты неязыковых вузах, коммуникативный подход, интерактивный процесс, обучение пониманию прочитанного, читатели, тем не менее, языковые навыки.

Researches and classroom practices support the use of a balanced approach in teaching reading comprehension. Because reading comprehension depends on

efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts. The theme of the research work consists in the new way of looking at the problem of teaching reading. Since teaching reading comprehension was always underestimated in teaching English as a second language, nonetheless it plays a great role in second language acquisition.

The aim is to analyze the existent problems in teaching reading comprehension and find the ways out of this problem by suggesting a series of exercises that can be useful in classroom activities. [1.p.167]

Thus, according to the set aim we are to solve the following tasks:

to determine the aim and nature of teaching reading comprehension;

to open the essence of

to describe the reading skills and teaching technics;

to describe different approaches to teaching reading;

to work out new technologies in teaching reading;

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent «higher» forms of culture.

This approach assumes that ESP students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower-level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper-level students who have developed the language skills needed to read them.

Pragmatically, these activities consist of thought-provoking and enjoyable messages that the teacher leaves (usually on the blackboard) 10 or 15 minutes before the class begins. They can appear variously as short exercises to be tried out or intriguing messages to be discussed by the students. They must spark the students'

interest. The pre-warm-up messages announce the theme and aim of the ensuing class. They may also help learners do some review of previously taught materials.

Two aspects may be highlighted by the teacher when designing a pre-warm-up message: *the functional aspect,* which is used for presenting a new complex language structure; and *the suggestive aspect,* which focuses the students' attention on specific theme. Sayings, quotations, riddles, and pictures left on the board to be commented on will probably generate good spontaneous conversations (monologues or dialogues).

The communicative approach to language teaching in ESP classes has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one-way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

Reading is an activity with a purpose. ESP students may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. ESP students may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension. ESP students who need to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. ESP students reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. [2. p.190]

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. ESP students use knowledge, skills, and strategies to determine what that meaning is. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material. When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies. [4. P.500]

They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments. They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.

They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, test content.

They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill. [3.p.176-179]

There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

Use the «read and look up» technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.

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