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COMMUNICATIVE APPROACH TO READING

There are two approaches to the teaching of reading: one is what we might call pedagogical approach by which we mean the teaching of reading for its own sake with little or no attention being given to reading as part of a process of communication; the second approach which can be called communicative approach sets reading firmly in the context of the communicative use of language.

While speaking about the first approach we must take into consideration the fact that here the students will be given a reading text accompanied by a selection of questions. These may be open — ended, closed or multiple choice. They will tend to focus on elements unique to the text in question, and the information gained by answering the questions will be unrelated to any task outside of that performed in completing the answers to the questions. This approach tends to focus on an extremely limited type of "comprehension" based on sentence-level reference. Much emphasis is given here to testing the students comprehension while giving them no real help in developing whatever skills may be needed in order to read efficiently or comprehend effectively.

There exists the following traditional types of reading:

- 1) scanning (to locate a known item);
- 2) search reading (for information);
- 3) skimming (to gain an isles of the organization of the text);
- 4) receptive or extensive reading (to discover accurately what the writer wishes to convey);
- 5) responsive or intensive reading (to reflect upon what the writer has written).

In the communicative approach to reading the student is first of all given a reason for reading. The most cogent reason for wanting to read anything is that the writer conveys or is expected to convey — something, which will be of use to read. This means that the reader will read because what he gets out of the text will fill an information gap, and only by reading is that gap likely to be filled. After we've given the student a reason for reading, we may now give him some instructions as to how he should go about the reading task, and this will depend on the type of reading style we wish him to develop. For instance, we may specify the task such as following: you have been asked by some friends from your country to book a four day coach tour for them for week-end. There are six of them, and they wish to visit some places of scenic beauty and cultural significance. They can afford to 70 dollars each.

- a. Read the texts which describe a number of different tours
- b. Make a List of four suitable tours.
- c. Write a letter to the tour operator or operators to find if there are any places available on the tours concerned.

The reading material supplied to the students can be either a selection of tour brochures or simply one brochure in which a variety of tours is described. The student's first task is to identify only those tours, which conform to the requirements, the student could be instructed to scan the texts to identify only those tours which took place at the weekend. Next, he could be told to scan again to identify those tours, which fall within the price range specified, then he could search to read for detailed information on places visited on the tours. Finally, he could transfer the relevant information to some other form, each as a table summary. The table could be supplied as a part of exercise, or it could be devised by the student himself. It may look something like this:

Name of operator	Tour number	Cost	Places of interest
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This table summary could then be used as the basis for group or class discussion before the student writes the letter or letters specified in the final part of the rubric.

In this exercise the information gathered from the reading activities becomes input to speaking or writing activities.