THE ROLE OF READING IN TEACHING ENGLISH

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ABSTRACT	*This article can show that different ways of using reading tasks during the lesson and also define role of reading teaching English.*

Keywords: *using reading, reading tasks, analysis, typical tasks, "Cloak of Competence", questioning.*

АННОТАЦИЯ	*Эта статья может показать различные способы использования заданий на чтение во время урока, а также определить роль чтения в обучении английскому языку.*

Ключевые слова: *использование чтения, задания на чтение, анализ, типовые задания, «Плащ компетентности», анкетирование.*

INTRODUCTION

The goal of developing task analysis procedures is to make in-depth analyses of different aspects of reading in order to pinpoint where problems in comprehension arise during the transition period. Such an analysis can tell us both what reading skills should be taught and how to diagnose where children's difficulties arise. This research should look at children and adults performing typical tasks, using a variety of techniques to analyze their capabilities and their underlying processing. A main focus of this section is on how one goes about studying reading comprehension and study skills in the less-mature reader.

The main problem is one of externalizing an internal mental event; the younger the subject the less likely it is that direct questioning will result in any worthwhile information. Not only is the younger child less able to express himself, but he is also less aware of his own cognitive processes and less familiar with the self-interrogation techniques necessary to achieve the degree bf introspection needed for analyses such as those possible with adult readers. Thus it is important to develop methods of eliciting evidence of the child's selfknowledge, or lack of it, other than by means of direct questioning. As a second general point, it should be noted that we know very little about the skills possessed by mature readers, let alone about the developmental sequence in which they are acquired.

The development of a descriptive theory of the skilled reader's strategic processes is a prerequisite for informed developmental research. Only when we

understand basic commonalities in the reading strategies of the efficient can we look intelligently for problems which can be the subject of remediation.

DISCUSSION AND RESULTS

It is not difficult to predict that we will find that older children are more strategic than younger children, and know more about reading effectively. It will also fail to amaze us if we find disadvantaged children particularly ignorant in this field. What is necessary is insight (based on our insights of mature processing), of particularly prevalent pockets of inefficiency which are trans-situational, i.e., a strategy deficit which could effect performance on a wide variety of reading tasks. The identification of such deficits and the planning of suitable training programs is, of course, the aim of instructional psychology. In order to concentrate efforts on high pay-off areas, we need the information concerning what are the essential strategies the adult possesses. Another general point which should be considered in developing task analysis procedures is a taxonomy of reading purposes. A taxonomy suggested by Sticht (personal communication) is increasingly useful to us in thinking of what to look at in children.

(a) Reading for meaning - reading in sufficient depth that one can extract the gist, with no intent to meet future tests; pleasure reading would fall into this category.

(b) Reading for doing - reading instructions, signs, billboards, bus timetables, recipes, driving instructions, etc.

(c) Reading for remembering - deliberate studying in anticipation of a future test.

These different tasks demand different levels of processing, different skills and strategies, and different levels of awareness. For these reasons, they should be kept somewhat separate. In addition, different subject populations need varying levels of skills on the three. For example, educable retarded children, and many others who do not, or can not, enter academic pursuits, do not need to be efficient in studying. They rarely have to face examinations in their job situation. Training aimed at this population might be more profitable if it were focused more on reading for doing. This is the kind of reading that is required in everyday life situations, - one must read signs and notices, and job manuals and recipes, etc. Other types of reading are a luxury. In the "Cloak of Competence" (Edgerton's, 1967 description of retarded invidiuals living "normal lives" in the community), only two of the 110 members of the cohort were found to read for pleasure (novels, etc.), with the exception of illustrated papers like comics and Daily News. Most of the cohorts,on the other hand, experienced reading problems of the reading for doing variety, and were troubled by

them. They needed to read advertisements of grocery specials, to follow instructions on assembling products. Intervention and training programs aimed at instructionfollowing seem particularly necessary for such a population and would certainly have life-improving consequences if successful. With respect to these different types of reading, there are a number of questions that should be analyzed with task analysis procedures:

1. What comprehension skills do skilled readers acquire for dealing with different reading tasks?

2. Which of these skills do different children acquire or fail to acquire?

3. When do different reading skills develop from kindergarten to adulthood?

4. How well does what is taught in schools teach the various skills necessary for skilled reading?

5. As reading tasks change, how do the skills required change?

6. How well can the various skills that are needed for skilled reading be taught directly?

Because these different questions require different techniques, this section proposes a number of different procedures for performing task analysis.

CONCLUSION

As conclusion I may tell such diversity permits the selection of the most successful techniques, and ensures that the task analyses will converge on the most important problems that arise in reading comprehension. The section describes a number of different task analysis procedures that are currently being piloted or considered as potential techniques that should be applied.

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