

РАЗДЕЛ 3. РАЗВИТИЕ И ОЦЕНИВАНИЕ ИНОЯЗЫЧНЫХ ЯЗЫКОВЫХ И РЕЧЕВЫХ УМЕНИЙ В РАМКАХ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

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О НЕКОТОРЫХ СПОСОБАХ УЛУЧШЕНИЯ РЕЗУЛЬТАТОВ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ В НЕЯЗЫКОВЫХ ВУЗАХ

SOME TIPS FOR SUPPLEMENTARY READING OUTCOMES IMPROVEMENT IN NON-LINGUISTIC UNIVERSITIES

В статье рассматривается вопрос дополнительного чтения как типа домашнего задания для студентов неязыковых специальностей. Автор отмечает ряд проблем, с которыми сталкиваются преподаватели и студенты при выполнении данного задания, и предлагает возможные способы, направленные как на развитие языковых навыков, так и на повышение мотивации к изучению английского языка. В статье представлены примерные упражнения, которое можно использовать при составлении индивидуальных, парных и групповых заданий по материалам дополнительного чтения. Упражнения могут быть легко адаптированы к уровню и потребностям определенных обучающихся.

The article concerns the issue of supplementary reading as a type of home assignment for non-linguistic students. The author outlines some problems, which teachers and students face dealing with this assignment and suggests the ways aimed at both language skills development and the increase of the language learning motivation via home reading. The article provides some sample exercises to be used for creating supplementary reading tasks for individual, pair and group work. The exercises can be easily adapted to particular learners' level and needs.

Ключевые слова: дополнительное чтение, мотивация, качество, количество, выбор текста, предварительные задания, послетекстовые задания

Keywords: supplementary reading, motivation, quality, quantity, text choice, before-reading assignments, after-reading assignments

Since long ago, supplementary reading, or home reading has been regarded as an effective tool for improving and mastering learners' language skills as well as background and cultural knowledge. In reality, however, a great number of students prove reluctant to do this kind of assignment and frequently end up reading the Russian translation of the text and forgetting everything as soon as they are given a pass.

In this paper we would like to share some tips to make this task both beneficial and fun for students and satisfactory for teachers. Let us start with the text to be read itself.

We suggest a teacher him / herself chose the sample rather than let students do it. The matter is, many students find it difficult to opt for the text in accordance with their level of English and as a result, reading often turns out to be very frustrating.

Second, we are in favor of taking fiction samples and not the newspaper or magazine articles dealing with learners' majors (law, accounting, ICT, etc). There are two main reasons for it. To begin with, in many non-linguistic universities nowadays English is learnt during the first year of studies, when students merely start getting acquainted with their would-be profession in Russian and so, can hardly cope with it in English. Besides, an average English teacher cannot (and need not) be an expert in all the above-mentioned (and many others) fields and thus, would find it difficult to fully comprehend all the specialized concepts and terminology. Moreover, fiction stirs learners' natural interest and curiosity, encouraging them to read further.

It is also important to focus on quality rather than quantity of reading. That is why we recommend giving no more than two pages of the original text at a time, but to provide it with as many before-, while- and after-reading exercises as possible. In this way students are encouraged to return to the content over and over again, revising and/or memorizing the necessary linguistic material.

It may be also more useful to assign one and the same sample to all the students (or at least, to a group of four or five learners), so they could get involved in pair and group work rather than performing the tasks only on their own.

Now we would like to illustrate our points with the sample of supplementary reading assignment. The extract is taken from a contemporary detective novel and would be especially interesting to law students.

Deadly Exposure by Leonard Goldberg (p. 132-135)

Before-reading tasks

Choose the appropriate homophone for each pair of sentences

1. week/weak

The condition left her confused, physically___and exhausted.

Planners hope to complete the program by the first___of February.

2. write/right

It they can do it in a way that they feel is morally and ethically___that's fine.

There was no theory, so a simple ability to read and ___ is all you need.

3. male/mail

Today there are few if any maritime roles that remain exclusively ___.

The patients were surveyed by ___ or by follow-up telephone calls.

4. heal/heel

Grasp the foot of your injured leg with your hand and slowly pull your ___ up to your buttocks.

He soon gained a reputation as a man who could ___ sick people.

5. see/sea

From her expression I could ___ that she was not sure why we were talking so much about her.

I walked over to an east facing balcony that overlooks the ___ below.

6. mane/main

His ___ distinguishing feature was the single black eye patch thrown across his left eye.

Tall and beautiful with a ___ of golden hair she was a publicity agent's dream.

7. hare/hair

The gene is known to help determine ___ color in many mammals, from humans to mice.

European game animals include various deer, wild boar, ___ and rabbit.

Fill in the missing words in the table

Bare	empty, without anything
	a big wild animal
	a noble warrior
Night	black, dark, with moon and stars
Plane	an aircraft
	a flat surface
Tail	some animals have it
	kids like listening to it
	an affectionate form of address
Deer	a wild animal with horns

Here are some random sentences from the sample you are going to read. Replace the words in bold with their synonyms from the box. Change grammar forms where necessary

go up, crazy, shut, dumb, doubt, perhaps, hostility, rape, over, return, murder, female, sure, last, vanish

1. The door was **closed**, a marine guard posted outside to make **certain** they were not disturbed.
2. And then he ran the hell out of the laboratory and **disappeared** into the woodwork.
3. She decided to **go back** to the crime scene in the morning and check it out one **final** time.
4. But there is no question there was a **real dislike** between them.
5. After our current mission was **completed**, Kagen planned to replace Neiderman with Barbara Von Buren.
6. Barbara Von Buren was an attractive woman. **Maybe** she was **sexually assaulted** before she was **killed**.
7. It's possible, but most of the real **nuts** do not go to the bother of trying to cover things up.
8. Maybe he left prints on it, though she doubted it. He wasn't that **stupid**.
9. How do your know it wasn't a **woman**?
10. She would know that a woman doesn't normally **climb** a stepladder wearing high heels.

Read the sentences once again and give your best guess on the contents of the sample

After-reading tasks

Mark words and phrases referring to the committed crime and a person who might have committed it to fill in the tables below. In some cases more than one description is possible.

Crime

Type of crime	Venue	Time	Evidence

Suspect

Gender	Occupation	Motive	Weapon

Put the following words and word combinations under the appropriate title:

Envy, rope, gun, blood, fraud, shop-lifting, knife, footprints, heavy object, semen, rape, robbery, sex, tyre traces, revenge, money, theft, hairs, rifle, sex, pieces of clothes, murder, poison, threads, manslaughter, cigarette butts, fingerprints, kidnapping, saliva traces.

Crimes:

Motives:

Weapons:

Evidence:

Answer the questions

1. Do you agree with Jake Sinclair's words that money, sex or power are at the bottom of almost every crime? What other motives make people commit crimes? Do they differ as far as age, gender and a social standing of a criminal are concerned?
2. Make a list of possible evidence, which could point out whether a crime was committed by male or female / a single person or a group?

After reading a number of samples by the same author students can be given a round-up assignment like this.

Read the review extracts about some of Leonard Goldberg's novels. Express your opinion about the sample you have read and liked best.

Deadly Exposure

Goldberg mines his considerable knowledge to create a story that will terrify his audience. This is the stuff of nightmares (*Library Journal*).

Deadly Harvest

A page-turner with ample plot twists, medical realism, believable dialogue, and characters who command our sympathies (*Charleston Post and Courier*).

Deadly Care

...is fast-paced, gripping and informative... A wonderful forensic detective... A book everyone should read (*Michael Collins*)

A Deadly Practice

Terrific! Guarantees medical authenticity, non-stop enjoyment... Joanna Blalock is a great character... This is truly a gripping mystery, well-written and altogether an extremely satisfying read (*Affaire de Coeur*)

Deadly Medicine

A terrific thriller, with unflagging pace, a driving sense of urgency that keeps the reader turning the pages, great characters (Joanna Blalock is especially good) and the kind of medical authenticity that really rings true (*Francis Roe*)

- Look through the samples where Jake Sinclair appears and answer the questions
 1. What can you say about Jake as a professional and as a person?
 2. Would you like to have him as a partner/a friend?
 3. Do you find this character true to life or is it a bit idealized?
 4. Would Jake have a successful career in your country?
 5. Are you interested in becoming a police investigator? What is your main motivation/de-motivation?
 6. What are the advantages and disadvantages of being a cop in your country?
- Look through the samples where Joanna Blalock appears and answer the questions
 1. Why, do you think, the author has chosen a forensic pathologist to be female rather than male?
 2. What jobs/professions are considered to be non-female in your country? Do you agree with such a division or should males and females have equal chances for all kinds of jobs and professions?
 3. Evaluate Joanna from the point of view of her family members/a female friend/a male colleague/a date? Do you think it is right for a person to be completely devoted to his/her job?
- Make a written comment on one of the following statements, using the following plan
 - ✓ make an introduction (state the problem);
 - ✓ express your personal opinion and give some reasons for it (use examples from books, films or your personal experience);
 - ✓ express an opposing opinion and give some reasons for it (use examples from books, films or your personal experience);
 - ✓ explain why you disagree with an opposing opinion;
 - ✓ make a conclusion restating your position.
 1. *Some jobs and professions should be available to men only*
 2. *An attorney should do his/her best to defend his/her client, no matter whether he/she is guilty or not*

3. *One should never agree to become a juror as it is morally wrong to judge another human being*
4. *Good detectives are good psychologists*
5. *We should use only peaceful and non-violent measures to fight terrorism*

Use the following words and phrases to present your arguments and ideas

Expressing your opinion: I agree/disagree; In my opinion/From my point of view/As far as I am concerned; I believe that/It seems to me that; I am sure that/I am convinced that; I am in favor of /I am against the idea of; According to; It is said/believed that; There is no doubt that; It cannot be denied that; It goes without saying that; We must admit that...

Arguments presentation: The main argument in favor/against; First of all, I should like to consider; The first thing to be considered is; To begin/to start with; Despite the fact that/In spite of the fact that; On the one hand/On the other hand; Besides/In addition to; What is more/Moreover; What matters most in this case is; Finally; However/though; Nevertheless; For this reason; therefore/ that's why; Thus; Because of; As a result of; Owing to/due to; As a consequence of; For example/for instance; Such as; Like

Conclusion: To sum up; To conclude; In conclusion; In a nutshell; All in all, I believe that...

We would like to highlight that the presented tasks are not to be considered as a must and can and should be altered and adapted in accordance with particular learners' needs and problems. To be more exact, grammar, world-building, pronunciation, etc. exercises as well as speaking assignments can be created on the material to be read.

Sources of Samples

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**ВЗАИМОПРОВЕРКА И ВЗАИМООЦЕНКА КАК ФОРМЫ КОНТРОЛЯ
САМОСТОЯТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ НА УРОКЕ
ИНОСТРАННОГО ЯЗЫКА**

**PEER EDITING AND PEER ASSESSMENT IN MONITORING STUDENTS' SELF-
STUDY ACTIVITIES AT THE FOREIGN LANGUAGE LESSON**

В статье рассматриваются такие формы контроля самостоятельной работы студентов как взаимопроверка и самооценка. Проводится анализ основных проблем, связанных с их применением, и возможностей их предотвращения. Данные виды контроля описываются с точки зрения выполнения ими его основных функций, тесно связанных с процессом организации самостоятельной работы, и раскрывается их мотивационный потенциал для активной познавательной деятельности студентов.

The article considers such types of controlling students' self-study activities as peer editing and peer assessment. It gives the analysis of the main problems connected with their use and the possibilities to prevent them. The mentioned types are described in the terms of their performing the basic functions of control that is closely related to the student self-study management. Their motivational capability for students' active learning is revealed.

Ключевые слова: самостоятельная работа, формы контроля, самооценка, взаимопроверка, функции контроля, обучение иностранному языку.

Keywords: self-study, types of control, peer assessment, peer editing, functions of control, foreign language teaching.

Отношение к дисциплине иностранный язык претерпевает ряд существенных изменений на современном этапе развития системы высшего образования. Необходимость формирования способности к самообразованию и самообучению и новые требования, предъявляемые современным обществом к специалисту, оказывают значительное влияние на учебный процесс в современном ВУЗе. В этом ракурсе самостоятельная работа становится важным компонентом образовательного процесса.

В широком смысле слова, самостоятельная работа студентов – это вид деятельности, осуществляемый в рамках процесса обучения под руководством и контролем со стороны преподавателя [1]. Организация самостоятельной работы