

The ‘active reading’ approaches use for communicative skills development of the future efl teachers

The communicative skills acquired due to the ‘active reading’ approaches (ARA) use may be effectively employed in students’ further educational, self-educational and professional practice.

The abstracts are aimed at the urgency of the ARA use analysis. The ARA is focused on students’ oriented tasks presupposing a ‘student-text intercourse’. The activities suggest some contradiction, controversial ideas, etc. that motivate reading, increase students’ inquisitiveness, promote logical and creative thinking.

As the Pre-reading stage is concerned, the ARA may be realized as the anticipation and elimination of some phonetic, lexical and grammatical difficulties; the investigation and determination of meaning relevant aspects. The activities may be used on a word level (connotation defining, dictionary work etc.); a sentence and a text levels (topic / meaning prediction based on the title / pictures / key words; reading involving / provoking questions, etc.).

The objective of the While-reading stage leads to students’ obtaining information, revealing explicit and implicit meaning, receiving aesthetic satisfaction etc. The ARA may be realized through such tasks as making notes, filling in the scheme / table, adding new elements to some suggested pictures / maps, arranging the logical events order etc.

The Post-reading stage is inclined to transforming the ideas obtained into the students’ communicative practice matter. It is contributed to interviewing and dramatization; detailing and generalization; controversial aspects discussion / disputing; portrait, interior / exterior descriptions; evaluation from different points of view; writing a summary / exposition / letter / argumentative essay etc. Thus the ARA stimulates the transformation from an educational experience to a real life communicative situation. It is preferable to organize a text-work in some sub-groups, differentiate and verify the tasks.