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Сборник содержит статьи по проблемам английского языка, методики его преподавания на различных уровнях образовательной системы, литературы, страноведения и культуры англоязычных стран, которые были обсуждены во время конференции, состоявшейся 21-23 ноября 2002 г. в г. Минске.

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An Integrated EAP Lesson Model (Upper-Intermediate - Advanced)

(workshop materials)

The framework for this model of an integrated skills lesson in EAP was first developed back in 1983-4 and presented at the regional conference on integrated skills teaching in Riga (КараичеваТ.В. 1985).

It was trialled out and further developed for both EAP and ESP teaching with the advent of new approaches and teaching materials in the 1990s and has proved very effective since. This approach relies quite heavily on logical and analytical abilities of students, but the tasks themselves can be designed on the texts and listening materials of various degrees of difficulty and various stages of the curriculum. With the shift of the focus the pattern can be used to design an introductory lesson for a theme, a self-contained unit or a summing-up lesson. Depending on the objectives for every particular stage, different skills training can be given prominence, but, as it is usually the case with EAP, reading is the main source of   input, so the choice of the reading text is of primary importance. It has to be carefully gauged as to its relevance to the current level of specialist knowledge students have acquired and the motivation for discussion it ought to generate.

Similar approach was recently offered in the reading series for Intermediate and Upper Intermediate ESL students.(Ediger, Pavlike 2000) From this point of view popular science journals (or for an earlier stage ESP students publications preparing for A - level exams) seem to be ideal. With a hint of controversy or, at least, various views presented, these articles offer a host of opportunities to design an instructive and entertaining lesson.

The model presented below is designed on quite an extensive article and shows one of the advantages of the approach, i.e. training students to cope with vast amounts of reading matter by varying reading modes. Similar to real reseach, the student has to scan the text, look for specific information, to interpret and analyse particular passages, to rearrange, integrate and synthethize information obtained and further to present it in another format, either orally or in writing. An indispensable part of the materials is a text for listening comprehension, which should augment the sum of knowledge or present some different angle. Nowadays, it be easily lifted out of the article and used as a lecturette.If at all possible, it should be recorded by a native speaker or at least a speaker different from the teacher; if impossible, the teacher should present it as a kind of lecture to supplement the main source of information and to teach note-taking.

The stages of the lesson are presented here with the rationale underlying the tasks and the possibilities for a spin - off indicated. An article on philosophy was chosen as a common ground both for sciences and humanities EAP students: **The Truth is Out There, by Michael Cross, New Scientist, Feb.19, 2000, Inside Science 1-4.**

The teaching pack should include:
- vocabulary flash cards or maps;
- copies of the text with paragraphs numbered ;
- a teacher's copy of the text with markings ;
- comprehension questions cards;
- cards with passages from the text for "jigsaw" reading;
- cards with close reading tasks based on a particular passage;
- a lecturette text;
- motivation/anticipation discussion questions;
- a table /scheme/ graph/ diagram/semantic map to arrange the information (and the key);
- a list of spin-off and writing tasks

Stage I. Presentation of the theme: Establishing a purpose for reading

An authentic purpose for reading is set up by providing problem questions which cover most of the reading the students will do at the lesson and which are related to important issues in the students' field.

The questions are put on the blackboard for constant reference and motivation processes are triggered off by a preliminary discussion involving the students' background knowledge and identifying the main field of reference. Certain hypotheses are formulated during this stage to be further confirmed or disproved, which will help students learn how to interact with text and to bring their own ideas and questions to their reading.

Rationale: focusing the students attention, triggering anticipation process, making reading purposeful activity.

For this particular text the questions are:

1.What is the goal of science?

2.What are the stages of scientific research?

StageII Vocabulary Introduction

Identifying parts words have in common and guessing their meaning (structure, word-formation).

The handling of unknown vocabulary is greatly facilitated through creating patterns for lexicon storage and retrieval. This includes analysing related words and word parts, identifying word families, establishing similarities and contrasts, etc.

Flash cards or semantic maps can be used to introduce the unrelated words which can prove to hinder comprehension. No dictionary is to be used by students until Stage V.

The tasks include: (E.G.)look at these words, say which part they have in common and guess what it may mean.
1) valid, equivalent, validity, validate, value, evaluate, valediction, valedictorian, valedictory, valiant, valour, L. Ad valorem

(VALE, VALI,VALU - strength, worth, valour)
2) study the word- formation pattern and make new worlds according to this model:

Adj +suf $\longrightarrow$ V (to make like Adj)

False +fy $\longrightarrow$ falsify
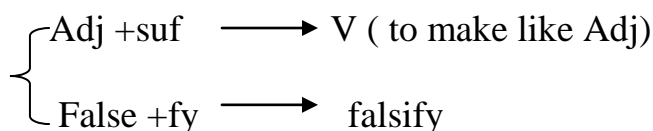
1.If you prove a theory false, you…………………………..it.
2.If you make your business diverse, you………………………it.

Quite often the meaning of the root of the word is clear, but there is no separate root-word in English. But the relationship remains.

calcify- to harden, to make like stone (calcium)

fortify - to strengthen (fortress, forte) (Ehrlich 1968)

Rationale: raising language awareness, eliminating vocabulary difficulties; expanding academic vocabulary; practical preparation for the TOEFL and other international exams.

Stage III. Skimming and Scanning

In academic and ESP reading a reader needs to use a variety of reading strategies and skills. This involves frequent switching of modes of reading, e.g. from skimming to identify relevant information to scanning to understand specific parts. The "jigsaw" reading, suggested at this stage helps to develop these skills.

The text is divided into passages, with the length varying from one small paragraph to three. As long as each passage contains at least some information relevant to the problem questions, the difference in the length and difficulty will allow to involve students of all skill levels.

(Hand out the cards with the passages) The task is to scan the passages and suggest answers for the problem questions on the black-board.

(Discuss the answers. Possibly put down/make notes esp. for question 2.)

Rationale: training skimming and scanning reading skills; training listening comprehension skills; improving reading comprehension; creating text content framework for the next stages.

Spin- off: explanation, periphrasis; translation/ interpretation; for some texts - jigsaw reading discussion- ordering; linkers/ semantic markers identification; filling in the gaps.

Stage IV. **Scanning Reading and Checking Comprehension**

(Hand out the whole text and the text comprehension questions(possibly on the blackboard).The task at this stage is to read the text and prepare to answer the questions(oral discussion).

Rationale: abstracting the organisation and ideas, reading for relevant information, training multiple reading skills, training flexibility- switching the reading modes(skimming into scanning, etc), practical preparation for the Reading Comprehension section of international tests.

Spin- off: another reading comprehension text for comparison, reading under pressure - timing, drawing a diagram /table of the text (a part of the text), study of the text structure (time permitting; alternatively leave it for homework). (Wallace 1980).

Stage V. **Reading Closely. Expanding the Vocabulary.**

The activities at this stage should permit students to expand their general vocabulary to build up topic-related and subtechnical vocabulary necessary for oral and written discussion. Since in many institutions EAP includes translation skills these activities should be accompanied by some tasks which would prepare the students to present the relevant information in another language.

(Hand out the cards with the tasks based on the passages/ Turn over the original cards with passages).The tasks here focus on language skills, close reading, individual work. Task samples are given at the end of the paper.

Note: Oral discussion in the group with note- taking is more effective but time- consuming. Part of the language work can be discussed at the next lesson with a special vocabulary expanding task set for each student.

Rationale: training intensive reading skills, training language awareness, practical preparation for "the Use of English" section of the international tests.

Spin-off: use vocabulary and grammar difficulties of the text in a test, with relevant tasks prepared by students at home.

Stage VI. Summing up and Rearrangement

The activities include mapping out the contents/ information of the text on a table, diagram, etc.

E.G.: How ideas become accepted theories. Look back to the first two questions, esp. Question 2. Look at the diagram Figure I (hand out - one for two students). Copy them into your note- book and for each stage write down several expressions from the text denoting research activities. Work in pairs.

For example: Idea- to form an idea, to come up with an idea, to frame an idea, to test an idea, to examine an idea.
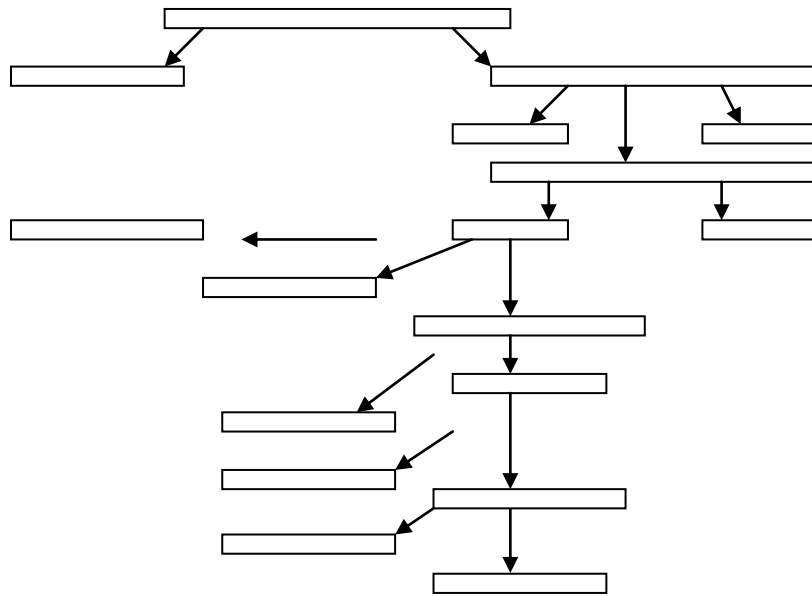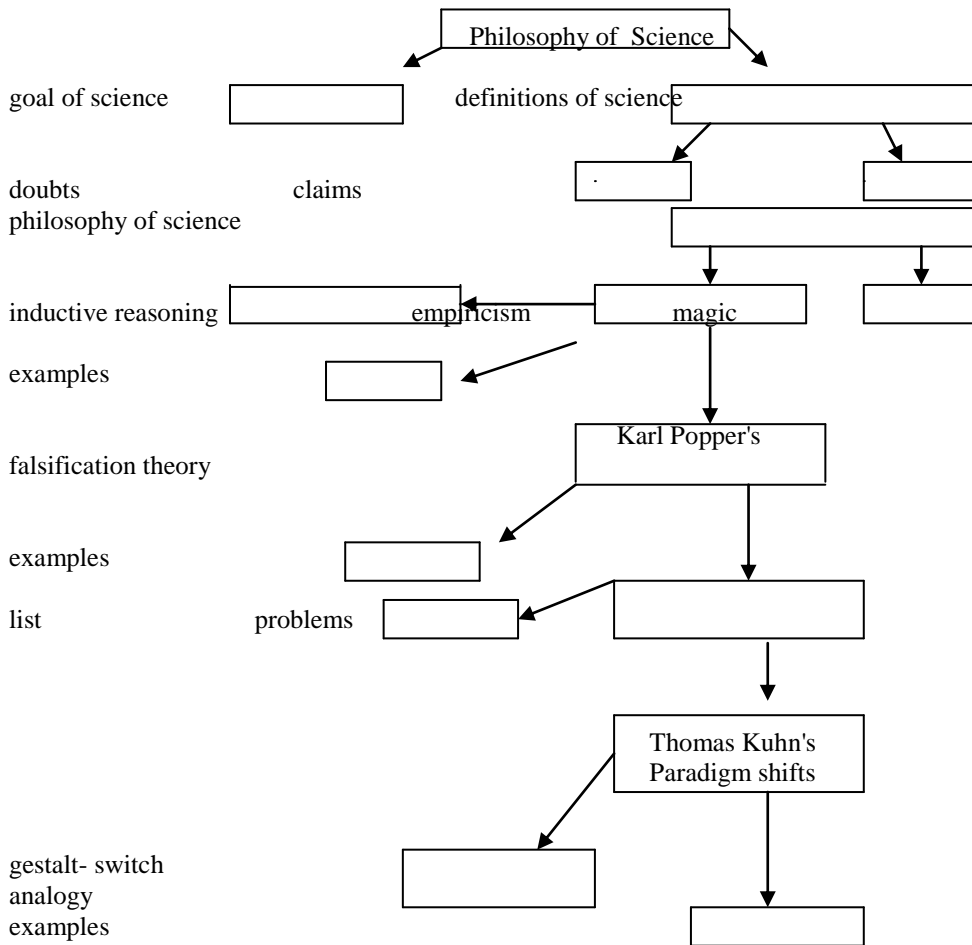
An Example of Organisation Diagram

Fig.1

- At this point some brainstorming on the blackboard is quite effective providing the change in the pace. After it was done, both on the blackboard and in the notebooks, the key diagram is displayed (e.g. through the OHP) for students to make the necessary changes and additions.

Rationale: training summarising and transferring, skills, training relevant vocabulary, training multiple reading skills, training writing skills and text organisation, taking notes.

- Spin-off: using the diagram to sum up the contents of the text, to write a summary of the text, in either language - English or mother tongue.

Stage VII. Preparing a Presentation.
Students are asked to use the diagram and their notes to make a presentation of the research stage in their work at their course/ diploma paper (oral or written) for the next lesson.

Rationale: training writing skills, training presentation skills

Spin-off: describe (the stages of)some discovery or invention.

Sample paragraphs and tasks for stage V:
The Truth is Out There
1. Does science tell us the truth? How do we tell the difference between science and non- science? If one group of scientists says that genetically modified foods are harmless and another says they are dangerous, who should we believe? To answer these questions we must think about the way scientists reach their conclusions.

Science's goal is to discover the laws of nature, which we assume exist independently of humans. We find these laws by collecting facts and assembling new theories to explain them. Good science is conducted publicly. Scientists release their results in a way that allows others to scrutinise them and try to duplicate them or show that they are wrong. Few people seriously doubt that science works. It has been hugely successful in giving us explanations of the world around us. It has the power ultimately to explain all natural phenomena, even if in practice some problems are proving very difficult. Science has also allowed us to create technologies such as drugs to treat cancer or the laser in your CD or MiniDisc player.
2. What is science? Testing ideas.

No one yet defined what science is in a way that satisfies everyone. Science, for example, cannot give absolute proofs of the laws of nature because, although we can test an idea repeatedly, we can never be sure that an exception does not exist. Some religious fundamentalists and TV psychics exploit this difficulty, and claim that science is just another set of beliefs, with no more validity than any other. But while science may not give us absolute truth, this doesn't mean we must give equal time to magicians and the like. Far from it.

To see why, we need to examine the philosophy of science. Like other branches of philosophy this involves thinking about thinking (the word originally meant "love of wisdom"). The philosophy of science uses similar

methods to a mathematical proof: a step-by-step examination of assumptions, data and conclusions.

Card I.
1. Paraphrase the following to explain it:
   Scientists release their results in a way that allows others to scrutinise them and try to duplicate them.
2. Give equivalents in Russian for the following:
-   to assemble new theories;
-   science works;
-   step-by- step examination;
-   to collect facts;
-   to duplicate the results.
3. Respond to the following:
   Good science is conducted publicly.

Card II
II. 1. Paraphrase the following to clarify it:
   Although we can test an idea repeatedly, we can never be sure that an exception does not exist.
2. Give the equivalents in Russian for the following:
-   to give absolute proofs;
-   to exploit the difficulty;
-   a set of beliefs;
-   to examine assumptions;
-   to give equal time to magicians and the like.
3. Respond to the following:
     No one has yet defined what science is.
     Complete lesson materials are available at the site of the Chair of English for the Humanities International Relations Faculty. Belarusian State University: http// www. ir. bsu.by/kel/

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