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## **READING STRATEGIES IN COMMON EUROPEAN FRAMEWORK OF REFERENCES: LEARNING, TEACHING, ASSESSMENT (2018)**

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A significant part of human life and learning involves reading: collecting information from printed sources, organizing this information in a certain way, understanding, interacting and communicating. Reading in English as a form of speech activity and as an indirect form of communication is, according to many researchers, the most necessary skill for most people. Reading is a source of getting new intellectual and aesthetic information that allows enrich the student's personality and make them competitive in modern world. Reading acts as a goal and as a learning tool of foreign language. Reading comprehension is one of the most essential study skills in higher education. Academic courses demand substantial readings, so there is a need for students to be able to comprehend what they read in order to succeed in their academic and everyday life.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (2018) aims to provide a theoretical as well as practical basis for developing foreign language teaching curricula, materials, and methods of assessment for competences as well as reading. CEFR (2018) distinguishes reading correspondence, reading for orientation, reading for information & argument, reading instructions, reading as a leisure activity [1, 54]

Reading correspondence encompasses reading both personal and formal correspondence. Key concepts operationalized in the scale include the following: length and complexity/simplicity of message; concreteness of information, whether it

follows a routine format; the extent to which language is standard, colloquial, idiomatic; the extent to which the subject is an everyday one, one related to interests or specialized [1, 61].

Reading for orientation – search reading – involves ‘skimming:’ reading at speed in order to judge relevance and ‘scanning:’ searching for specific information. Key concepts operationalized in the scale include: the type of texts (from notices, leaflets etc. to articles and books); picking out concrete information like times, prices from texts that are visual artefacts, rather than prose text, with layout that helps; identifying important information; scanning prose text for relevance; speed [1, 62]

Reading for information & argument – detailed reading – involves careful study of a text that one has judged to be relevant for a purpose at hand. It is often associated with study and professional life. Key concepts operationalized in the scale include: type of texts, from simple, short illustrated informational material to complex reports and articles; subject of texts, from familiar everyday subjects of personal interest to topics outside his/her area of interest; depth of understanding, from getting an idea of the content to understanding finer points and implications [1, 63].

Reading instructions is a specialized form of reading for information. Key concepts operationalized in the scale include: topic of instructions, from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, possibly outside his/her area of expertise; degree of contextualisation and familiarity; length, from a few words to detailed and lengthy complex instructions in continuous text [1, 64]

Reading as a leisure activity involves both fiction and nonfiction, including creative texts, different forms of literature, magazine and newspaper articles, blogs, biographies, etc. – depending on one’s interests. Key concepts operationalized in the scale include: length, variety of texts and whether there are illustrations; type of texts, from simple descriptions of people and places, through different types of narrative texts to contemporary and classical writings in different genres; topics, from everyday topics (e.g. hobbies, sports, leisure activities, animals), concrete situations to a full range of abstract and literary topics; type of language: from simple to stylistically complex; ease

of reading: from guessing with the help of images, through reading with a large degree of independence to appreciating the variety of texts; depth of understanding: from understanding in outline/the main points to understanding implicit as well as explicit meaning [1, 65].

According to CEFR's (2018) key concepts in any communicative situation, general competences are always combined with communicative language competences (linguistic, sociolinguistic and pragmatic competences) and strategies (some general, some communicative language strategies) in order to complete a task [1, 29]. Reading strategies are important to develop reading competence.

Reading strategy is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Peter Afflerbach, P. David Pearson, Scott G. Paris underline that we need to distinguish between reading skills and strategies, as the terms skill and strategy be used to distinguish automatic processes from deliberately controlled processes. When their knowledge is strong and they are given easy text and goals, students can apply their usual skills. In contrast, when their knowledge is sketchy, texts are difficult, and reading tasks are complex, more strategic reading is required [2, 371].

Table 1 Communicative language strategies in the CEFR (2018) [1, 33]

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Planning	Framing	Planning	N/A	
Execution	Inferring	Compensating	Turn-taking Cooperating	Linking to previous knowledge Adapting language Breaking down complicated info Amplifying a dense text Streamlining a text
Evaluation & Repair	Monitoring	Monitoring and selfcorrection	Asking for clarification Communication repair	

According to CEFR (2018) reception involves receiving and processing input, activating what are thought to be appropriate schemata in order to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it. In visual reception (reading) activities the user receives and processes as input written texts produced by one or more writers [1, 54].

In reception, understanding progresses through a combination of bottom up/top down processing and of the use of content and formal schemata in inferencing. One scale is provided for the inferencing strategies that this involves. Key concepts operationalized in the scale include: exploiting illustrations, formatting, headings, subtitles, position in the text etc. ability to deduce meaning from the co-text and linguistic context; exploiting linguistic clues: from numbers and proper nouns, through word roots prefixes and suffixes, temporal connectors, logical connectors – to skilled use of a variety of strategies [1, 67].

Therefore, reading as a form of speech activity is one of the main practical goals of teaching English. CEFR (2018) doesn't give the list of definite reading strategies the good reader must obtain so we should detail them and work out for different types of reading: reading correspondence, reading for orientation, reading for information & argument, reading instructions, reading as a leisure activity. Good readers use a range of strategies while reading different types of texts so learning to identify and apply appropriate reading strategies improve students' efficiency and comprehension, help them in meeting the demands and complexity of their courses and content. Students are to be actively engaged in the reading process in the classroom and the teachers' role is to model, teach, and promote the use of effective comprehension strategies to help their students become proficient readers. Thus, one of the important task of the teacher is to form reading strategies, allowing students to work independently with textual information and reach understanding of the meaning of what is being read. It helps develop reading competence successfully. The application of modern strategies and techniques in teaching reading allows to intensify the process teaching reading and ensure the development of students' communicative competence and their ability to work with textual information.

## List of references

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## **EXPERIENCE OF MOODLE AND ONLINE LEARNING AMID THE COVID-19 PANDEMIC IN PATHOLOGICAL PHYSIOLOGY DEPARTMENT OF SI “DNIPROPETROVSK MEDICAL ACADEMY OF THE MINISTRY OF HEALTH OF UKRAINE”**

**Keywords:** *moodle, online, education, medicine, pandemia.*

The emergence of a fundamentally new method of students teaching of higher medical education, namely distance education is associated with the closure of all higher education institutions in Ukraine in connection with the pandemic COVID-19.