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**DIRECTED ACTIVITIES RELATED TO TEXTS AS MEANS OF TEACHING READING TECHNICAL TEXTS**

*Directed activities related to texts and their application in teaching reading technical texts for aviation engineers.*

Teaching English especially in a country where English is used as foreign language is quite challenging. Teachers have to deal with LEP (Limited English Proficiency) students or students that have limited ability in English. Meanwhile, the students of National Aviation University, Ukraine are required to comprehend science or technical text in English because they are expected to be able to use science and technical literature in English in the process of their studying. This requirement is also obligatory on their future workplaces. They might have good skill in science field but they have limited ability of English because they do not use English regularly for everyday communication. However they should master English language because they are expected to find and comprehend any references of science subject not only from Indonesia but also from another source or country. The literature from other sources is mostly written in English therefore they need to improve their ability to master English language in order they can get a lot of new knowledge from those sources.

To help students mastering science content in English, Directed Activities Related to Texts (DARTs) activity is applied. DARTs are alternative activities that require students to interact with text. The purpose is to improve students’ reading comprehension activities in comprehending science in English text. Technique usually used Direct Instruction (DI) to help students learning reading comprehension by giving the worksheet and providing it with questions to find the main idea of the passage. But sometimes the regular worksheets bore them because they get some difficulties to do the worksheet because of their limited ability in English. So the lecturer tries to apply DARTs strategy to motivate students to improve their learning outcomes, because by using DARTs strategy the worksheet can be modified to be more interesting and lower the language barrier.

DARTs is a technique that has evolved to use reading as a way of learning a ‘subject’. Its aim is to foster independent reading and actively engage the learner with text. One of its principles is that reading is no longer seen as a solitary activity, but can involve a small group or pair of learners. The technique can be used at any level and with any kind of text, that is why it can be applicable on technical texts for students of different years of studying.

DARTs activities can be divided into two, reconstruction and analysis activities.

Reconstruction activities use modified text. The original text is broken down and given to pupils either in segments or as blocks of text with gaps. Pupils use prediction and then fill in gaps or sequence segments to reconstruct the text. This type of activity can help pupils develop an understanding of the structure of different text types. The following are examples of reconstruction activities:

* Text completion (cloze): These activities require the learner to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a word-count formula or various other criteria, e.g. all adjectives, all words that have a particular letter pattern. The passage is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text.
* Diagram completion: Students predict deleted labels on diagrams using text and other diagrams as sources.
* Table completion: Students predict deleted items using table categories and text as sources of reference.
* Completion activities with disordered text: Introducing students to sequencing can help them understand the importance of coherence and cohesion within a piece of text. The process involves the students reorganizing jumbled pieces of text into a logical order but could also be adapted into on-screen ‘drag and drop’ computer activities.
* Prediction: Using prediction helps students to get an idea of the general organization, major topics and subtopics of a piece of text. It can involve students using the beginning or the appearance (title, headings, illustrations, layout, etc.) of a piece of text to predict what comes next or in creative writing, what happens next. Following prediction, before reading on, students ask themselves questions, e.g. ‘What would I need or want to know about this topic?’

Analysis activities use unmodified text. Pupils select specific information from the text and then represent it in a different form. This type of activity helps pupils develop their analytical skills. The following are examples of analysis activities.

* Underlining or highlighting: Students search for target words or phrases that relate to one aspect of content, for example words or phrases that support a particular view.
* Labelling: Students label segments of text, for example they might label a scientific account using a set of labels provided (e.g. prediction, evidence and conclusion).
* Segmenting: Students are given a text that has no paragraphs. They are asked to break the text up into paragraphs using the new paragraph symbol (//) and to write appropriate sub-headings for the text. This tests their understanding of the structure of the text and the subject specific components of the material.
* Diagrammatic representation: Students construct diagrams from text, for example flow diagrams, concept maps or labelled models.
* Tabular representation: Students extract information from a written text, then construct and represent it in tabular form.

**Conclusions**

All things considered, DARTs has proved to be an efficient way of teaching reading for non-native students of different levels, thus it could be applied on practical lessons in Ukrainian universities, namely in National Aviation University. The activities ensure the learning process to become more effective, entertaining and variable, so that both teachers and students benefit from it considerably.