

**TEACHING READING IN THE NEW CURRICULUM  
(THE MATERIALS OF THE NEW GENERATION SCHOOL  
TEACHER PROJECT REALIZED  
BY BRITISH COUNCIL UKRAINE AND MINISTRY OF  
EDUCATION AND SCIENCE OF UKRAINE)**

**Olena Bevz, Alla Gembaruk, Oksana Zabolotna (Uman')**

New Generation School Teacher is a project initiated by British Council Ukraine and Ministry of Education and Science of Ukraine. The aim of the project is to improve the quality of pre-service training for future teachers of English (PRESETT) in Ukraine.

Having analysed the current situation with pre-service education and training for EFL teachers in Ukraine the project team revealed the necessity for curriculum change to prepare skilled, competent and professional teachers of English referred to international standards. Data from the Baseline Study carried out in 2013 and 2014 in several universities of Ukraine has become the basis for the renewal curriculum. The special focus of the project is Methodology which appeared to cover only 3% out of all the subjects learnt in universities. The newly developed core curriculum in Methodology differs greatly from existing one in terms of content, years of study, number of hours, approaches to teaching and learning, assessment specifications. These changes can be clearly seen on the example of the module "Teaching Reading".

Teaching Reading is a compulsory module which is supposed to be taught in Year 3, Semester 5. The aim of the module is to develop learners' pedagogical awareness of teaching and assessing reading.

The *objectives* of the module are shaped in the way that by the end of the module, students will:

- be able to use basic concepts and terminology for teaching reading;

- be aware of curriculum requirements for teaching reading;
- be familiar with commonly used approaches to the teaching of reading at different stages of learning, and to critically evaluate them;
- have developed skills in teaching reading at different language proficiency levels;
- be able to motivate students to read;
- be familiar with task types for different reading purposes;
- be able to use key strategies for developing learners' reading skills (scanning, skimming, reading for detail);
- be able to anticipate possible learners' problems in reading and suggest ways of overcoming them;
- acquire a basic understanding of how to teach different reading sub-skills (contextualization, anticipation, questioning, summarizing, etc);
- be able to assess learners' reading skills and to give them feedback;
- demonstrate understanding of reading tasks and activities sequences and be able to make a segment of a lesson that focuses on developing reading skills;
- be able to integrate reading, listening, and speaking skills.

The topic areas are generated to make up an Indicative content of the module (thus not everything is necessarily covered in it):

- basic concepts and terminology for teaching reading;
- curriculum requirements for teaching reading for different purposes;
- a critique of commonly used approaches to the teaching of reading (reading aloud, reading in chain etc.);

- criteria for selecting texts and evaluating reading materials for different reading purposes;
- key strategies for developing learners' reading skills;
- types of reading, text types, and reading sub-skills;
- ways of motivating students to read;
- ways of assessing learners' reading skills;
- reading tasks and activities sequences;
- reading as an interactive activity;
- ways of integrating reading, listening, and speaking skills.

It is noticeable, that in the new curriculum, instruction and all classes in general are to be held in English, unlike in the existing practice where native language (Ukrainian) is also involved. As opposed to traditional reading lectures and mainly having seminars / or practical classes new approaches to teaching and learning include interactive lectures, task-based sessions, discussions, self-study, workshops, microteaching, reflective journal, portfolio.

Learning outcomes are of retrospective character and are all linked to objectives. As a result of learning on this module, students should have demonstrated ability to:

- anticipate problems in learners face in reading and make suggestions to solve them;
- select texts for different teaching purposes;
- develop reading tasks and activities according to learners' needs and different reading purposes;
- prepare a segment of a lesson with task sequence and integrated reading, listening and speaking skills;
- assess reading as an interactive activity.

Suggesting ways to assess students' progress we bear in mind several things. In the first place, assessment should be related directly to the learning

outcomes. Secondly, we will not be able to assess everything that is taught and learned on the module. And finally, it is of vital importance to state clearly and beforehand the assessment task and the criteria for evaluating it.