

УДК 372.881.111.1

Natalia Zhukova<sup>1</sup>

<sup>1</sup>assistant professor ZNTU

## **USING FRAMEWORKS FOR TEACHING READING IN AN ESP COURSE**

According to the survey carried out by Google into the key characteristics for achieving success as a Google employee, knowledge of STEM subjects (science, technology, engineering and maths) did not appear first. Instead, the survey placed skills such as coaching, insight, empathy, critical thinking, problem solving, and dealing with complex ideas at the top of the list.

As ESP teachers, we are interested in the ‘soft skills’ which reflect the needs of the 21<sup>st</sup> century workplace. It’s our job to make sure our ESP course materials and the content of our classes reflect the English needed to support these emerging skills.

This is reflected in the overall aim of the National ESP Curriculum for Universities, which runs as follows: ‘to develop students’ professional language competences, enabling them to function effectively in culturally diverse academic and professional environments’.

These skills can be integrated into ESP course programmes via authentic materials. We rely on the definition of authentic materials suggested by D. Nunan: ‘Authentic is any material which has not been specifically produced for the purpose of language teaching’.

However, not only the benefits, but also challenges of using authentic texts in an ESP course should be regarded. Special attention should be given to the ways of dealing with the challenges identified.

One of the tools to enhance students’ ‘soft skills’ in an ESP classroom, when teaching reading and speaking, is frameworks.

Framework materials are known to take the concept of visual representations, but use them for the production of language. They introduce a context, within which the learners fit their content and their language competence.

When teaching reading, students are to be introduced to various types of frameworks so that varied content could be represented in differed ways. The challenges and benefits of using frameworks become evident through practice, and students decide on the most appropriate and efficient approach to the text.