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Olena Kotys

CHALLENGES OF TEACHING IELTS READING TO UKRAINIAN ADULT LEARNERS

This chapter analyses the author's experience in teaching Reading part of International English Language Testing System (IELTS) and the challenges that Ukrainian teachers and adult students face when working with this part of the exam.

The popularity of IELTS makes it an object of research of many scholars. Ukrainian context has not been studied yet, however the number of test takers in Ukraine is increasing. The research material of the article includes case studies of students' performance during IELTS Reading module and hands-on experience of the author based on 18 years of teaching and 5 years of preparing students to take IELTS exam (15 adult learners in total). During these years students practiced doing 30 reading tests, each test containing 40 tasks (1200 tasks in total).

Ukrainian adult learners who are our target audience, are people of 25 years and older. The main challenge they face when preparing for IELTS test, in our opinion, is that different approach to learning a language as compared to the experience they had at school or even at university. For many people over 30, especially those, whose university major was not connected with languages, spend longer time to adjust to IELTS books and resources, since the materials they had used during their studies were often based on the Soviet tradition.

The main challenges that IELTS takers face when dealing with Reading module of the exam are as follows: 1) different approach to reading; 2) time restrictions; 3) specific types of tasks (answering True/False/Not Given questions, Gapfill exercises).

Keywords: IELTS General, reading, adult learners, challenge, skimming, scanning, time restrictions, paraphrasing.

Formulation of a research problem and its significance. IELTS is “globally recognized English language exam, designed to assess the language ability of candidates who need to study or work where English is the language of communication. [...] It is jointly managed by the University of Cambridge ESOL Examinations, the British Council and IDP: IELTS Australia” [7, p. 3]. Since 1989 IELTS has been recognized [4] “an appropriate language requirement for entry to courses in further and higher education”. It is accepted by most US institutions, as well as universities of the UK, Australia, New Zealand, Canada and South Africa. IELTS is the most popular [15] among several standardized English language tests such as PTE (Pearson Test of English), TOEFL (Test of English as a Foreign Language), CAE (Cambridge Advanced English).

Depending on student's goal (work or studies) they can choose between IELTS General or Academic respectively, however structure of these two options remains the same. IELTS exam is composed of 4 parts: Listening, Reading, Writing and Speaking.

According to the British Council [15] more than 3,5 million tests were taken in 2017 worldwide. What concerns Ukraine, there is one testing center in Kyiv. In 2017, the average test score of test takers in Ukraine was 6,24 (out of 9 band scores, where 6 corresponds to ‘Competent User’ with generally effective language command) [16]. This means that the preparation level of students is rather good. Nevertheless, it does not mean that the road to success is easy. IELTS is not just a tool to test your knowledge of English, but it is also testing your capability to follow the structure and strict requirements; for many people this experience is rather stressful.

Analysis of the research into this problem. IELTS test is looked upon from different perspectives. Some research (Pearson) questions whether IELTS is a democratic and humane testing system at all [20], others (Uysal H.H, Hall G.) talk about its reliability, validity [24, 6] and effectiveness (Elder, Davies) of the test as such [5]. Scholars (Souzandehfar M., Souzandehfar S.M.A., Farsi M., Sharif M.) investigated the relationship between each of the extroversion/introversion personality styles and the performance on IELTS speaking test [22]; attention to speaking was also paid by P. Seedhouse. On the other hand, some linguists (Hamid) look at IELTS from test-takers' perspective claiming that interests of the latter should be also considered, not just the commercial motives of the testing agencies [8].

Some research done by Chinese scholars (Hsiao T.-C., Cheung A., Jiang G., Yu X.) presents methods that can help to improve IELTS vocabulary memorizing through e-learning [11]. Many linguists with hands-on teaching experience research tools for effective writing (e.g. Ahmad Z.).

Nevertheless, few works on reading in IELTS are available [17, 2, 3], but they are not culture-specific and do not analyze test takers' performance and challenges they face during the exam.

According to V. Aryadoust, receptive skills like reading are problematic for most IELTS takers [1]. In our opinion, IELTS Reading is one of the most difficult sections for Ukrainian adult learners since its tasks require the approach that does not always correlate with what they are familiar with and used to (for example, skimming and scanning techniques vs. thoughtful reading that takes a lot of time or reading for pleasure, etc.). However, not much research has been done on this topic so far, especially for Ukrainian context.

The research is targeted at the challenges that Ukrainian adult learners face when preparing for Reading part of IELTS exam.

The goal and the specific tasks of the article. This article attempts to analyze the main mistakes and problems that occur when Ukrainian adult learners deal with IELTS General Training Reading module. To understand this we shall: 1) give background information about the IELTS General Reading module and its structure; 2) specify the skills that a test taker should have to successfully pass the Reading module; 3) describe Ukrainian adult learners and their approach to learning; 4) enlist the most important challenges they encounter in the process of preparing for IELTS General and explain how teachers can solve these problems.

The methods of research included observational research (case studies) and field research (hands-on experience of the author).

Statement regarding the basic material of the research and the justification of the results obtained. The research material includes case studies of students' performance and hands-on experience of the author based on 18 years of teaching and 5 years of preparing students to take IELTS exam (15 adult learners in total). During these years students practiced doing 30 reading tests [7, 12, 13, 14, 16, 19], each test containing 40 tasks (1200 questions in total).

In order to understand the challenges that Ukrainian adult learners face when taking IELTS Reading, let us consider the structure of IELTS General Reading module. It is the second part of the exam (Listening being the first part) which consists of 40 questions and lasts 60 minutes. The test takers are required to read three texts consisting of about 2500 words in total. The texts are based on information that is vital for life in an English-speaking country: everyday survival English (advertisements, public information leaflets, information about services provided by a college and various social issues, etc.).

There are several types of tasks in IELTS Reading module. These are short-answer questions, classification, true/false/not given (yes/no/not given) tasks, matching information to sections in the text; table, sentence or summary completion, matching headings to paragraphs, multiple-choice questions.

The basic skills that are needed to make IELTS General Reading experience successful are implied in "Express tip" and "In the exam" sections of IELTS Express coursebook [7] are the following:

- 1) The skill to differentiate between skimming and scanning and use either of them when needed;
- 2) Ability to predict content of the passage under consideration;
- 3) The skill to grasp the kind of information they need to answer the short-answer question ("what", "why", etc. question);
- 4) Ability to paraphrase is important when doing classification tasks (the wording of the information in the text and in the exercise is different, there is very little time to think, so this skill is often vital to get the high score); this, in its turn, requires the extensive knowledge of synonyms;
- 5) The skill to read between the lines, but not to invent non-existent senses that test takers prescribe to the text (see information below about the true/false/ not given challenges);
- 6) Ability to quickly find factual information in the text;
- 7) The skill to find keywords in texts;
- 8) Ability to prioritize (the unspoken rule to do the tasks you are sure about first and only then spend time thinking about other ones);
- 9) The skill to analyze visual information (e.g. charts and tables in gap filling exercises) and quickly decide what should go into the gaps;

- 10) Ability to build the 'map' of the text (i.e. grasp the main message of each paragraph); this skill is needed when you are asked to match headings to paragraphs;
- 11) The skill to quickly identify wrong options/answers;
- 12) Ability to understand opinions and arguments made by the author of the passage.

All of the above mentioned are very important skills and require a lot of practice, which is vital when it comes to time restrictions during the exam. But it is not only time that is challenging for adult learners. Let us consider them as a group and their approaches to learning in IELTS context, using research by J. Harmer who singled out a few notable characteristics of adult learners [9, p.84]. Firstly, it is worth mentioning that adult learners are usually people of 25 years and older, who are involved in learning [25]. Considering this we may state that adult learners can engage with abstract thought, so teachers can use various teaching methods, not just songs and/or games as they would when dealing with young children. Secondly, the life experience of adults empowers teachers to draw on. They also have their own set pattern of learning. Thirdly, adults tend to be more disciplined, motivated and goal-oriented (many of them learn English to be promoted at work in their home country or take a test (IELTS, TOEFL, etc.) to work abroad and so on).

However, adult learners have learning experience of certain kind and they may be rather critical to other teaching approaches which are unfamiliar for them and vice versa, they may be hostile to the methods that were used to teach them before. Also adult learners could have been unsuccessful language learners which can make them anxious about learning languages again, so teachers should be aware of these aspects when preparing adult learners for IELTS exam.

Ukrainian adult learners, as the author's experience shows, often face the problem of different approach to learning a language as compared to the experience they had at school or even at university. In this context we mean not only methods of teaching, but the teaching materials and handbooks as well. For many people over 30, especially those, whose university major was not connected with languages, spend longer time to adjust to IELTS books and resources, since the materials they had used during their studies were often based on the Soviet tradition. R. Bolitho in his chapter about English learning materials used in Eastern Europe and former Soviet Union claims that "state publishing houses had a monopoly over educational publishing, and textbooks, by Western standards, looked uniformly drab and uninspiring. The picture they gave of Britain and America was largely based on stereotypes and outdated texts, many of them drawn from old or ideologically 'sound' literary sources [...]. English was generally seen as just another school subject with no use beyond the limits of formal education" [23, p.213]. Very few people had a possibility to meet a native speaker and thus somehow verify whether their English knowledge and performance as such were adequate. Reading aloud was one of top priorities; vocabulary learning was also very important, yet little attention was paid to distinguishing "between active and passive lexicons [23, p.214].

From modern perspective it may seem that students majoring in English had access to better learning resources than other students, but at university level they "are put through the now very long-established course by Arakin (first published as long ago as 1961) which is traditional and based on views of language and language teaching which Western professionals would almost certainly regard as outmoded." We find this quote in a book published in 2008 [23, p.214]. Times and attitudes change and many university departments do not use the abovementioned book (and other outdated ones) any more, choosing new teaching materials by Pearson, Cambridge English, etc. This means that the quality of teaching and learning is improving, but since it was not accessible to people whom we define as adult learners (when they were students) we consider this factor to be an important one because it could have influenced their learning experience.

Let us now discuss the main challenges that IELTS takers face when dealing with Reading module of the exam and suggest some instruments that can be used to help both teachers and students to improve performance during this part of the test.

1. The first and vital thing that test takers should accept is that in IELTS reading the approach to the very process and tasks of reading is different. By this we mean that it is neither reading for pleasure, nor extensive reading, where students read to improve word recognition and their overall reading skills [9]. On the contrary, what the teacher should be looking for is encouraging students to practice intensive reading that involves quick reading of a text. The intensive reading sequences are used to "read for

general understanding or gist” (skimming) and “read to extract specific information” [9, p.288] (scanning) like names, dates or facts. These two approaches are usually not common for adult learners, so it takes time for them to understand the difference between those two and practice quick reading.

However, teachers, except from providing adult learners with as much practice as possible, should make sure that the students are aware of the difference between skimming and scanning and know when each approach should be used. IELTS Academic online resource for students and teachers suggests using analogies from real life when explaining the difference between skimming and scanning, because these analogies create emotional connections to the techniques: “Use the analogy of a stone skimming the water to illustrate that they must keep their eyes moving across the text when skim-reading. To demonstrate scanning, talk students through a scenario in which they arrive at an airport fifteen minutes before their flight is due to depart. Here, they have to block out all other sensory data and search quickly for information about their own flight, just like scanning a text for the answer to a question in IELTS” [10]. Students should understand what the reading purpose is so they would not waste time trying to read texts thoroughly.

2. The second important point to remember is time restrictions. In IELTS General test takers have 60 minutes to deal with 5 – 6 texts. As the experience shows, in case they spend too much time trying to read texts under consideration very attentively (not using skimming and scanning techniques), paying too much attention to unknown vocabulary, they can never manage to do all the required tasks. Ukrainian adult learners (especially when they have just started preparing for IELTS) often tend to read very attentively, analyzing the text they are working with. This is a good skill, but not for IELTS takers. That is why it is crucial for teachers to set time limits when asking students to read texts in class.

3. The third challenge that Ukrainian adult learners face when practicing IELTS Reading module is answering True/False/Not Given questions. The general rule is that a test taker reads the statement and compares it to the information in the passage. The task is to decide whether the statement is true, not true or if the statement does not actually agree or disagree with the passage (“not given”). Usually the statements are represented by paraphrases, so even if the statement should be marked as “True” it does not mean that it will be formulated in the same way as it is in the text. Even when a student has good skimming and scanning skills and is used to IELTS time restrictions, True/False/Not Given questions are often challenging. Let us consider an example from IELTS Express Coursebook. First students are asked to read a text about studying for a degree abroad [7, p. 13]. See two extracts from the passage below (viz. Picture 1, Picture 2):

Picture 1

STUDY IN THE UK

Many students are attracted to Britain by its long history of literature, from Chaucer and Shakespeare to Bridget Jones and Harry Potter. Look beyond this, and you'll find a university system with one of the best reputations in the world. Universities in the UK have a record of achievement in business, law, the sciences, philosophy, linguistics and many other fields. Some UK institutions offer a foundation course (usually three months or one year in length) to prepare international students before they go on to do a full undergraduate or post-graduate degree; applying for one of these courses normally involves taking the IELTS exam.

STUDY IN NEW ZEALAND

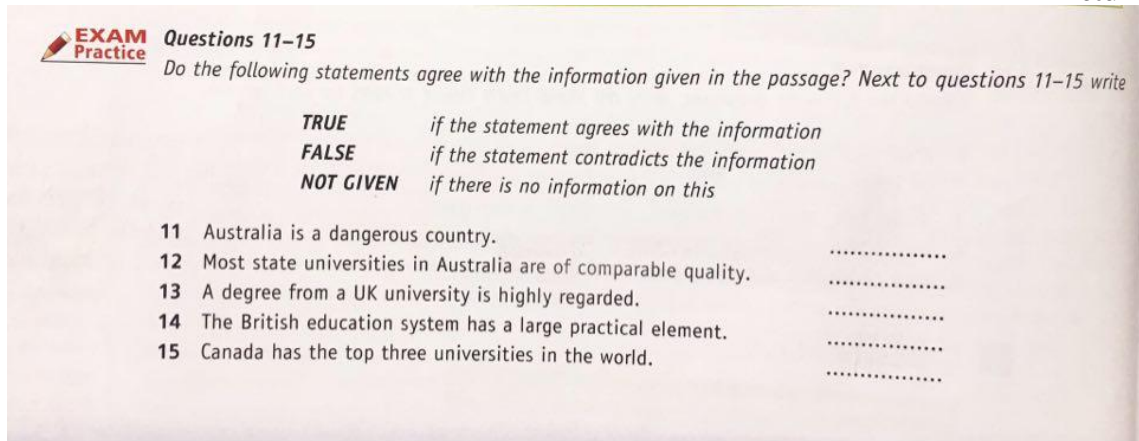
With its vast and beautiful open spaces and friendly city

Picture 2

centres, New Zealand is a country where you can enjoy both the great outdoors and the conveniences and dynamism of modern city life. Low living costs and a high standard of living also make life here very appealing. New Zealand's highly respected educational programmes are based on the British system. A large part of a degree programme is practical; this gives graduates both the knowledge and the skills they need when entering the workplace.

The True/False/Not Given questions to the text are as follows (viz. Picture 3):

Picture 3



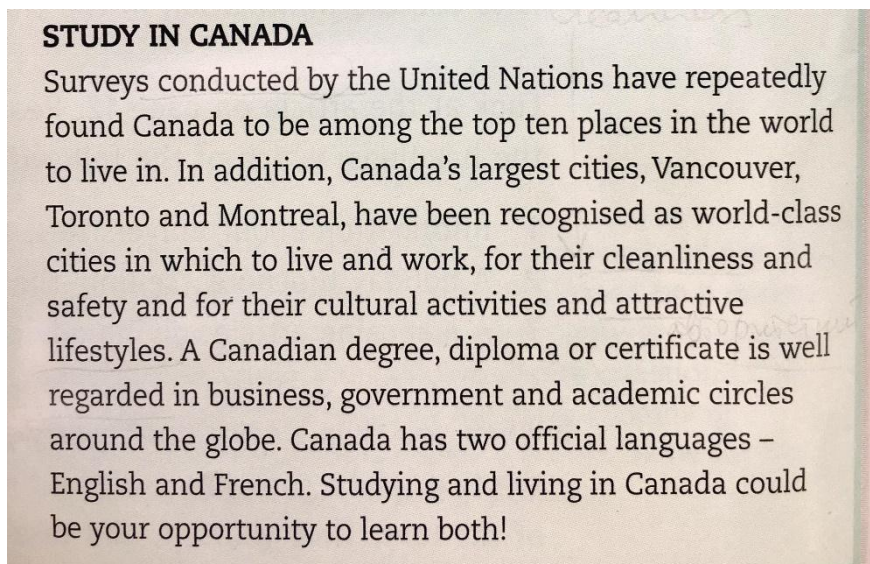
To illustrate the typical mistakes the test takers make we shall consider questions 14 and 15 in the Picture 3 above. The correct answer to question 14 is “Not Given”. However, students tend to make a mistake and put “True”. Their reasoning is that in “Study in New Zealand” passage (Picture 2) there are sentences *New Zealand’s highly respected educational programmes are based on the British system. A large part of a degree programme is practical; this gives graduates both the knowledge and the skills they need when entering the workplace* in which there is clear statement about New Zealand’s educational programmes being based on the British system and, according to the adult test takers, the next sentence implies that the programme is practical, which is true, but the text does not clearly say that, that is why the answer should be “Not Given”. Students tend to overthink the questions thus making the task too complicated, as we have seen in the example above.

If we look at question 15, students are often misled by the phrase *top three universities* in the question. If they were too fast to skim the text passage and did not bother to doublecheck the key words they thought they had remembered, the test takers opt for “True” as the correct answer, but then they are wrong, because (see Picture 4)

Picture 4

notwithstanding the fact that there is a phrase containing “ten” (*top ten places*), it is not connected to the question statement 15. This leads us to an idea that the teacher should pay students’ attention to the importance of finding the lexical evidence in the text, even if they think they remember it.

It is also very important to remember that IELTS Reading module does not require any personal knowledge and experience, i.e. even when the students disagree with the author of the text under consideration, he or she has to rely on the information included in the text, not on their own ideas about it.



However, as it was stated earlier, IELTS is very stressful experience for students, it is difficult for them to answer questions all the time without having any personal feedback, which is rather important in the process of learning. Agreeing with A. Kennedy [18] we think that it is important to ask students whether they liked the text and some short questions about the content of the text. It is especially important with adult learners who are used to such approach and those who have just started their process of preparation to IELTS exam. This approach helps new students to feel more comfortable

in unknown learning setting before they are familiar with IELTS Reading module and know its structure and requirements very well.

4. One more challenge worth considering in this article is Gapfill exercises. They are used to check general understanding of the text and detailed understanding of the sentences in it. Notwithstanding the fact that this task type is known for any language learner, the IELTS time limitations make it difficult, especially for adult learners preparing for IELTS General whose level of English is often not that high (as compared to IELTS Academic test takers) and is usually pre-intermediate or intermediate. The first thing to remember is that texts under consideration should be scanned, not read thoroughly. Teachers should make sure that the students know where to find answers in the text. To ensure this, students can underline/highlight keywords in the text or create a “map” of the text writing the key words on the margins. In such a way they will quickly find them when needed.

It is also vital to pay students’ attention to grammatical context directing them to certain specific features of syntactic environment. In such a way teacher performs function of a prompter. During the test students tend to pay too much attention to unknown vocabulary they find in the text thus wasting time and not managing to answer all the questions. Teachers should instruct students how to guess meanings of unknown words. This can be achieved by, for example, paying attention to text construction in the passage with unfamiliar words or by encouraging students to analyze the structure of an unknown lexical unit and to think about derivatives, paying attention to the words with similar roots; here we should note that it is important to raise students’ awareness about meanings of prefixes (e.g. negative meaning expressed by prefixes *dis-*, *il-*, *im-* *in-*, *non-*, etc.).

However good the knowledge of English is, test takers should read the tasks attentively and follow the instructions. The task may ask students to “write no more than three words”. If the answer does not fit the maximum word count, it will be considered as wrong. It is worth paying students’ attention that articles also count, so if test takers put three words and an article, the answer is incorrect.

It is a good idea to start with easier tasks. In such a way students will use the limited time wisely and get as many correct answers as possible.

Conclusions and prospects for further research. Years of teaching experience and the author’s research that lasted for 5 years, brought together 15 adult learners who did 1200 reading tasks in total, enables us to conclude that the biggest challenges that adult Ukrainian test takers face are connected with their previous learning experience and educational background as such. These include difficulties with skimming and scanning techniques, challenges in meeting the time restrictions and problems with some specific types of tasks (True/False/Not Given questions and Gapfill exercises).

Teachers should promote a different approach to reading when preparing students for IELTS. By this we mean that they should shift students’ attention from reading for pleasure to reading for gist, using scanning and skimming techniques. Instructors should also train their students to find keywords in the text and pay attention to grammatical and syntactical structures.

Further comparative research should be done to investigate how adult learners with different cultural background perform during IELTS Reading test.

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Котис Олена. Виклики при підготовці дорослих учнів до іспиту IELTS (модуль «Читання»). У статті проаналізовано досвід підготовки дорослих учнів до іспиту IELTS (модуль «Читання») та виклики, які виникають у дорослих українських студентів та викладачів при роботі з цією частиною іспиту.

Популярність іспиту IELTS робить його об'єктом дослідження багатьох науковців. Український контекст досі не був докладно досліджений, а кількість осіб, котрі здають цей тест, щорічно зростає. Матеріалом дослідження є індивідуальні кейси дорослих студентів, котрі виконували завдання модуля «Читання» (IELTS Reading), 18-річний викладацький досвід авторки та 5-річний досвід підготовки учнів до тесту IELTS (загалом 15 дорослих учнів). Протягом цього часу учасники дослідження виконали 30 тестів модуля «Читання», кожен з яких складається з 40 завдань (загальна кількість завдань – 1200).

Дорослі українські учні, наша цільова аудиторія, – це люди віком 25 років та старші. Основний виклик, з яким вони стикаються при підготовці до тесту, – це, на нашу думку, різниця в підходах, які використовують творці тесту IELTS, та автори підручників, якими свого часу користувалися учасники нашого дослідження в школі чи у ЗВО. Для багатьох людей віком понад 30 років, особливо тим, у кого спеціалізація не була пов'язана з вивченням мов, зазвичай витрачають більше часу на те, аби пристосуватися до підручників та інших ресурсів підготовки до IELTS, оскільки матеріали, які вони раніше використовували під час навчання, часто базувалися на радянських традиціях.

Основними викликами, перед яким стоять люди, котрі готуються до складання IELTS, ми вважаємо такі: 1) різниця в підходах до читання; 2) часові обмеження; 3) певні види завдань, а саме True/False/Not Given та Gapfill.

Ключові слова: IELTS, читання, дорослі учні, виклик, проглянути текст, побіжно прочитати текст, часові обмеження, перефразування.

Котис Олена. Вызовы при подготовке взрослых учеников к экзамену IELTS (модуль «Чтение»). В статье произведён анализ опыта подготовки взрослых учеников к экзамену IELTS и вызовов, с которыми сталкиваются украинские студенты во время работы с этой частью экзамена.

Популярность экзамена IELTS делает его объектом исследования многих учёных. Украинский контекст ещё не был тщательно исследован, а количество человек, сдающих этот тест, с каждым годом растёт. Материалом исследования являются индивидуальные кейсы взрослых студентов, которые исполняли задания модуля «Чтение» (IELTS Reading), 18-летний преподавательский опыт автора статьи и 5-летний опыт подготовки учеников к тесту IELTS (15 взрослых учеников). На протяжении этого времени участники исследования исполнили 30 тестов модуля «Чтение», каждый из которых состоит из 40 заданий (общее количество заданий – 1200).

Взрослые украинские ученики, наша целевая аудитория, – это люди в возрасте 25 лет и старше. Основной вызов, с которым они сталкиваются при подготовке к тесту, – это, как мы считаем, разница в подходах, которые используют авторы теста IELTS и авторы учебников, какими в своё время пользовались участники нашего исследования в школе или университете. Для многих людей в возрасте более 30 лет, особенно для тех, у кого специализация не была связана с изучением языков, обычно используют больше времени на то, чтобы приспособиться к учебникам и другим ресурсам подготовки к IELTS, поскольку материалы, которые они раньше использовали для обучения, часто основывались на советских традициях.

Результати нашого дослідження показують, що основні виклики, з якими стикаються люди, готуючись до здачі IELTS, такі: 1) різниця в підходах до читання; 2) часові обмеження; 3) специфічні типи завдань, а саме True/False/Not Given і Gapfill.

Ключові слова: IELTS, читання, дорослі учні, виклик, переглянути текст, швидко переглянути текст, обмеження за часом, перефразування.

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Олександр Лавриненко

ФУНКЦІОНАЛЬНІ ЗВ'ЯЗКИ МІЖ МОВНИМИ ЗНАННЯМИ ТА ПСИХОЛОГІЧНИМИ ЯКОСТЯМИ ОСОБИСТОСТІ В ПРОЦЕСІ МОВЛЕННЄВО-МИСЛЕННЄВОЇ ДІЯЛЬНОСТІ

Стаття є теоретико-емпіричним дослідженням внутрішніх когнітивних процесів людини, пов'язаних мисленнєвою та мовленнєвою діяльністю. Робота поєднує в собі філологічну та психологічну парадигми. У теоретичній частині здійснено огляд й аналіз мовленнєво-мисленнєвих процесів людини, що уможливають сприйняття, збереження нової інформації індивідом, її внутрішню переробку та подальше відтворення.

Відображено погляди та гіпотетичні теорії на окреслену проблематику низки відомих філологів і психолінгвістів: Н. Хомського, Л. С. Виготського, О. М. Леонтьєва, О. Р. Лурії, Дж. Андерсона й ін. У дослідженні розкрито, передусім, інтегративну складову частину теорій кожного із зазначених учених. У результаті описаного теоретичного аналізу когнітивних процесів, спрямованих на сприйняття, збереження, переробку та репродукування інформації вдалося встановити лексико-предметні відношення між поняттями: мовні знання, енциклопедичні знання, вивідні знання.

У практичній частині використано низку психологічних і психолінгвістичних тестових й опитувальних методик задля пошуку кореляцій між психологічними рисами особистості та особливостями функціонування її когнітивних процесів, прямо чи опосередковано пов'язаних із мовною діяльністю. У результаті математичної обробки отриманих статистичних даних удалося виявити панораму кореляційних зв'язків між такими психологічними якостями особистості, як невротичність, сором'язливість, комунікабельність, пізнавальний мотив, особливості комунікативної поведінки, структура мотиваційної й емоційної сфер та специфікою перебігу когнітивних процесів, пов'язаних із накопиченням та формуванням мовних знань і їх якісний перехід на рівень мовної компетентності.

Виявлені й описані автором в цій роботі тенденції та закономірності можуть виступати в ролі елементів емпіричної основи в майбутньому створенні нових, особистісно орієнтованих методик викладання іноземних мов. Окрім того, установлені факти також будуть корисними для побудови нових теорій і моделей когнітивних процесів людини.

Ключові слова: енциклопедичні знання, лінгвістичні знання, вивідні знання, вроджені когнітивні структури, інтеріоризація, екстеріоризація, лексикон, мовні знання, мовна компетентність.

На сьогодні успішному вченому, лікарю, письменнику та будь-якому іншому фахівцю для підтримання статусу висококваліфікованого спеціаліста й перебування в курсі всіх сучасних міжнародних подій обраної ним фахової сфери вже недостатньо володіти рідною та однією із поширених іноземних мовами. Сучасні тенденції в науковому світі вказують на те, що кожна людина для успішної професійної самореалізації повинна володіти принаймні трьома або навіть чотирма мовами, включаючи рідну.

Накопичений практичний досвід викладання іноземних мов на немовних спеціальностях [8, с. 92–95] указує, що в абсолютно однакових умовах одні слухачі навчаються швидше й легше, у той час як інші потребують більше часу та досягають значно скромніших успіхів. Цікавий також інший, емпірично доведений факт: обраний людиною фах впливає на тип труднощів, із якими вона стикатиметься в процесі засвоєння нової мови. Представники точних наук легко засвоюють граматичні правила іноземних мов та алгоритми їх застосування, однак часто мають проблеми з фонетичним аспектом і творчими завданнями. Водночас фахівцям гуманітарних спеціальностей важко дається система граматичних правил, особливо на рівні синтаксису [8, с. 134].

Водночас психологічні особливості самої людини, здійснюючи специфічний і