To my mother
ABSTRACT

The topic I chose for my dissertation is: 'ESP reading materials and schema theory', as it is relevant to what I teach. I have been teaching ESP at TEI (Technological Educational Institution) of Athens, Faculty of Health and Caring Professions, Department of Midwifery for ten years and no ready-made materials are available to suit most students needs. Students taking ESP courses do not constitute a homogeneous group in terms of background, needs, interests or proficiency in English.

My students are third year ESP students at the Midwifery Department of the TEI of Athens. Their age ranges between eighteen and twenty four. Almost all of them have studied English for six years at high school and most of them have got their first Certificate in English. In an attempt to specify the learners' level and language needs, a diagnostic test is given to them at the beginning of the course. The results of the test have shown that the learners' level varies ranging from upper-intermediate to advanced. In addition to different levels of proficiency, heterogeneity also characterizes the particular learners' aims and demands, therefore, I have to balance and weigh priorities considered to be of relative importance and design materials representative of what the learners will have to deal with after the course is over.

As it usually becomes apparent from a needs analysis conducted every year, the students are interested in reading skills, because these are the skills which will be useful to them, after they complete their studies. The needs analysis data point to the need for a syllabus with the aim of increasing the learners' ability to use manuals as well as reference bibliography related to their special field of study. This in line with the curriculum in which reading covers 80% of the syllabus usually taught, while the other 20% is devoted to writing.

In general, as the aim of my students is to improve their reading skills to meet their needs and problems expressed in their needs analysis, every effort should be made to help them to be competent readers. To improve their English through reading, they should be able to handle unfamiliar texts and be able to understand enough of the text to suit their purpose. My focus thus will be on a reading syllabus, as this has been derived from the needs analysis data and my major concern will be to equip them with reading skills needed for comprehension, by focussing on tasks that encourage understanding the main
idea of the text, deducing information, predicting the content, inferencing, recognition of discourse devices, etc. while writing will comprise the production of short reports and paraphrasing.

Since my students have fluency in English (i.e. their level ranges from upper-intermediate to advanced), I will rely on the principles of schema theory and on schema-based strategies to develop ESP reading materials.

Schema theory (Bartlett 1932, Rumelhart and Ortony 1977, Rumelhart 1980, Carrell 1983, Carrell at al 1988) based on the role of background knowledge in the reader's ability to make sense of the text, is one of the most influential theories dealing with reading as an active skill (Goodman, 1975, Samuels and Kamil, 1984 in Carrell at al, 1988). According to Grabe (1988) 'the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn, may be refined and extended by the new information supplied by the text'. Therefore, reading is both a perceptual and cognitive process, thus involving exploitation of both systemic and schematic knowledge. In other words, reading involves not only realising what information is implied in terms of linguistic symbols (i.e. systemic knowledge), but also attempting to understand what information is implied in terms of inferences and predictions (i.e. schematic knowledge).

The reader equipped with schematic knowledge is not only enabled to read 'between the lines' but also to assign membership to new information by subsuming it to concepts already stored in mind. Since the focal point of reading is that the readers extract the message the language expresses, schema-theory can be of great importance in enabling them to build bridges between the known and the unknown and between the given and the implied, by interpreting far more than the lines displayed on the page.
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CHAPTER V
INTRODUCTION: DESIGN OF ESP READING MATERIALS BASED ON SCHEMA THEORY

The topic chosen for the dissertation is 'ESP Reading Materials and Schema Theory' as it is relevant to my teaching situation. I have been teaching ESP at TEI (Technological Educational Institution) of Athens - Faculty of Health and Caring Professions, Department of Midwifery - for ten years and there are no published materials available to suit the majority of students needs.

Students taking ESP courses generally do not constitute a homogeneous group in terms of background, needs, interests or proficiency in English. There are no ready-made materials that will suit most students. As Frydenberg (1982: 156) points out, 'a significant problem in ESP instruction has been that the purposes have not been sufficiently specific'.

ESP has its basis 'in an investigation of the purposes of the learner and the set of communicative needs arising from these purposes' (Kennedy and Bolitho, 1984: 3). It is the purpose for which the learner is studying that is special or specific, not the language. According to Widdowson (1983), 'purpose' in ESP, refers to the eventual practical use to which the language will be put in achieving occupational and academic aims. The course is successful to the extent that it provides the learners with the restricted competence they need to meet their requirements.

My students are third year ESP students at the Midwifery Department of the TEI of Athens. Their age ranges between eighteen and twenty-four and their linguistic competence varies from upper-intermediate to advanced. In addition to different levels of proficiency, heterogeneity also characterizes the particular learners' aims and demands, therefore I have to balance and weigh priorities considered to be of relative importance and design materials representative of what my ESP learners will have to read after the course is over.

The first chapter of my dissertation thus, introduces the topic which is a development of reading materials for ESP students based on the principles of schema theory. First, the dissertation focuses on the background information...
about my students and the problems that arise due to a lack of suitable reading materials. Reasons motivating me to design ESP reading materials are also discussed and analysed. Finally, a brief outline of the proposed study is given.

The second chapter discusses three areas. a) ESP and teaching materials b) Principles of course design which in our case is an ESP reading course and materials development and c) Schema theory as a theoretical basis for the reading materials. There is a brief overview on the history of ESP and current ESP teaching materials. Principles and criteria for ESP course design are discussed and used as a reference point for the design of my ESP reading course and materials development. Three models of reading, bottom-up, top-down and interactive, are discussed in terms of their scope and of their approach to reading processing. Reading is related to the interactive models and this serves as a lead in to schema theory on which the dissertation focusses. The chapter also gives a rationale for adopting schema theory and schema-based strategies to develop these materials. The main principles of the theory are first explained and then related to reading. Finally, an attempt is made to include how ESP, reading and schema theory are integrated to provide a basis for the development of materials for this specific group of ESP learners, i.e. Midwives.

The third chapter looks at reading materials based on insights and principles of schema-theory. Reading materials are analyzed through activating content-based and formal-based schemata. The chapter also talks about text selection and stresses the reading stages and their aims in relation to schema theory. Finally an outline of a reading syllabus in terms of content, aims, activities and strategies which are schema - based is dealt with.

In chapter four sample materials are presented with examples of reading tasks and activities.

The final chapter relates the questions set at the beginning of the dissertation with the materials in an attempt to address these.
1.1. BACKGROUND INFORMATION AND PROBLEMS OF SUITABLE READING MATERIALS

1.1.1. Educational background

The students on my course are final year midwifery undergraduates at the Athens TEI (Appendix, figure 1). In relation to the educational system in Greece, TEI belongs to the higher education. The formal education system consists of primary, secondary and university or other tertiary level educational institutions (figure 2).

The primary education is compulsory, it lasts six years and the official entry age is six. An examination is used as a basis for selective entry into secondary school. The secondary education involves six years of study; three years at the basic level which is also compulsory and a further three years at the medium level. The secondary age group is between thirteen and eighteen. Universities and TEIs belong to the higher education which lasts five years. The age entry is eighteen plus.

The students (Appendix, figure 3) are all in their late teens and early twenties. The optimal group size is fifteen (thirteen female, two male) which would facilitate more intensive and productive communication inside and outside classrooms. Classes are time-tabled, three hours per week considered proportional to the number of hours devoted to their main subjects. The students come from different educational backgrounds. They are generally used to teacher-directed classes. Most of them come from a very rigid teacher-centred background where the teacher has a centre-stage role. His/her role is more that of a straightforward text-explainer/question-asker and less that of consultant or classroom-organiser. In terms of their competence in English, almost all of them have studied English for six years at secondary education and most of them have got their First Certificate in English. In an attempt to specify their level and language needs, a diagnostic test is given to them at the beginning of the course. The results of the test have shown that the learners' level ranges from upper-intermediate to advanced. Their upper-intermediate level potentially enables them to cope with common-core ESP which is the language of Midwifery.
Most of the students will become Midwives working in Greek-medium Maternity hospitals after graduation. Some of the problems encountered with this specific group of ESP students are that:

a) There is a lack of appropriate courses to fit their needs, since the ones which are available are either appropriate for students coming to the study of the language for the first time or are suitable for younger learners or are written as ‘general’ English courses.

b) Priority is always given to their main subjects. English is regarded as less ‘serious’ than main subjects, thus leading to problems of absenteeism and motivation.

c) The students have already taken a general course in English during their six years at high school. However they are used to a methodology based on teacher - talk and rote memorisation of notes. They have a tendency to read word by word and are used to a concept of reading which implies the necessity of knowing what every word in a passage means.

d) They have a variety of learning styles and abilities. Some require a lot of help; others are able to identify particular parts of a text that are causing problems. Some have a negative attitude because their previous learning of English has not been successful. English is the medium of instruction.

1.1.2. The role of English

In Greece, English is used as a foreign language. It is used for foreign affairs, business, trade and co-operation with other countries whereas within the country it is the means of communication between people of different nationalities involved in development projects in Greece with foreigners or visitors and nationals working in tourism, embassies and international organizations.

Within the educational context, English is a subject on the school curriculum. It is the first foreign language students come across when they enter primary school. It is an obligatory subject in the secondary education and the first foreign language students study at the tertiary education. It is also used as a means of access to sources of information not available in Greek (i.e. scientific and technical literature).
In TEIs English is a compulsory subject. A pass in English is a prerequisite for obtaining the subject qualification. From the very first semester (six semesters is the whole course) there is a focus on English for Specific Purposes.

The purpose for including English in the curricula of courses run by these Institutions is to enable the students to respond more effectively to the demands of their target situations, that is to read articles taken from magazines relevant to their field of specialization or other books of reference, technical manuals, etc. Most of the materials are inappropriate for these students who have already acquired some knowledge of English in a school situation and who now, in contrast to their former school learning experience are well aware of their purpose in learning the language. Thus, a gap in materials has to be filled for these specific-purpose learners in relation to their needs.

1.2. REASONS FOR DEVELOPING ESP READING MATERIALS

Materials as Hutchinson (1987: 37) points out, ‘are an embodiment of the aims, values and methods of the particular teaching / learning situation’. As such, development of materials is one of the most important decisions that the ESP learner has to make.

Before giving the reasons for developing my ESP reading materials, it is useful to draw a distinction between materials and syllabus. A syllabus outlines the main teaching points to be taught to a particular type of group of learners in a particular institution. Many syllabuses order the teaching points, many specify objectives and some suggest activities, materials and methods. In other words a syllabus is a specification of what is taught, while materials facilitate what is taught. The teacher mediates between the student and what is taught; materials facilitate the process. Materials development is one of the most characteristic features of ESP in practice and a visible product of activity. In contrast to General English, materials in ESP focus on the learner
and his needs that are now taken as central to the problem of deciding course content; these learner's needs, act as a guide to materials development.

a. There are a number of reasons which motivated me to develop materials. First was the fact that despite the growing number of published ESP textbooks, the subject specialism of Midwifery is still not catered for, thus materials development seemed an essential task to undertake.

b. To meet the needs of the students, I had to be able to draw on a range of materials. A single textbook cannot coincide with all of my group's requirements.

c. Some of the students' previous learning of English had not been successful, so some of them had a negative attitude to the ESP course. Recognition of these negative feelings motivated the development of materials which are quite different from the type of learning experience the students had had in the past to arouse their interest and enable them to overcome their initial reluctance (i.e. this development can be expressed in the form of interesting texts and more closely linked to the skills required by my students, by learner involvement and by a functional rather than strictly structural approach).

Therefore I had to design materials with a relevant content to the students' target needs. My role as an ESP teacher and the aim of the materials should inevitably be to teach both language and content. However as Hutchinson (1988) argues, materials must not be only relevant to learners' target needs but they must be made to work and have efficacy in the classroom. In other words, in the development of ESP materials we need to consider not only target language needs but also learning needs.

Since the main import of ESP is that it specifies a learner-centred process, paying particular attention to what the learners need to be taught to meet the demands of the situations they may find themselves involved in, the materials to be prepared and introduced should not be irrelevant of the learners' purposes.

Materials prepared with the learner group's characteristics (i.e. accurate objective information about the learners, their specialism and their needs, the knowledge they possess so that this can be activated in the learning of the new
knowledge), will have high motivational value for the students. For example a midwife might need to read articles in manuals in her own subject areas, or descriptions of systems and treatments in manuals published by firms and organisations marketing pharmaceutical products or write up reports and case studies. Materials catering for such specific requirements would have to be pedagogically organised to relate the appropriate language skills together in an ordered manner in units of teaching material.

Since our job as ESP teachers is to teach ways of dealing with content, this can be done using almost any material of interest to the students: general interest, subject related or actual subject materials.

1.3. BRIEF OUTLINE OF THE PROPOSED STUDY

The specific subject area of Midwives is an area for which teaching materials do not exist to fit the needs of these particular learners. As a result of this unavailability, an appropriate syllabus should be designed first and then materials will have to be developed, tailored to the needs of this specific group of ESP learners.

In deciding on a syllabus focus, the initial step is to acquire information about the kind of learners (i.e. adults, ESP learners, etc.) for which the syllabus is to be designed as well as the learning conditions available which can determine the success of achieving this aim. The reason for acquiring such information is, that given a learner or a group of learners with a specific purpose in learning English, it seems logical to base a syllabus on that purpose and on the needs of the learners in their situation. We must be guided therefore by some sort of needs analysis.

These needs of the ESP learners which have an important influence on their motivation to learn and on the effectiveness of their learning, ‘will act as a guide to the design of course materials’ (Kennedy and Bolitho, 1984). The kind of English to be taught and the topics and themes through which it will be taught, will be based on the interest and the requirements of the learner. The
skills to be taught may be restricted. For example, a needs analysis may reveal a priority for reading, and materials may be highly specific to suit specialist groups.

Thus, accurate data relating to age, previous experience of the target language, the learners' specialization as well as data concerning the students' exact needs, preferences, attitudes towards English and the uses to which they are required to put the language, must be gathered.

Ways of acquiring such information are interviews, questionnaires, observation, etc. In our case, a careful planned questionnaire was used (Appendix, figure 4).

For a better understanding of the students' needs, I co-operated with three of their subject specialists and asked questions about how a professional midwife might spend her day, about what my students are expected to read in the subject outside classes, what format is preferred for work experience reports, how they cope with their lessons, the kinds of language needed, etc. Kennedy and Bolitho (1984:13) claim that 'any decision to use an ESP approach relating to a specific subject will inevitably demand some degree of co-operation between language and subject specialists'.

Our needs analysis data and my co-operation with the subjects specialists have shown that the students are interested in the acquisition of reading skills because these skills will be useful to them after they complete their studies. According to the needs analysis questionnaire, they require reading skills to gain access to English-medium journals or other books relevant to their field of specialization in a short period of time. According to the questionnaire, they need to read journal articles sometimes quickly, extracting only the main points or read specialist journals very closely, searching for specific details. They also need to read notices and doctors' letters and reports or find information from timetables, look up topics in an index, get the best out of a bibliography, etc. All reading is done in English mainly medical journals and reports. This assumes that 'instrumental motivation where English is seen as a means of achieving some practical or professional purpose seems to be more important than integrative motivation where the learner identifies with the social or cultural aspects of learning English'. (Kennedy and Bolitho, 1984:15) The needs analysis data, thus, point to a need to design a syllabus
that aims at increasing the learners' ability to use the manuals as well as reference bibliography related to their special field of study, focusing mainly on reading skills. Moreover, reading covers 80% of the syllabus usually taught, according to their curriculum, while the other 20% is devoted to writing.

Since, in general, the aim of my students is to improve their reading skills to meet their needs and problems identified by their needs analysis, my primary aim is to help them to become competent readers. To improve their English through reading, they should be able to handle unfamiliar texts and be able to understand enough of the text to suit their purpose. My focus thus will be on a reading syllabus, as this has been derived from the needs analysis data and my major concern will be to equip the learners with reading skills needed for comprehension, by focusing on tasks that encourage understanding the main idea of the text, deducing information, predicting the content, inferencing, etc. while writing will comprise the production of short reports and paraphrasing.

Since my students have fluency in English (i.e. their level ranges from upper-intermediate to advanced), I will rely on the principles of schema theory and on schema-based strategies to develop my ESP reading materials.

After completing this reading course, my students should:

a) read in different ways according to their purpose and the type of text;

b) use skimming when appropriate to ensure that they read only what is relevant and to help subsequent comprehension (i.e. they may need to read journal articles sometimes quickly, extracting only the main points);

c) make use of non-text information (i.e. diagrams, etc.) to supplement the text and increase understanding (i.e. training to the use of graphs and diagrams will help them predict some of the content of a text);

d) use scanning for specific information (i.e. they may need to read specialist journals very closely often searching for quite specific details);

e) make use of the reference system, discourse markers etc. to help themselves to unravel the meaning of difficult passages;
f) be able to make use of the rhetorical organization of the text to help them to interpret a complex message (i.e. recognize and understand rhetorical functions, e.g. definition, condition, emphasis, contrast, conclusion);

g) be aware that the writer does not express everything he means and be able to make inferences as required;

h) deal effectively with unfamiliar vocabulary, including specialist terminology;

Once the students needs have been defined, in terms of why they wish to learn English and the kind of English they will have to use and objectives have been decided, this information can be used as a guideline for the design of materials and the content of the course suited to my students' particular needs and interests.
CHAPTER II
LITERATURE REVIEW
DEVELOPMENT OF COURSE MATERIALS

In this chapter, I will review the literature on the following three areas, which will be analysed in detail:

a) ESP and teaching materials

b) Principles of course design which in our case is an ESP reading course and materials development

c) Schema theory as a theoretical basis for the reading materials

In the first part of this chapter, a general review of the ESP’s definition and development is given with a discussion of the existing ESP teaching materials and observed weaknesses relating primarily to their content. The second part gives an account of the main principles involved in course design, with a special reference to reading materials. Different views are put forward by linguists and ESP specialists such as Widdowson, Mackay, Crofts and others.

So, having covered the principles underlying course and syllabus design in relation to the development of reading, I will move on to a discussion of Schema Theory, which will be the basis for the development of my ESP reading materials. This theory will be covered in depth in the third part of this chapter, together with reading and the different models of reading.

The area of ESP is first analysed because the students for whom the materials are to be designed are ESP students and a research is made through the course and syllabus principles which are to be established for this specific reading course and materials development. Schema theory is particularly relevant to this study because it can be related to a theory of reading in that it deals with reading as an active skill. As a «theory of knowledge representation» it has given insight into how effective reading can occur. The schema theoretic approach has placed the reader at the centre of the reading process by
postulating the notion of interaction between him/her and the text. Reading skills are connected to schema theory in terms of schemata role in the effective performance of the skills.

2.1. ESP AND TEACHING MATERIALS

2.1.1. ESP’S Definition and Development

Nowadays more and more people are required to learn English since its importance as an international language is indisputable. Education programmes with English as the first - and sometimes only - foreign language are being introduced by governments. The need for English as a common medium of communication results from business development, increased occupational mobility and access to scientific and technical literature.

All these demands have resulted in the expansion of one particular aspect of English Language Teaching (ELT) - the teaching of English for Specific Purposes (ESP). A number of scholars, text-book writers and practitioners in the field of Applied Linguistics offered different definitions of ESP: Robinson (1991) states that ESP develops a concern for the learner's need and emphasizes his/her requirements rather than some theoretical requirements imposed by an English syllabus, designed to address the difficulties of learning English as a foreign language in general. Further she says that

‘perhaps what we are really involved in as ESP practitioners is not so much teaching English for specific purposes but teaching English to specified people’ (1991: 5).

Widdowson, in defining ESP, makes a distinction between ESP and GPE. He supports that ‘ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet’ while ‘GPE ... is essentially an educational
operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future' (Widdowson, 1983:6). Trimble (1985:56) views the issue of ESP as a learner-oriented language process while Gray (1990:261-269) defines ESP as language courses with specific objectives related to the learners' needs. Little John (1985) sees ESP as a learner-centred approach where a specific syllabus design aims to answer the needs of particular learners. For Hutchinson and Waters (1987), ESP does not imply teaching 'specialized varieties of English', it is not a particular kind of language, it does not denote a particular methodology, nor does it consist of particular type of teaching material. Understood properly, ESP is an approach whereby all decisions as to content and method are based on the learners' reasons for learning.

(Hutchinson and Waters, 1987:19).

The demand for ESP has resulted from learners who had already completed a general English course and wished to learn English for particular reasons connected with their studies or their jobs. These people wanted 'to learn English, not for pleasure or the prestige of knowing the language but because English was the key to the international currencies of technology and commerce' (Hutchinson and Waters, 1987:6). For these people, the learning of a foreign language was associated with an occupational, vocational, academic or professional requirement; without this knowledge, their development in their chosen sphere of work could be restricted.

The English learnt at the secondary level of education was insufficient for the socioeconomic and educational needs of students at tertiary level of education. For example, for medical students wishing to become doctors, a specialized course in English would help them on the one hand to talk and respond to patients and staff and on the other to read technical manuals. Thus, as
Mountford (1988) claims, ‘ESP developed with the emphasis very much on a renewed and more critical sense of what constitutes the purpose of learning a foreign language’.

This very purposefulness of an ESP course implies two things: a) that both learner and teacher should be constantly aware of these purposes and the materials to be introduced should not be irrelevant and b) an ESP course should be learner-centred. In other words, the ‘Specific Purposes’ of ESP, denote a syllabus, designed to help learners solve particular problems in specific situations which necessitate the use of a foreign language.

To recapitulate, ESP is an approach to language learning based on individual learners needs. These needs act as a guideline for the development of syllabuses and materials. Recent teaching methodologies and materials put the learner and his/her needs at the centre and are designed so as to assist the learner better. Therefore, courses were developed in which ‘relevance’ to the learners’ needs and interests were significant. The standard way of achieving this was to take texts from the learners’ specialist area - texts about Midwifery for Midwives, etc. What underlies this approach is that the clear relevance of the English course to their needs will improve the learners’ motivation and for this reason make learning better and faster. This explains why ESP has become such an important part of English language teaching.

2.1.2. Preparation of ESP teaching materials - Weaknesses in the content of current ESP materials

It is quite clear from all the above that in ESP situations there is a need to develop materials to suit the needs of a particular group of students due either to the unavailability of suitable published materials or to a heterogeneous background of the learners in terms of language proficiency and other factors or both.
The two types of ESP teaching materials that have been most fully advocated in the literature so far are: a) the so-called authentic materials (i.e. texts and realia students are expected to meet in the course of their work or studies) and b) materials simplified in language to the expected level of the students and expected to be very familiar in subject matter. Both types of materials are quite dull because, as Crofts points out, 'they are linked to the artificiality of appearing to teach something the students either already know well or expect to learn properly later' (cit. in Selinker, Tarone and Hanzeli, 1981:149). To avoid these difficulties and make the students be adequately prepared to cope with the English of their specialisms, as Crofts further suggests, the ESP teacher's most effective role, in addition to that of language teacher, is 'as a teacher of things not learned as part of courses in these specialisms'. Such things may either be of intrinsic interest to the students or be seen by them to support the learning they do in their specialisms. Both Crofts and Widdowson have identified a central problem, the problem of what the pedagogical goal of an ESP course should be, as distinct from the goal of the specialist course (i.e. the student's specialism). Crofts' position is close to that of Widdowson in that he suggests that 'ESP courses should not focus on the same content as the specialist course but rather should attempt to teach requisite language skills needed in that specialism' (cit. in Selinker, Tarone and Hanzeli 1981:153). The content of the ESP course should be related to specialist course content but be different in kind (i.e. neither overfamiliar nor extremely difficult).

In ESP, much attention has been given to the specification of the language to be learned and less attention paid to the kind of problem solving methodology that is appropriate for the realisation of this content in actual communicative behaviour.

Often ESP course content, as Widdowson points out (1984:240), 'has been associated with activities which are simply transferred from standard language
teaching practice and which are far from the kind of procedural work that has to be done in interpreting the actual discourse of particular specialities’. He goes on to say that asking a group of specialists to change active to passive or learn sets of form/function correlates in simulated dialogues ‘is not likely to engage them in the procedural activity so necessary for authentic use and, equivalently, for learning’ (1984: 220).

2.2. PRINCIPLES OF COURSE DESIGN

2.2.1. ESP reading course and materials development

There are various criteria for course design identified in the literature (Widdowson, 1981, 1984; McDonough & Shaw, 1993; Mackay, 1981 and others).

Widdowson (1981), in his approach to develop criteria and principles for ESP course design, has made several distinctions. One of these is the ‘goal-oriented’ versus ‘process-oriented’ ESP instruction. A goal-oriented definition of ‘learner-needs’ (i.e. what the learner needs to do with the language once he has learned it ) relates to terminal behaviour, the ends of learning, and is the one which is favoured in current ESP work. On the other hand, a process-oriented approach (what the learner needs to do to actually acquire the language) relates to transitional behaviour, the means of learning. According to this approach, the language content of the course is selected not because it is representative of what the learner will have to deal with after the course is over, but because it is likely to activate strategies for learning while the course is in progress’ (Widdowson, 1984:182). He further points out that, in practice, there may be a close correspondence between these two approaches and factors like learnability and teachability, which relate to means of learning, should be considered to determine course design.

Another important criterion to materials development is the grading and sequencing of the materials which, according to McDonough and Shaw
(1993:76), 'merits some investigation as it is not always patently clear what the principle is'. Some materials are steeply graded while in some others there is no grading at all.

The adaptability and flexibility factors are also quite important in designing materials, e.g. if we judge that a reading passage is unsuitable and needs modification, or if the materials can enter at different points and be used in different ways.

Mackay (cit. in Selinker, Tarone and Hanzeli, 1981) talks about the presentation/teaching of skills in isolation or integrated and refers to classroom procedures appropriate to the goals, materials and maturity of the students. He states that the exercise types used to practise the teaching points should be arrived at as a result of prior experience and familiarity with successful practices. Since the subject in question is the development of materials for a specific ESP reading course, I should first look at how the concept of reading as a skill has evolved in recent years and how this has come to be reflected in the types of ESP materials available.

The traditional way of designing materials is to begin with a piece of written text which is then 'read' by the student, focusing thus on items of grammar and vocabulary which are developed later during the unit.

Using simple questions to find out whether a text has been understood is a typical format of an earlier approach to reading comprehension and is more like a test of comprehension rather than that it teaches the learners any strategies for understanding the passage. A 'test' method tries to check that learners have understood a particular piece of language but does little to develop techniques that can be transferred to other texts. This method is inadequate as I am attempting to teach reading skills, and students would in this case not be exposed to the variety of styles that I would expect with a variety of texts (i.e. scientific reports, newspaper/magazine articles, information leaflets, texts incorporating a wide variety of visuals, like photographs, etc.).
Currently, there is a growing concern to ensure that 'practice is given in activating these generalizable skills that are believed to represent underlying processes for all language users' (Widdowson, 1984:58). Thus, the reading skill is seen in terms of a number of different 'sub-skills' such as reading for general information, scanning, skimming, etc. These sub-skills or strategies can be used as the basis for specific tasks and exercises in a lesson. Comprehension is therefore not just practising grammar by using a text but opens up a perspective on psychological text-processing mechanisms.

The first principle set up in developing materials thus, is to draw the students' attention not to items of structural usage, but to authentic features which are characteristic of 'real' texts (Widdowson, 1984). This can be done by finding a) various activities to be carried out before reading b) activities that require different groups in the class to share different information c) questions in the middle of a text to help with anticipation d) true - false questions that require learners to combine two or more parts of a text before they can answer. The aim, in using different kinds of text, and different reasons for reading with this methodology, is to equip the students with useful and transferable skills.

The choice of topic is established as the second principle. Students should not be presented with over-familiar material which does not focus on what they can bring to the text, nor with inconsequential content. If the text is artificial - that is text designed within structural guidelines and word limits - no real message is being communicated, and no real interaction takes place between the writer and the reader.

Concerning the grading and sequencing of the materials, their difficulty should be assessed and graded according to familiarity of topic, length and complexity of structure and possible number of unfamiliar words/expressions, as overloading learners with too much, may involve them in decoding vocabulary at the expense of reading for meaning.
Creativity is another principle to be taken into account. I am not so much concerned here with author creativity leading to interesting texts, but by the capacity of the texts to provoke creative responses from the students (Hutchinson and Waters, 1987). Units should not be designed to have the same type and number of exercises. Instead, they should be flexible enough to allow for creativity and variety.

From the above principles it is apparent that the learners are not seen as passive receivers of knowledge but as active participants in the learning process. Activation process, on the other hand, is a key principle underlying schema theory - a major contribution to our knowledge of reading.

Considering that the subject in question is the development of ESP reading materials, the next issue to be discussed involves a) ‘reading’ - a main language skill - which will be analysed first in relation to other language skills, and then approached from an interactive psycholinguistic perspective, and b) schema theory - a theory of reading - upon which I shall base the development of my ESP reading materials.

2.3. SCHEMA THEORY : THEORETICAL BASIS FOR THE READING MATERIALS

2.3.1. READING

2.3.1.1. Relation of reading to other language skills
Reading is a form of communication between the writer and the person who is going to read that piece of writing (Nuttall, 1982). The writer - the encoder - has a message in his mind, which might be a feeling, an argument, an idea that he wants to share with others. In order to realise it, he must put it into words - encode it - and make it available as a text. The reader has to decode this message and understand what the writer is trying to express through his writing. Reading is one of the four main skills together with listening, writing and speaking. It offers language input, as listening does, however, because it is fast and silent, ‘the efficient reader is exposed to much more accurate linguistic content in a short space of time than when listening’ (Cross, 1991:255).

Good writing is probably the product of reading, too. We learn to write our mother tongue largely as a consequence of reading, not by practising spelling and writing.

Strang(1978:88-89) supports that there is a reciprocal relation between speaking and reading. Effective speech makes reading more accurate. Conversely, efficient reading enriches oral communication.

Good readers become autonomous, able to read outside the classroom and to stay in touch with English periodicals and books when they leave school. Through the rich language environment, readers can acquire a large vocabulary and «an implicit command of the limitless language forms pleasurably and almost effortlessly».(Cross, 1991)

2.3.1.2. Reading from an interactive viewpoint

Recent innovative theoretical orientations and a great deal of empirical research have challenged the long-established view of reading as a passive, receptive skill and re-oriented its role in second language reading.

Goodman (1971, in Carrell et al., 1988:2) defines reading as a ‘psycholinguistic guessing game’, a constant making and remaking of hypotheses, in which the reader reconstructs a message which has been encoded by a writer. Thus,
Goodman's psycholinguistic model of the reading process holds that the reader is actively engaged in striving to reconstruct the author's message. The reader participates in an internal dialogue in which hypotheses are formed, predictions made on the basis of the reader's prior syntactic and semantic knowledge, doubts expressed, uncertainties clarified, new information grafted on to old, old views modified by new. Reading is thus not only active but interactive.

Reading, according to Grellet (1981:7) 'is a constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words'.

Nuttall (1982) supports that reading is 'not just a linguistic exercise' but is involved with the getting of meaning out of the text for some purpose.

'The meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the reader is actively involved and will very often have to work to get the meaning out' (Nuttall, 1982:9).

Carrell and Eisterhold (1983) place reading under a 'schema theory' perspective, taking the process beyond Goodman's interactive framework, by giving it a previous knowledge-based dimension, where prior knowledge interacts with the new information in the text, making the text in this way meaningful to the readers.

According to Grabe (1988, cit. in Carrell et al., 1988:56) 'the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses and that, in turn, may be refined and extended by the new information supplied by the text'.

Advocating the assumption that the relationship between the writer and the reader is dialectical, we conclude that reading is an interpretative process of what other people write and an interactive process in the sense that the reader
interacts with the text and negotiates the content of interaction in order to create meaning.

2.3.1.3. Interaction of reader and text

From a psycholinguistic perspective, reading is a problem-solving behaviour that actively involves the reader in the process of deriving and assigning meaning (Rivers, 1987). While doing so, the reader is drawing on contextual information that contains textual constraints- syntactic, semantic and discourse- that affect interpretation. Syntactic constraints are provided by the syntactic rules of the language. Semantic constraints include the distribution of meaning and relationships of words within a specific language and culture. Discourse constraints are provided by the topic of the text and its development. Readers, in order to predict what they are about to read, must be continually involved in integrating the information from these three contexts. Concerning the interaction of reader with text, Wallace (1992) supports that L2 learners need to have available to them information about the immediate, institutional and wider social context of the text, or at least the opportunity and encouragement to reconstruct it. (1992:83) The two necessary elements that reading involves are: the text and the reader. These two variables of reading will be discussed separately below, as they play a very important role in the reading process.

a. Text

According to C. Nuttall (1982:15) “the text is the core of the reading process, the means by which the message is transmitted from writer to reader”. Widdowson (1979, in Carrell et al., 1988:260) suggests that text does not have meaning, but potential for meaning, which varies from reader to reader, depending upon a multitude of factors and related to purpose and knowledge. In this view, meaning is actually created by the reader in his interaction with the text. In order to be comprehended in a satisfactory manner, the text must be
related to the reader's background knowledge. The process of relating text and background knowledge involves the reader in an active role. For this reason, reading is primarily a cognitive activity.

Carell and Eisterhold (1983, in Carrell et al., 1988: 76) claim that "text doesn't by itself carry meaning. Rather, according to schema theory, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge". This means the interaction between the reader and the text during the reading process, aiming at comprehension, through the activation of reader's appropriate schemata.

Texts can be used for many different purposes: a) we use a text to show a certain grammatical or functional point in context or b) we use a text to draw information. John and Davies (1983) make the important distinction between what they call TALO (text as linguistic object) and TAVI (TEXT as vehicle of information). In TALO the text is a carrier for the teaching of language-grammar, vocabulary, etc.-which is "mined" from the text by the reader and learners. But this use of text contributes very little to the development of learners' reading skills we are interested in, in this study. TAVI approach on the other hand, uses a suitably chosen text for the development of appropriate cognitive strategies which lead to the learner reconstructing the author's original message. Such a use of text, has as its aim the development of transferable strategies of meaning-reconstruction, which the learners can employ outside the classroom without the teacher's assistance. With the TAVI method the aim is to get our students work on the text in groupwork, within a framework of student-centred activities which focus on information rather than language, on overall meaning rather than points of detail and on what is known rather than what is not known.

According to schema theory, the process of comprehending a text, according to schema theory, is an interactive one between the reader's background
knowledge and the text. In comprehending sentences, the reader uses semantic, syntactic and pragmatic knowledge interactively. Comprehension, then, involves the use of multiple, overlapping strategies. It requires attention, decision making and a committal of details to memory, where they interact not only existing schemata but incoming information. As Carrell (1983: 82-83) points out 'since comprehension involves not only the information in the text but also knowledge the listener or reader already possesses, efficient comprehension requires the ability to relate the textual material to one's own knowledge'. Thus, comprehending a text involves not only relying on our own linguistic knowledge but also having a broader knowledge of the world.

b. Reader

The second necessary variable that reading involves is the reader. The schema-theoretic approach has placed the reader in the centre of the reading process by postulating the notion of interaction between him and the text. For this reason, the reader variable should be discussed in terms of his reading performance, as he plays a critical role in the reader-centred interactive approach. Researchers distinguish between less fluent readers and skilled readers according to their reading performance and recall ability. Less fluent readers take longer to complete the reading of a text, do not use higher order reading skills, are encountered with meaning breakdown which results in limited or zero comprehension and fail to recall the text (Eskey, Devine, Steffensen, in Carrell et al., 1988). Skilled readers perform fast and fluently, make use of higher order skills and recall a text easily, making few mistakes (Hudson, 1982 in Carrell et al., 1988). Fluent readers rely more on semantic than on syntactic information, except when meaning in not clear.

To derive full comprehension a reader must first become the co-author, scrutinising and assessing ideas in the light of his own knowledge and experience. The reader must use his experience and knowledge to construct the
concepts presented by the writer. As he comprehends each word or phrase, he has to take into account the total context of what is presented. This process is a dynamic one and in a constant state of flux as long as the reading process goes on. The meanings that the reader derives and creates are recoded in abbreviated form for storage in short or long-term memory. While reading, the reader is relating what has been stored to incoming information and is readjusting interpretations as required.

The reader is free to take whatever position suits his purpose: either asserting his own scheme or submitting to that of the writer, alternately using the text as a source of information and as a script of a discourse. In both cases, his aim is to relate what the writer says to a pre-existing scheme.

In describing the reading processing, Carrell and Eisterhold (1983) point out that when a reader comes across a piece of textual information, the appropriate schema which is stored in his / her memory is activated. This results in the mapping of the new information against the reader's existing schema. If both schema and information are found compatible, then comprehension takes place. From the perspective of schema theory, thus, reading comprehension is a function of the reader's possessing and activating the appropriate schemata in interaction with a text. L2 comprehension failure may be due to mismatches between the schemata presumed by the text and those possessed by the reader.

According to this reader - centred model of EFL reading, more proficient readers in a language 'tend to receive content previews' because they are no longer as susceptible to vocabulary and structure difficulties in reading. As regards my ESP students, since they are proficient readers, I should try to encourage them to do more global predictive processing in the top - down processing mode.

A skillful reader, according to Rivers (1987), uses memory strategies to attach meaning to the printed text. Among the successful strategies readers employ are the following:
a. Reading the title and drawing inferences.
b. Making use of all available information in the paragraph to comprehend unfamiliar words.
c. Taking chances and predicting meaning.
d. Guessing the meaning of unfamiliar words from the context.
e. Remembering that all words in a reading passage are not of equal importance.
f. Skipping unfamiliar words that are inconsequential to the meaning of the total phrase or paragraph.
g. Examining all illustrations and using information contained in them when decoding.
h. Circling back purposefully in the text to check on meaning.

From all the above it is quite evident that reading is a highly interactive process between readers themselves and their prior background knowledge on the one hand and the text itself, on the other. Successful interaction of reader and text requires that the text and the readers should possess certain attributes. The main attribute of the text is that it should provide some kind of information. The attributes of the readers is that they should have some knowledge of the text topic (i.e. content schema). If they have no idea of the topic, then, according to Williams (1987) “there is danger of their regarding the creation of the lists as a test that they have failed”. In extreme cases, it could result in misunderstanding of the text, for schema theorists claim that “we comprehend something, only when we can relate it to something we already know” (Carrell, 1983: 82).

To recapitulate, in drawing together reader and text, we must continually keep in mind individual interests if we expect our learners to continue reading. Only students who have acquired confidence in reading through materials accessible to them in content and linguistic complexity, may be expected to move on with enthusiasm. Experiences with reading create autonomous readers who enjoy the
stimulation of direct interaction with writers and continue to read without prodding, for their own pleasure and information.

2.3.1.4. Characteristics of reading
I will consider the characteristic features of reading first in our L1 and then look at each point in the light of the classroom.

1. Choice: We read selectively. We may read, for example, a newspaper but omit whole sections or articles because of their lack of personal appeal. In the light of the classroom we can increase the students' desire to read a passage by arousing interest in the topic. The interest level of the texts we select, is a key factor in enhancing the students' wish to read. Interest is vital, for it increases motivation which in turn, is a significant factor in the development of reading speed and fluency. According to Williams (1986:42) 'in the absence of interesting texts very little is possible'.

Purpose: We read for a reason. We either read for pleasure (i.e. a novel) or for information (i.e. an instruction leaflet to learn how to use a machine, a railway schedule, a newspaper, etc.) or for knowledge (i.e. a book or a scholarly journal), for curiosity (i.e. a guide book) and so on. We can make class reading purposeful by setting appropriate focus tasks for the different reading stages. In the ESP classroom students need to read material of interest and therefore they should be given a real purpose for reading.

3. Strategies: We adopt different strategies depending on the purpose and the text. We do not read, for example, a novel in the same way as we do a memorandum from a superior. Sometimes we rush through an article by just scanning the first and last lines of the different paragraphs until we get to an interesting part, which we read more carefully. In the classroom we should cultivate the subskills of reading - the main ones are listed in figure 6, Appendix - and the associated reading strategies. The main ways of reading, according to Grellet (1981) are: skimming, scanning, extensive reading.
intensive reading. a) Skimming involves reading a text at a fast speed to get the
gist of it, by skipping details, minor ideas or examples. For practice in
skimming we need journal articles, reports or something similar. b) Scanning is
an ability to locate facts quickly and find answers to specific questions. When
we scan we do not read the entire text. Total understanding is not of primary
importance. Students need to understand what is necessary and not every word
in the text. Our aim is to make them capable of understanding what is required
and important. c) Extensive reading implies reading longer texts in one's leisure
time. It's a fluency activity and involves global understanding. For extensive
reading we should provide long and interesting texts that can be read without
undue problems. d) Intensive reading involves reading short texts to extract
specific information. It's an accuracy activity and involves detailed reading.

4. Quantity: We read a lot every day. Concerning our students, the more they
read, the better. Advertisements, labels, shop signs, headlines, etc. are all
examples of authentic texts that native speakers encounter every day.

5. Silence: Most of our reading is done silently / visually and not aloud. Our
interaction with the writer is private. In the light of the classroom, silent reading
should be the norm. According, to Cross (1991), reading aloud by students 'is
at best unnecessary, at worst harmful'.

6. Speed: We read swiftly. We can read a passage or a text more quickly than
it could be read aloud. An efficient reader can enjoy a thick newspaper, reading
selectively, in less than an hour. Our students need to acquire a flexible speed
when they read. This doesn't mean that we should make them read as fast as
they can. They have to be trained to use different rates for different materials.
They need to be able to assess what type of reading is suitable for different
texts and purposes. They may need to read journal articles sometimes quickly
extracting only the main points (skimming) or read specialist journals very
closely, often searching for quite specific details (scanning).
7. **Content**: We cope with complex structures and strange lexical items and get the general meaning from the linguistic context, without having a dictionary for help. We should not explain every new word to our students. We should let them learn to cope with texts which have lexical items and grammar structures that they have not met. They must realise that they can enjoy a text without the help of a dictionary or teacher. Only if they read a lot and different texts, will their reading gradually become fluent and the difficulties diminish.

We, as teachers, can merely guide students towards that goal. Reading - which is an individual activity - has to be practised under guidance, with copious encouragement and with careful set goals. Our role, as teachers, is less that of text - explainer and more that of classroom organizer or consultant. Students have to be able to cope with authentic texts without turning to the teacher for help. Independent readers must be able to read unfamiliar texts that they haven't seen before. They should get used to studying texts that they didn't have the chance to study ever before (i.e. read manuals, use encyclopedias or other works of reference, get the best out of a bibliography, look up topics in an index, etc.). When our students reach the stage when they no longer need our help, that is success. To quote Williams (1986 :45) 'as teachers of reading our professional objective is to make ourselves redundant'.

### 2.3.1.5. The purpose of the reading lesson

In a reading lesson we should try to teach our students how language is used for conveying meaning, therefore the focus of interest is neither on language nor on content but on both. The main aim of a reading lesson should be to develop the interpretive skills that students will be able to apply later to other texts but through reading students will inevitably improve their command of FL. According to Nuttall 'we want them to develop the skills needed to extract the content from the language that expresses it' (1982 : 31). These skills will enable them to become effective independent readers. Thus, the purpose of a
reading lesson would be to enable students develop their ability to comprehend a text in the target language. Unlike a language development lesson, in which we are trying to learn, acquire new knowledge, in a reading lesson we are trying to develop the student’s ability to extract the message the text contains, to get him to make use of the knowledge he already has in order to acquire new messages.

To round off the discussion, learning a foreign language means being exposed to new, different culture. Through reading the student comes across new ideas and concepts together with new grammatical forms. It is quite important to define a reader's purpose in coming to a text as this will dictate the skills and strategies to be adopted by him/her and the level of comprehension he/she is operating at. Our job is to facilitate a natural process - that of reading - and in order to do this successfully we must have an understanding of this process, always being open to new ideas or suggestions.

Since what we are interested in, in this chapter, is the design of ESP reading materials based on the principles of schema theory, our focus will be on presenting the models of reading and giving a brief account of the way they view schematic knowledge.

2.3.1.6. Models of reading

Despite the divergent theoretical viewpoints, most models of reading that have been put forward, attempt to explain the way the reader approaches a text. Models of reading are subsumed under three categories (Carrell et al., 1988): **Bottom - up**, **Top - down** and **Interactive** and are termed as such in terms of the processing levels (i.e. higher or lower or a combination of both) (see figure 7, Appendix).

More specifically, the basis on which they are differentiated is that bottom-up models start with the printed stimuli and work their way up to the higher-level
stages, whereas the top-down models start with hypotheses and predictions and attempt to verify them by working down to the printed stimuli (Samuels and Kamil, 1984 in Carrell et al., 1988). Interactive models on the other hand incorporate both top-down and bottom-up strategies, they include 'any model that minimally tries to account for more than serial processing and that does so assuming that any parallel or array processing will interact' (Crabe 1988 : 60 in Carrell et al., 1988).

a. The Bottom-up Model

Bottom-up models view reading as a process of deciphering the written symbols of the text and are thus characterized as data-driven (Carrell and Eisterhold 1983, cit. in Carrell et al., 1988). The bottom-up approach suggests that one starts with the smallest units or lower-level stages (i.e. individual graphemes, words, phrases) and then moves through mastery of each stage to higher-level stages. Therefore, a bottom-up approach involves discrete stages of processing, each of which has to be completed so that information passes to the next stage. More specifically, meaning is built through atomistic strategies, since each level is dealt with separately - as functioning independently - and has to be reintegrated in order to achieve a composite meaning.

Although one may concede that bottom-up models involve concrete processing since they totally rely on decoding the formal language system, it must be noted that the unidirectionality of each stage does not make allowance for the feedback loops which facilitate reading comprehension. Conversely, the lack of semantic, syntactic or orthographic knowledge may negatively influence or even hinder reading comprehension. This approach has also been subject to some severe criticism, on the grounds that emphasising the incoming message itself and undermining the positive role of schematic knowledge, fails to account for a variety of context effects (Rumelhart, 1977).
Subsequently, considering that it is the message that one stores rather than the forms in which it is encoded, it seems that the complete reliance on bottom-up decoding strategies is a faulty assumption. Nevertheless, downgrading or abolishing the perceptual decoding strategies may deprive the reader from a useful tool and weaken the interpretative process.

b. The top-down model
Top-down models, relying on psycholinguistic insights, view reading as guesswork, involving sampling the text and making predictions by relying on prior semantic and syntactic knowledge. More specifically, 'the reader starts with a general idea or scheme of about what should be in the text - this being derived from previously acquired knowledge - and uses this scheme in perceiving and in interpreting graphic cues' (Grabe and Eskey, 1988: 224).

According to Goodman (1975), the major proponent of the top-down approach, the reader achieves meaning by employing five intrinsically-sequenced processes: the visual recognition of the graphic display which initiates reading, followed by prediction, confirmation, correction and termination.

By advocating 'higher order mental concepts as the knowledge and expectations of the reader' (Eskey and Grabe: 1988) the top-down model is concept-driven and holistic, thus suggesting that one starts with the higher-level stages and by using cues from the graphophonic, syntactic or/and semantic system, without however exhausting all the cues provided by the text, it generates predictions which are tested when sampling further and are thus confirmed or revised. Therefore, top-down models emphasise schematic knowledge at the expense of systemic knowledge.

However, since the prerequisite to generate predictions involves knowledge of the topic so that little processing time is needed, this mode of text processing
may prove to be time consuming or inefficient when processing texts with unfamiliar content.

Therefore, the top-down approach rather addresses skilled reading behaviour than poor reading behaviour.

Moreover, it can also be criticised of unidirectionality and, as many researchers claim (i.e. Carrell, Eskey, Devine) of not accommodating empirical research adequately. Furthermore, by emphasising higher-level strategies to the detriment of lower-level strategies, top-down models prevent adequate and effective comprehension.

c. Interactive Models

Since overreliance on bottom-up or text-based and on top-down or knowledge-based processing strategies, referred to by Carrell (1988) as 'text-boundness' and 'schema interference' (1988:102) respectively, may cause comprehension problems, the advocates of interactive models argue in favour of the assumption that skills at all levels should be 'interactively available to process and interpret a text' (Eskey and Grabe, 1988, cit. in Carrell et al., 1988:224).

More specifically, by rejecting the linear and uni-directional mode of processing, interactive models (figure 10, Appendix) incorporate both top-down and bottom-up processing strategies progressing in a parallel or array mode to emphasise the need for bi-directional or multi-directional processing distribution 'over a range of systems simultaneously' (Grabe, 1988).

The term 'interaction', however, as Grabe (1988) points out, should be considered as involving three different interactional levels. To pursue this issue further, Grabe (1988) discusses interaction as a process whereby the reader interacts with the text, as a model referring to the interaction between top-down and bottom-up processing strategies and finally in terms of the interactive nature of text as textuality, which resulting from the combination
and interaction of the intra-text linguistic elements employed by the writers, defines the genre and type of text (i.e. expository, narrative).

Furthermore, as Samuels and Kamil (1984, in Carrell et al., 1988) state, the purposive domain of interactive models is to account not only for the readers past skills but also for his/her present and future skills. More specifically, by using prior acquired linguistic and cultural knowledge, the reader will be able to understand the present and generate hypotheses concerning the future.

Since a vocabulary threshold is the precondition to be met so that interactive models can be potentially effected, interactive models incorporate the notions of rapid and accurate recognition of lexical forms as well as the concept of automaticity when processing such forms.

However, it is noteworthy to stress that although all interactive models approach reading as involving a balanced combination of bottom-up and top-down strategies, they do not provide a clear account of how the readers combine these strategies.

To sum up, although different interactive models (i.e. McClelland and Rumelhart's (1981) interactive-activation model, Stanovich's (1980) interactive-compensatory model, Taylor and Taylor's (1983) bilateral cooperative model, Laberge and Samuel's (1974) automatic-processing model and Perfetti's (1985) verbal efficiency model) approach reading from different perspectives, they all converge on the assumptions that: a) 'readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories' (Carrell and Eisterhold, 1983) and b) 'skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world' (Carrell and Eisterhold, 1983) thus regarding both routes of processing as complementary, interrelated and indispensable.
2.3.2. SCHEMA THEORY

2.3.2.1. The schema theory model

Schema theory (Bartlett 1932, Rumelhart and Ortony 1977, Rumelhart 1980, Carrell 1983, Carrell et al 1988) is the role of background knowledge in the reader’s ability to make sense of the text.

According to schema theory, a schema is considered to be abstract in the sense that ‘it summarises what is known about a variety of cases that differ in many particulars’ and structured in the sense that ‘it represents the relationships among its component parts’ also called nodes, variables and slots (Anderson and Pearson, 1984 : 42).

One fundamental point made about schemata (i.e. the previously acquired knowledge structures) is that they are of dynamic nature. Thus, they change and develop as the world changes and develops. Schemata are also culture-specific, since they represent specific beliefs, ideas and cultural values. Another point made about schemata is that they are considered to operate actively and constructively. To quote from Brown and Yule (1983), ‘it is the active feature which combined with the experience of a particular piece of discourse, leads to the constructive processes in memory ‘thus providing’ one way of accounting for discourse production and interpretation which does not take place ab initio on each occasion’ but makes allowance for schema modification and reorganisation.

Concerning the function of schemata in the reading process, that is how readers’ previous knowledge interacts with textual new information in order to achieve meaning, Anderson and Pearson (1984) argue: ‘whether we are aware of it or not, it is this interaction of new information with old knowledge that we mean when we use the term comprehension. To say that one has comprehended a text is to say that she has found a mental ‘home’ for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information’ (cit. in Carrell et al., 1988 :37). The two points made
here by Anderson and Pearson is that they first put forward the issue of existing schemata in the readers' memory and second the modification of the existing schemata.

As regards the way schemata are organised, Carrell (1983) points out that they are organised hierarchically with the most general at the top and the most individual at the bottom and stresses that 'as bottom-level schemata converge into higher-level' more general schemata are activated. She further points out that during the interpretative process 'every input is mapped against some existing schema all the aspects of which must be compatible with the input information'; otherwise the reader has to revise the interpretation until compatibility between pre-existing schematic knowledge and new information is achieved.

2.3.2.2. Formal and Content Schemata

Carrell (1983) makes a useful distinction between content schemata and formal schemata. Formal and content schemata are distinct as regards such aspects as the rhetorical organization and content area of the text.

Formal schemata involve background knowledge of the rhetorical organizational structures of different kinds of text and in consequence the readers' expectations of the rhetorical structure of the text. According to C. Nuttall (1982: 107) 'the topic, purpose and intended audience give us a good idea what sort of text we are dealing with and what sort of rhetorical structure to expect'. Hence, these buildings up inside the mind ranging from the bottom (i.e. letter schema) to the top (i.e. register schema) enable the reader to distinguish text-types.

Content schemata is the reader's knowledge 'relative to the content domain of the text' (Carrell, 1983). Consequently, considering that the reader is enabled
to acquire meaning through the interaction of content and formal schemata each of which in turn involves an interaction between bottom, and top-level schemata, it arises that many forms of simultaneous interaction take place in parallel. Presumably, the reader, when processing a text, achieves meaning existing underneath the surface forms and concerning the setting, mood, characters and sequence of events by employing both formal and content schemata which serving as frameworks, enable the reader to expect, associate and infer.

Having, thus, drawn a distinction between formal and content schemata, and the way they are organised and interact, the next issue to be discussed involves how a schema is represented when instantiated and activated.

2.3.2.3. Schema Instantiation and Activation

As mentioned above, a schema is structured in the sense that it accounts for the relationships holding between its component parts. The minimum requirement for schema activation is that the reader possesses the schemata needed. Given the availability of the relevant schema, it appears that the schema activated when processing the text and thus drawn up to the short-term memory, involves activation of different pieces of knowledge (i.e. components), which allow the reader to make predictions and inferences.

The key element in schema representation is the concept of relational knowledge. The implication following this argument is that the components should not be arbitrarily related. Conversely, a complete schema representation should support the chains of inference and make explicit the relations among its component parts since 'relational knowledge is necessary for inferencing and inferencing can be necessary to get the right schema activated' (Anderson and Pearson, 1984).
However, the prerequisite for the consistency of the representation of the message is the instantiation of the schema. According to Hudson (1982, cit. in Carrell et al., 1988:187) ‘instantiation refers to the particularised representation of the general abstract and stereotypical schema which the reader brings to task’. Thus, when a schema is activated, the slots are instantiated with specific information. Considering, that the slots instantiated are subject to the constraints imposed by the information provided, it arises that the message is considered to be consistent since both internal schemata information and message information ‘are reconciled as a single schema’ (Hudson, 1982 :187, cit. in Carrell et al.,1988).

As regards my ESP students, schema activation will involve them in a process of constructing a correspondence between the relevant schemata and the givens or knowns of a message, participating thus actively in the reading process. Furthermore, they will be helped to improve their prediction and inferencing skills, since as Anderson and Pearson (1984, cit. in Carrell et al.,1988:53) point out ‘a complete theory of schema activation will include a major role for inference’. Although a number of related concepts are not literally mentioned in a text, they are brought into play, so my students will have to predict, infer or sometimes revise their interpretation. To quote from Carrell and Eisterhold (1983) ‘much of the meaning understood is really not actually in the text, perse, but in the reader, in the background or schematic knowledge of the reader’. However, this interpretative source may be undermined by schema failure, the next issue to be discussed, which is mainly related to second language readers.

2.3.2.4. Schema Failure

Schema failure will be discussed under three variables: the writer, the reader and the text.
In relation to the writer variable, it is noticeable that his major objective is to transmit a message. The means the writer uses to achieve this goal is subject to what he thinks appropriate to develop his view. If he does not provide sufficient clues, the reader's accessibility to an appropriate schema is hindered and thus the reader relying on intuition is not in a secure position.

As far as the reader variable is concerned, absence from the part of the reader, of the schemata needed for schema activation, causes schema failure, since the reader cannot access schemata that do not exist. Moreover, considering that the main source of schema failure comes from the different cultural backgrounds between the reader and the writer, it may happen that by not having the information needed, the second language reader transfers inappropriate existing schemata, failing to adjust existing appropriate schemata.

However as Carrell (1988 :105) points out ‘schema availability alone is not a sufficient condition for adequate comprehension’. To further clarify the point, the reader may activate an inappropriate schema by persisting in his personal view of the world, thus rejecting the one the writer develops.

The last variable to be discussed as affecting adequate comprehension is the variable of text. Assuming that cultural values are a key element in adequate comprehension, it is evident that culture specific texts may hinder effective reading by pressuposing that the reader possesses the appropriate schemata. Moreover, insufficient textual clues and ‘reading passages that are insular and lacking in relevance to existing knowledge and readers' interest’ (Carrell, 1988 :109) may undermine adequate comprehension.

Schema failure under all these variables is something that has to be taken care of, in designing materials for my students. Texts relevant to their existing knowledge and with an interesting content, having sufficient clues for the students should be provided. Texts not providing sufficient textual clues hinder
the skill of inferencing and problems arising can be solved by taking into consideration the whole context or using common sense. Another source of problems in schema activation involves deficiencies in second language processing skills stemming from both linguistic and reading skill deficiencies. Although the results of different empirical research studies are contradictory, I think that language proficiency to a great extent determines reading proficiency and it is a prerequisite for knowledge-based processing and schema activation.

To sum up, since the focal point of reading is that the readers extract the message the language expresses, schema theory can be of great importance in enabling them to build bridges between the known and the unknown and between the given and the implied.

2.3.2.5. Schema Theory and Second Language Reading

Schema-theoretic approaches, by stressing that pre-existing schemata provide the ‘ideational scaffolding’ (Steffensen, 1986), view second language reading as a creative and constructive process, involving building bridges between the implicit and the explicit and between the given and the implied, by interpreting far more than the lines displayed on the page.

Considering that ‘the principal determinant of the knowledge a person can acquire from reading is the knowledge he/she already possesses’ (Hudson, 1982, in Carrell et al., 1988), it appears that age, experience, education, interests values and beliefs as well as the content and quantity of texts they read, have a certain bearing on the quantity and quality of the schemata a reader possesses and in turn on the schemata the reader brings to the text.

Since our goal is to develop independent second language readers, able to understand other people’s ideas, the focal point of reading should be to be informative. Although it is often claimed that reading is a mass of improving
second language proficiency, this must be considered as the effect and not as an end. What second language reading should aim at, is aiding the reader reconstruct, as far as possible, the writer's claim of thinking.

However, although schema theory has very much influenced current reading processing perspectives in favour of a general psycholinguistic model of reading, as Carrell (1987) stresses, bottom up processing should not be devalued. On the contrary, their relationship should be regarded as being complementary and not as mutually exclusive, since 'efficient and effective second language reading requires both top - down and bottom - up strategies operating interactively'. Exclusive top - down schemata processing is a concrete tool to proficient readers, but needs to be supported by bottom - up processing when applied by less proficient readers.

Therefore, the fundamental point is that the role of schemata should be considered within an interactive model, since being subject to a great deal of constraints, second language readers should use both models of processing to achieve meaning.

Considering that second language reading ability appears to be largely determined by language proficiency (in Carrell et al, 1988), at least some minimal threshold of proficiency needs to be attained so that schemata-based processing be potentially effected. Our specific group of students' knowledge of English ranges from upper - intermediate to advanced according to the results of a diagnostic test given to them at the beginning of the course. Clarke (1980) suggests that «low proficiency restricts a reader’s ability to interact with a second language text». Limited control over second language may cause what Clarke (1980) terms a short circuit which «may prohibit L2 reader to transfer good L1 reading skills (i.e. predicting and inferencing). Although Clarke’s findings are suggestive than conclusive, his assumption is further supported by Devine’s research (1987) who in a related study reports significat corelations
between gains in language competence and the use of effective strategies by stressing that «a threshold of linguistic competence» is a prerequisite for successful L2 reading. Schema theory, thus, should be considered as a powerful interpretative tool for SL readers when the readers’ proficiency level permits them to enjoy this guesswork.

Time limit, apart from language proficiency, is another important factor which leads us to adopt schema theory and schema-based strategies for the design of teaching material for this specific group of ESP learners, because in a short period they need to read only what is relevant or specific and not whole texts or articles wasting valuable time. (i.e. scan a text or article for headings and sub-headings, get an idea of the major topics in a text by scanning it for lexical reiteration, utilise non-verbal cues to predict attitude and meaning, study non-verbal aids to meaning such as maps, charts, diagrams, photographs, etc., skim a journal article quickly extracting only its main points and only what is relevant, predict the content of an article or text from its title, etc.).

To conclude, an understanding of schema theory and the variables involved in deep interactive reading - i.e. activation of relevant schemata, activation of general knowledge, understanding the writer’s purpose, understanding of the genre, grammatical and syntactic proficiency and familiarity with the norms, lexis, etc. - provides insight into how they relate to certain reading skills (i.e. inferencing, skimming, scanning, predicting, etc.).

To improve my students' reading skills to meet their needs and problems identified by their needs analysis, I should encourage them to become ‘good readers’ through extensive and intensive reading, inquisitive thinking, questioning, etc. and enable them to achieve accuracy and fluency through interesting texts, enjoyable activities which engage their thinking capacities, opportunities to use or extend their existing knowledge and skills and content
which they can cope with. According to Williams (1987) readers with high interest in a text employ more strategies in reading than those with low interest. Concerning the types of activities to be used, I think that consciousness raising activities ‘to draw the reader’s attention to the central importance of developing identification skills in English’ (Eskey and Grabe, cit. in Carrell et al., 1988: 233) in terms of text - previewing activities can be of specific help to my students in learning to read effectively. Thus, pre - teaching of key concepts, specialized vocabulary and word association tasks when supported by non - verbal material (i.e. illustrations, graphs, tables) will enable my students ‘to do more global, predictive and more efficient processing’ (Carrell and Esterhold, 1983).

The pre - teaching activities my students should be engaged in, should aim at enabling them to predict both the semantic content and the rhetorical organisation of the text, activating thus, existing schematic knowledge - both format and content. Therefore a) whole class discussion based on textual and contextual clues (i.e. titles are a good starting point) b) question - posing activities whereby the students are called to generate predictions on the content development by answering questions concerning the context c) step by step activities involving revealing one sentence at a time whereby the students relying on evidence predict the possible continuation d) structured or multiple - choice activities involving more than one possible continuation to predict the actual e) gap - filling activities in terms of words, phrase - sentences or of the main body of the text by giving only the first and the last sentence f) cloze tests enabling them to develop contextual guessing g) predicting the genre and in consequence the possible rhetorical development are some of the activities to be employed.

While-teaching activities are activities which aim at encouraging the students to be flexible, active and reflective readers (Wallace, 1992). Therefore, a) activities that give learners jumbled sentences or sections of text and ask
them to reassemble them to form a coherent text whereby learners are asked to give their reasons for ordering the sentences or sections in a particular way, b) activities that ask students to locate in the early part of a text/article the key sentence on which the rest of the article hinges, are activities that promote active involvement with texts as well as interaction between students in the classroom. They are also useful discussion exercises which help us induce new schemata.

Finally problem-solving activities employed in either pre-teaching or post-teaching will stimulate the students to activate existing schemata or modify and add new since they require a great deal of inferencing.

To conclude, reading activities that do not make demands beyond the reader's competence, should aim at creating autonomous readers by allowing them to experiment in order to work their way toward valid interpretations.
CHAPTER III

3.1. READING MATERIALS BASED ON INSIGHTS AND PRINCIPLES OF SCHEMA THEORY.

This chapter is divided into two parts. The first part is about

a) text selection and presents the different views expressed by linguists and ESP specialists on the subject of authentic texts

b) the main stages of reading with their aims in relation to schema theory.

In the second part a framework of a reading syllabus is given, consisting of different units which deal with particular reading skills. The aim of each skill and a number of schema based activities are analysed in detail with a view of training the students and making them competent readers.

3.1.1. Text Selection

The selection of texts depends very much on the group’s situation in terms of their studies. If the students are taking other subjects at the same time as the ESP course, the most obvious choice is one of their other subject books. It must be made clear to the students from the very beginning that the aim of the ESP course is not to teach the content of the book or of that course but to teach high-transfer skills that are only incidentally being developed through texts that are same as or similar to those used on their content area.

The advantages of using texts from the students’ content area are: a) that a professor teaching the content course may be available and willing to help the ESP instructor in understanding the material and b) that it motivates the students by having immediate positive effects on their work in the content area.
Criteria that are taken into consideration and can help us in the choice of text(s) apart from the students' age and their educational background are the needs analysis questionnaire data (Appendix, figure 4).

If the students are not taking concurrent courses whose textbooks are useful for an ESP reading course, many other kinds of texts may be chosen: i.e. professional journals and perhaps even popular journals may also provide good language teaching material.

The type of texts used in a reading lesson is different from that used in a language lesson. In a reading lesson we need to use texts that have been written not to teach language but for any of the authentic purposes that writing serves i.e. to inform, to entertain, etc.

Authentic texts are those produced for the genuine reader, not for teaching. An 'authentic' text is one written for a specific audience - not language learners - and its purpose is the communication of subject rather than language form. By this definition, according to Kennedy and Bolitho (1984 : 48) "an 'authentic' text does not have to have a high conceptual level; the crucial element is that it aims to convey information and ideas rather than the use of language". Since an 'authentic' text is written with a specific readership in mind, it is important to match intended readership with real readership. Thus, if L2 learners are being taught English and Midwifery at a low level, then texts could be drawn from books written for native speakers of English studying in the first year of a Midwifery course.

For this particular group of students, I used authentic texts taken from magazines or reference books and manuals which were relevant to their course content but different in kind: neither over-familiar nor extremely difficult. A large bibliography was used for this reason (Appendix Figure 8) and a wide range of topics dealt with (Appendix Figure 9).

The materials selected included a) articles taken from magazines b) texts taken from reference books or manuals c) visual materials which contained photographs, charts, diagrams, etc. d) information leaflets containing notices and instructions.
Moreover, the way of approaching these texts was not the same. A scientific report (i.e. on the 'physiology and management of labour') is not written in the same way as instructions on a medicine bottle (i.e. on 'how to use contraceptive pills'). The layout, the typeface, the order in which the information is presented in a newspaper is very different from that of an expository text.

Experience and practice suggest that a way to approach an extract from a magazine (i.e. an article on 'contraception' in Appendix, figure 10) is to arouse the students' interest and motivation by linking the topic of the text to their own experience or existing knowledge. This can be done by giving them some focusing questions to help them to do this. The reader/student in this way puts 'schematic' knowledge into operation: i.e. a better understanding of the different methods of contraception, types of contraception most suitable to older women, etc. This 'top-down' processing will interact with the text as will the 'bottom-up' processing at the lexical level. In my opinion, to know what is happening or what has happened as reported in newspapers/magazines, more content schemata need to be activated.

On the other hand, dealing with texts taken from reference books or manuals, more formal schemata should be activated. Such authentic materials allow us to identify the characteristic organisational principles of texts dealing with midwifery science, as well as the formal characteristics in terms of text/sentence structure - how it is linked together - and specialised vocabulary - how unfamiliar words can be worked out, etc. Students may get through such texts by means of discourse signposts/expressions: 'however', 'nonetheless', 'then', 'next', etc., which can be used as a useful guide for them. Exercises that focus on sentence-level grammar, as well as on relationships between sentences as opposed to within sentences can be given (Appendix, figure 11). Exercises on the use of logical connectors provide the students with practice in identifying words that link information in a logical way and permit the readers to 'follow the argument', according to Mackay (cit. in Selinker, Tarone and Hanzeli, 1981) of the text. Vocabulary teaching can be done by training my students in word-guessing and especially word-formation
and word-relationships which are two aspects of vocabulary teaching (Appendix, figure 12).

Concerning visual material, a way of approaching it is to incorporate it into a task so that the students comment on it/interpret it in some way (Appendix, figure 13)

The selection of an ‘authentic’ text from a learner’s subject area does not guarantee relevance. It is important therefore for the ESP teacher to know how its use relates to the previous knowledge of the student and how it fits into the course scheme, whether it is used as supplementary reading, as reading prior to a lecture or used only as a reference point to solve problems.

There is an increasing tendency for ESP teachers to use ‘authentic’ texts rather than ‘contrived’ or ‘simplified’ ones. The trend is a good one because most pedagogic texts are impoverished sources of language input. They are constructed to promote oral practice, so they do not develop the sort of reading skills that will be useful to students later in life. The main problem with the use of simplified texts - that is, texts in which grammatical, lexical and rhetorical elements have been made less complex to make the learning of the language more effective - is that ‘they present the learner with something artificially constructed’ (Kennedy and Bolitho, 1984) that is different from the real texts he will be faced with in his subject area. Such texts, designed within structural guidelines and word limits, often lack genuineness and lose some meaning with the simplification of meaning.

Grellet (1981) argues that authentic texts are more interesting and motivating and that difficulties can be overcome by grading the exercise rather than simplifying the text. Furthermore she suggests that simplifying a text often results in increased ‘difficulty’ (1981 : 7) if there is a reduction in the number of linguistic and extralinguistic cues. She also argues that learners are best taught to cope with ‘real world’ texts by having experience of them in the classroom. And Cross (1991:258) adds ‘it is enormously satisfying for a class to see that they are working with real English materials’
Widdowson (1976) proposes that text cannot be "authentic" but only "genuine". The term "genuine" refers to attested instances of language (i.e. product) while 'authenticity refers to activity (i.e. process). Authenticity, by this definition, resides not in the text, but in the interaction of reader and text. A reader's response is authentic if this response corresponds to the intentions of the writer as expressed through linguistic and rhetorical conventions.

According to another view, authenticity is defined not by the interaction of reader and writer, but solely by reference to the reader's response (Breen, 1985; Davies, 1984). In this definition any text that the reader finds appropriate to his/her purpose is "authentic" for that reader. The text is thus "authenticated" by the reader.

The value of authentic material has been questioned (Widdowson, 1978; Breen, 1985). Widdowson argues that all teaching involves pedagogic contrivance. The selection of texts which are too difficult for the learner cannot encourage an "authentic" response and Widdowson therefore argues for the creation of simple accounts and a process of "gradual approximation" where the learner is presented with a series of texts which become progressively more complex.

Hutchinson and Waters (1987) state that what we have to do is to see the text as part of the teaching / learning purpose. The question should not be: is this "authentic"? but "What role do I want the text to play in the learning process"? We should be looking not for some abstract concept of "authenticity", but rather the practical concept of "fitness to the learning process" (1987 : 159). In this sense, different types of text will be required at different stages of an ESP course, depending on what we want the text for. If, for example, we want our students to realise how much information they can get from a text by the application of certain strategies, a target situation text might be used, to make the exercise more realistic. If on the other hand we want to increase our students' motivation by emphasising the real world application of the language, an "authentic" text is preferable.
If the teacher’s objective is to teach speedy reading involving skimming and scanning, then he / she should select a relatively easy text with a limited number of information input and simpler vocabulary and forms. For this a particular group of students I used text (Figure 14 Appendix and asked them to skim through it and underline the sentences or the words that best sum up the main idea of its paragraph. According to Nuttall (1982) students cannot read fast and cope with a difficult text at the same time.

If the teacher aims at training his / her students in ‘utilizing non - text information’ that is, interpreting non - verbal information such as diagrams, maps, tables, charts, etc., then he / she should use texts with such features in order to engage students in a task which, although not reading, is encountered in authentic situations. Recognising, interpreting, utilising such information sources, facilitates comprehension because it activates background knowledge and encourages predictions and inferences (Appendix, figure 15).

A general issue related to text selection is sustaining students’ motivation by giving them texts which are relevant and interesting because according to Krashen (1982, in Eskey and Grabe 1986 cit in Carrell et al, 1988) they may develop significant top - down reading skills such as predicting, inferencing, reading intensively and above all, extensively. Extensive reading is a crucial variant because as Eskey and Grabe claim ‘people learn to read by reading’ (1986, cit in Carrell at al 1988) and it is a substantial source of schemata development and acquisition of background knowledge.

3.1.2 The reading stages - Aims of each stage in relation to schema theory

In a reading lesson it is recognized (Rivers 1987, Williams 1987, Wallace, 1992) that there are three main stages - The pre - reading, while - reading and post - reading stage. All the stages are very important and each one of them serves a different purpose. I will deal with each stage separately, analysing how it is applied to my ESP students.
a) The pre-reading / motivational stage

One of the aims during the pre-reading stage is to introduce the topic of the text and arouse the students’ interest and motivation by providing them with good and realistic reasons for reading the text. Sometimes some language preparation for the text is carried out when necessary.

According to Carrell (1983) the previous knowledge of a specific topic is sometimes referred to as content schemata. What the pre-reading stage tries to do in these terms is to activate existing schemata and in this way enhance interest in the reading phase.

Pre-reading activities should be selected according to the experience and interest of students and should be built on the content of preceding lessons. Interpretation of what is read is related to the background knowledge (i.e., if a woman gets contraception pills, we infer that she doesn’t want to be pregnant).

In order to be prepared for this stage, I, as a teacher, should ask myself: Why should my students want to read this text? What knowledge, ideas or opinions might they have about the text topic? How might this knowledge be drawn out and used? The activities to be used in this pre-reading stage should encourage my students to extend and activate their existing knowledge. Such types of schema-based activities are those that promote the skills of prediction, anticipation, inferencing, etc. (Appendix Figure 16, 17, 18). Therefore, students should be introduced to situations that will be useful in anticipating and predicting the content of the passage/text that will be read. After some discussion students may be asked to develop questions associated with the title of the reading passage. In this way they approach the text with certain schemata in mind and with questions of their own to which they would like to find answers.

b) The while-reading stage

This stage draws directly on the text. The main aim of the while-reading stage is to extract relevant information from the text. This should be information relevant to the reader’s purpose. Activities providing readers with a purpose to read (i.e. activities involving topics of interest)
will promote and facilitate the training of prediction and inferencing skills needed to extract the message the language expresses.

In this stage the learners are asked to practise the skill in question by reading and understanding the writer’s intentions, as well as clarifying the text’s content. The activities which are set during the while - reading stage are developing the learners’ ability to grasp the gist of the text first and then exploit more specific information - oriented tasks.

To provide tasks for my students I should ask myself the following questions: What content is to be extracted from the text? What may the reader infer from the text? How is the text organised? Such activities are the ones that practise the skills of skimming, scanning, inferencing, finding the central idea, guessing the meaning of words etc. (Appendix, Figure 19, 20, 21, 22, 23, 24, 25, 26).

As regards affective constraints, that is, anxiety, lack of self confidence and unwillingness to participate in this risk - taking game, should be allayed by encouraging meaningful context and positive learning climate.

c) The post - reading stage

The aim of this stage is to consolidate or reflect upon what has been read and relate the information of the text to the students’ own knowledge, interests or views about the topic. Our purpose, as teachers, during this stage should be to enable them to make use of all the language they are familiar with. As regards the type of activities to be employed, either pre or post - reading, they should accomplish the following goals: (i) encourage the readers to extend their background knowledge (ii) facilitate them to activate pre - existing background knowledge (i.e. formal and content schemata) and (iii) promote inferencing and prediction strategies to aid them acquire the skills.

Questions that might provide ideas for post reading activities for my specific group of students are the following: Is there further information which my students wish to know about the text topic? Do the students know of a similar situation to that presented in the text? Does the text present a situation that calls for recommendations, solutions or
completion? Does the text present views that could be argued against? Activities for the post - reading stage are the ones which will ask my students to fill charts or tables with information, derived from the text, summarising, paraphrasing, activities that will involve my students in discussions arguing for or against views present in the text, etc. (Appendix, Figure 27, 28, 29).

3.2 FRAMEWORK OF A READING SYLLABUS

The Reading syllabus that has been designed for the particular learners (Appendix, figure 30) consists of a total number of thirteen units, each one of which deals with a particular reading skill, the specific aim of each unit and a number of schema - based activities and strategies, to train the students to develop the ability to vary their reading strategies in accordance with the type and content of the text and the requirements of the reading purpose. The parameter used for the grading of different skills is the one based on simplicity to complexity. First, pre - reading skills are dealt with (i.e. prediction, anticipation, previewing), then while - reading skills (skimming, scanning, identifying the main idea of the text, inferencing etc.) and finally post - reading skills (summarising and paraphrasing).

Each unit starts by involving the students in pre - reading activities designed to make the text accessible. This is achieved by helping them to take prior knowledge and experience to the text and to read in relation to a purpose. The students read the text in order to achieve set purposes and take part in while - reading activities designed to encourage them to respond personally to what they have read. They usually return to the text in order to achieve other purposes which give them further opportunities to use and develop the particular reading skill that is dealt with, through post - reading activities.

Although the units focus primarily on particular reading skills, they also aim to help the students to integrate these skills with other communication skills and thus to achieve progress towards overall communicative competence. Most of the tasks are done in pairs or small groups of
students, as the main aim of my syllabus is to teach and not to test. It is my experience that interaction between students can help them to pool their experience and resources, in ways which help them to react more efficiently to texts and thus to develop their reading skills.

UNIT I (PREDICTION)

Prediction is a skill which is basic to all reading techniques and to the process of reading in general. The ability to predict what the writer is likely to say next is both 'an aid to understanding and a sign of it'. (Nuttall (1982 : 120). Developing this skill, according to Greenall and Swan (1986 : 3) 'ensures that as you read you are not overloaded with too much new information'.

Prediction ensures the reader's active involvement. It activates the learner's mind and prepares it for learning. It begins from the moment we read the title and form expectations of what the text is likely to contain. 'Even if the expectations are contradicted', according to Nuttall (1982 :120), 'they are useful because they have started us thinking about the topic and made us actively involved'. Getting students to predict, gives a stronger motivation to proceed to the next step of the lesson. Prediction, according to Hutchinson and Waters (1987 : 140, 'builds learner confidence by making them aware of their potential knowledge - of how much they really know about language, communication or the topic'. It also enables the teacher to discover where the gaps in knowledge are, so that teaching can be made more relevant to needs.

Prediction is possible at different levels. From the title of a book we can predict the topic and perhaps something about the treatment. From the beginning of a sentence, we can often predict how the sentence will end. Thus, we can predict what will happen next in a story, or how the writer will develop his arguments.

By predicting or guessing what is to come next we make use of grammatical, logical and cultural clues. Prediction, which is a high level reading skill, requires formal and content schemata so that the reader will
make his / her assumptions and express his / her expectations concerning the genre, the content of the topic, the socio-political-cultural setting of the text, possibly the status and purpose of the writer. In addition, familiarity with vocabulary, grammar, syntax, which constitute lower level formal schemata, facilitates comprehension.

The specific aim of this unit is to train the specific group of my students to make predictions and guesses when reading a text. The aim of the exercises is to make the students actively involved and apply what they already know - general knowledge, knowledge of the language, knowledge of the content (i.e. content schemata) to the specific instance of reading (Appendix, figure 16).

UNIT II (ANTICIPATION)

Anticipation involves getting the students ready to read a given text. Before they start reading a text, they can always be asked to look for the answers to specific questions. This will give them an incentive to their reading activity. Motivation plays an important part in reading, partly because most of what we usually read is what we want to read (i.e. books of reference, articles in magazines, etc.) and also because being motivated we start reading a text prepared to find answers to a number of questions and specific information we are interested in. This "expectation" is inherent in the process of reading, which is a permanent interrelationship between the reader and the text.

The specific aim of this unit is to train the students to think about the theme of the passage/text before reading it or to anticipate the contents of the text by using its title, their prior knowledge, a picture, or the key words in it.

The exercises aim at creating the desire to learn and read more effectively as well as to familiarise the students with some of the ideas they will come across in the text (i.e. True/False statements) or making the students aware of what they know, what they don't know, what they
wish to learn about the topic (i.e. Questions before the text is read) (Appendix, figure 17).

UNIT III (PREVIEWING)

Previewing involves using the table of contents, the appendix, the preface, the chapter and paragraph headings in order to get the students involved in the thematic content. By previewing the students will find out where the required information is likely to be.

Selinger (1972) supports that previewing is sort of a mental outline that “allows the readers to become familiar with the material, to establish certain expectancies about it, and to develop a cognitive organisational structure of the material before the actual reading begins”. (cit in McClendon and Wega 1979).

Previewing like skimming and scanning is content - biased. Content knowledge is quite necessary for the purpose of this reading technique because its goal is to get the students ‘into the right set, the appropriate script for reading the selection...comprehension is facilitated when we approach what is new from what is already known’ (Pearson and Johnson 1978; cit. in McClendon and Wega, 1979). Previewing is particularly useful when skimming and scanning and as a study skill.

The specific aim of this unit is to train the students to use titles and tables of contents to get an idea of what a passage is about.

The exercises attempt to put the students into an authentic situation where they would quite naturally apply this technique, for example, quickly locating an article in a newspaper or having a few minutes to get an idea of a book through the text on the back cover and the table of contents (Appendix, figure 18).

UNIT IV (EXTRACTING MAIN IDEAS BY SKIMMING)

UNIT V (READING FOR SPECIFIC INFORMATION BY SCANNING)
The skills involved in these units are the skills of skimming and scanning. Both these skills are necessary for quick and efficient reading.

Skimming requires an overall view of a text. By skimming we go quickly through a text to get the gist of it, to get an idea of the intention of the writer, to decide whether a research paper is relevant to our own work, etc. Readers skim for three reasons, as Sonka (1981) points out: a) to anticipate the general content of a chapter they are going to read b) to decide if a chapter has the kind of information they are looking for c) to get the general idea of a chapter they do not have time to read. The use of headings, paragraph structure and key words can be used as a guide when sampling a text.

Scanning is more limited than skimming. By scanning we try to find specific information, what information is relevant to our purpose, i.e. a name, a date, a figure, whether a book on midwifery deals with a particular method of contraception, etc. The use of layout, headings, key words, helps to locate relevant information.

In both skimming / scanning the purpose of the reader is to find specific information or clues, while rapidly passing over unnecessary data. They enable the reader to select the texts or parts of a text that are worth spending time on. Both are content - biased as content knowledge is necessary for the purposes of the two skills. In addition, formal knowledge is necessary especially of vocabulary and discourse markers.

The specific aim of these units is to train the students to skim (by asking them to recognise the key sentences of a passage, to identify the main point or important information, to give titles to short passages) and scan (by locating specific information running their eyes quickly over a text).

The exercises (Appendix, figures 19, 20) aim at showing the students how much they can learn simply by looking at some prominent parts of an article or text, by ignoring or skipping some words and catching a few only. They do not encourage the students to read all the text in such a
superficial way but they attempt to make them better readers, i.e. readers who can decide quickly what they want or need to read.

UNIT VI (IDENTIFYING THE MAIN IDEA OF THE TEXT)

The skill involved in this chapter is the skill of extracting the main information of the text. It is content - biased. Content knowledge is necessary for the purpose of this reading skill because its goal is to help the students reach a detailed understanding of the text necessary for efficient reading. The specific aim of this chapter is to help the students relate (identify) information in the text to diagrammatic representation. The word diagram refers to all kinds of non-verbal information which include: illustrations (pictures, photographs, etc.), diagrams (proper of experiments, of operation, of machines, of processes) maps and plans, graphs, pie charts, flow charts, classification diagrams, tables, etc. Text diagrams are intended to display visually the structure of the text and can relate to a single sentence (e.g. a classification diagram), a paragraph or a longer text. Advanced students can be asked to construct text diagrams themselves. This is best done in groups and produces useful discussion focused strongly on the text.

The exercises (Appendix, figure 21) aim at helping the students by forcing them to read some parts of the text again to check details or familiarize them with the use of diagrams to sum up the contents of the text. The students are also asked to match articles and headlines. Finding the proper headline for an article means they have understood the main point of the article. They are also given exercises asking to recognize the topic sentences of the text since they carry the main information. Or they are asked to distinguish between generalisations and specific statements so that they can be helped to find the main idea of a passage more quickly. The exercises thus will lead the students to consider the text globally after they have read it and to try to sum up its most important information. In this way the exercises attempt to put the students into an authentic situation where they would quite naturally apply this skill.
UNIT VII (INFERENCING LEXICAL MEANING FROM CONTEXT)

UNIT VIII (INFERENCING LEXICAL MEANING FROM MORPHO-LOGICAL CLUES)

Inference is considered an advanced skill because it requires the reader to use his intelligence. Inference must be used by reader when the writer makes assumptions which the reader is expected to share or at least understand in order to make sense of the text, or when the writer is presenting facts or points in an argument from which he expects the reader to draw certain unstated conclusions. It is not often clear how much the writer expects us to infer. The inferences that a reader draws, affect his interpretation of the value of an utterance.

Inferencing requires both types of schemata, as this higher order reading skill implies reader’s ability to read “between the lines”, that is to elicit covert information. This is possible only in cases of full comprehension of the topic, the reader’s goals, aims and motivation as well as of accurate decoding of the text. The specific aim of these units is to train the students to infer the meaning of difficult or unfamiliar words through contextual or morphological clues and to help them to analyse their process of inference. The exercises (Appendix, figures 22, 23) aim at making the students realise how much the context can help them to find out the meaning of difficult or unfamiliar words (using cloze - exercises) or recognising devices such as equivalence and hyponymy when reading a text since both of them give clues to the meaning of words that may not be familiar to my students. Being aware of lexical relations (i.e. synonyms, antonyms, related words) or of how words are formed and of the value of prefixes and suffixes, will help the students to discover the meaning of a great number of unfamiliar words.

UNIT IX (RECOGNIZING FUNCTIONAL VALUE)

Understanding the signification of every sentence in the text is not enough. We must also understand what the writer is doing with the
utterance i.e. If he is defining something, making a hypothesis, giving an example, etc. Skilled readers do this unconsciously.

Unskilled readers have to be made aware of the functional value so that they understand the possibilities of misinterpretation and be able to cope with them. They have to recognize functional value in two ways: a) when it is explicitly stated by a discourse marker or other phrase i.e. "for example", "but", "for this reason", "it is assumed", "to recapitulate", etc. b) when it is not explicitly stated and therefore has to be inferred.

The specific aim of this unit is to make the students understand the functional value so that they may recognize instances of misinterpretation and can handle them. The exercises (Appendix, figure 24) aim at making the students understand the text better by supplying a simple text and alternative function labels for each sentence and asking them to choose the appropriate alternative. Or supply a text with sentences in random order and ask them to arrange the sentences so that they produce a coherent text.

UNIT X (UNDERSTANDING THE FUNCTION OF A TEXT)

The skill involved in this unit is the skill of understanding the function of a text.

Being aware of the function of a text is vital to its comprehension. Therefore the students should be led to find out whether the text aims at convincing them, or giving them information, or asking them for something, etc. If they fail to recognize the writer’s intention and attitude, they can easily misunderstand the whole passage or text even though all the sentences have been understood. Thus, the specific aim of this unit is to help the students understand the writer’s intention and attitude and train them to judge the text’s communicative value. The exercises (Appendix, figure 25) aim at training the students to ask themselves questions or answer questionnaires for each of the texts if they are given a variety of texts of different types.

UNIT XI (COMPARING SEVERAL TEXTS)
The skill involved in this chapter is the skill of relating information given in a text to that of other texts.

Comparing several texts which may differ in their contents or points of view is a very natural activity because we often mentally compare different versions of the same event, i.e. something that we read in a paper, or an instruction leaflet, or a travel brochure, etc. When we read a text or a passage about a subject which is familiar to us, it is very natural to make mental comparisons between what we already know and the information the new text brings us. The skill used in this unit is content - biased. Content knowledge is required for the purpose of this reading skill because comprehension is facilitated when students accommodate new information from the text to an existing schema. Thus, comparing several texts is only a way of systematizing what usually takes place, often unconsciously, in our minds when we read.

The specific aim of this unit is to help the students understand and evaluate the information given in a passage and also to draw their attention to what is specific to the passage or text they are studying.

The exercises (Appendix, figure 26) ask them to compare several passages / texts on the same subject by presenting different views of the same event and thereby making it easier for them to judge each separate text by emphasizing the differences and contradictions between them. Or asking the students to compare two articles on the same subject but written at different dates. It is the information itself which varies in this case; the new article partly repeats and summarizes the preceding one, but also brings in some new information.

UNIT XII (SUMMARISING AND PARAPHRASING)

The skills involved in this chapter are: paraphrasing and summarising. They are different in their aim. Usually paraphrasing is used for especially difficult pieces of the whole, whereas summarising deals with the whole, be that an individual paragraph or the entire text.
For Pearson and Johnson (1978), paraphrasing is the "propositional level equivalent of synonymy on the word level". They suggest having the student recognize the equivalence in meaning between two or more sentences.

Summarizing is a difficult exercise, rarely done satisfactorily, even by advanced students. According to Greenall and Swan (1986) to be able to write accurate summaries, requires accurate comprehension of the passage. In summary writing, minor details must be rejected but a summary as Grellet (1981) points out a) is usually written is one’s own words b) it does not necessarily imply outlining the structure of the passage c) it should be an accurate and objective account of the text, leaving out reactions to it. The best way of training the students to write summaries is to prepare them through practice in underlining important words or sentences, in finding the topic sentence and main ideas and in perceiving the structure of the text. We should also insist on conciseness and accuracy when asking for summaries and the best way of doing this is to set a certain length to the summary. This will force them to select only what is important. The specific aim of this unit is to identify the main ideas of a text and to express sentences another way.

For summarising, the exercises (Appendix, figure 27) aim at making the students consider the text globally and summarize it themselves in writing, or go through and locate the most important facts - main and supporting ideas - and then write the summary, or have the students choose from various summaries the appropriate one for the passage / text in question.

For paraphrasing, the exercises (Appendix, figure 28) aim at making the students a) select from a standard sentence and two or three choices the one sentence that means the same as the standard, or b) indicate from among three or four sentences given, the one that does not match the others in meaning, or c) simplifying complex sentences and complicating simple ones.
UNIT XIII (CONSOLIDATION OF READING SKILLS)

In the last unit of my reading syllabus there will be a reference to most of the above mentioned reading skills for the purpose of consolidating them.

Comprehension questions, summaries, word- study, etc. on authentic texts will be asked for the students to be actively involved. The devised exercises will force them to examine the text carefully, at: a) making the students active in the reading process by presenting them with decision-making activities (e.g. solving a problem, drawing a diagram with the information given in the text, etc.) or b) devising activities which are as close as possible to what one would naturally do with the text (e.g. completing a table, comparing several texts, etc.).
CHAPTER IV

SAMPLE MATERIALS WITH EXAMPLES OF READING TASKS AND ACTIVITIES

4.1. A WEEK'S SAMPLE MATERIALS

4.1.1. Unit 1: Extracting main ideas by skimming

Main Focus: The main focus of this sample unit will be on techniques of 'skimming' (reading a text quickly and selectively in order to get a general idea of content). Speed is an important element of this reading technique. The specified time limit is approximate. Students who have problems with the time limit are encouraged to skip and guess more.

Before proceeding to the different activities to practise this technique, I'll give my students the four stages of one effective method for skimming an article, according to Maingay (1983: 41): (i) Glance at the title and any illustrations (ii) Read the opening paragraph(s) (iii) Glance quickly at the following paragraphs; look for key words and phrases (iv) Look to see if there is a conclusion. When skimming, students should always keep moving and be selective, because reading is a selective process and it is not always necessary or desirable to pay equal attention to all parts of a text; nor is it necessary to understand every single word.

Pre-reading Activities: An introductory activity could include a class discussion of what is known or what can be guessed about different magazines displayed i.e. 'Newsweek', 'Living with the Menopause', 'Motherhood: the first year', 'Health Visitor', 'Nursery'. 'Newsweek' and 'Motherhood' are published in the U.S.A, 'Living with the Menopause', 'Nursery' and 'Health Visitor' are published in the U.K.
Activity 1

Below is a selection of English-language magazines that you might come across (Appendix, fig.31). Look at them quickly - do not read them in detail, concentrate on the titles and illustrations - and answer the following questions:

a) What kind of magazines are they?

b) Who are their readers?

c) Try to predict some of the things the magazine(s) might say about the topic(s) shown at the magazine’s corner.

d) Make a list of the things that you think you like reading about.

A second introductory activity could include headlines taken from the magazine ‘Living with the Menopause’. Students are asked to take a quick look at them and say / guess a few things about the article to which they refer.

Activity 2

Look at the following headlines (Appendix, fig.32). For each one write down in a few sentences what you think the article which goes with it might be.

a) The menopause: a doctor explains

b) What symptoms might I experience? Can they be treated?

c) How you doctor can help - hormone replacement therapy?

d) Feelings

e) Your body: a self-help guide

f) Shaping up to a healthy future

g) Contraception

h) Your menopause questions answered
While - Reading Activities

In this second reading stage, the different tasks and activities given, show how it is possible to learn more about the contents by glancing quickly through a text. The questions used to check skimming are of a general nature and relate to the overall 'message' of a text rather than details.

Activity 1

This is a copy of the article 'The menopause: the time of your life' (Appendix, fig. 12), which is taken from the magazine 'Living with the Menopause'. Look at it quickly (one minute) to get an idea of the contents. Without referring back to the article discuss the following questions in class.

a) What is the purpose of the article?

(i) to warn readers that menopause can cause serious problems to women of a certain age

(ii) to persuade readers of the symptoms a woman might have during menopause and how these can be treated.

(iii) To inform readers about menopause in general

(iv) to tell readers that menopause is something that happens quite naturally in a woman's life.

b) What is your reaction to this article?

c) Why does the writer include the photograph in the article?
Activity 2

Skim through the article ‘The menopause - a doctor explains’ (Appendix, fig. 34, and underline the sentences or the words that best sum up the main idea of each paragraph (the key words or sentences).

This activity prepares the students to skim by asking them to recognize the key sentences. Here students are asked to identify the main point or important information by distinguishing the main idea from supporting details.

Training the students to recognize the key sentences of a text is an essential preparation to skimming since it will show them that: a) one sentence usually sums up the gist of each paragraph and b) this key sentence often appears at the beginning of each paragraph.

Activity 3

This activity prepares the students to skim by asking them to give titles to short paragraphs. Although this exercise is not entirely an exercise in skimming, since some of the passages will have to be read carefully in order to choose an appropriate title. Students are encouraged to do this exercise as quickly as possible to see how quickly they can understand the gist of each paragraph. Also it is one way of drawing their attention to the importance of titles which are often sufficient to tell us whether or not a text is worth reading.

Read the following article (fig.34) as quickly as you can, and decide which title is best to each of its paragraphs.

The ‘menopause’ is simply the name given to the time in a woman’s life when she stops having monthly periods and becomes unable to have any more children. Usually it happens when you are between 40 and 50 years old. The menopause is often called the change of life, or simply the change.

Symptoms of menopause
What menopause means
Effects of menopause on our life
The reason your periods stop at the menopause is because your ovaries begin to lose their ability to produce oestrogen. Oestrogen is the hormone which ripens the eggs in the ovaries and helps to get the womb ready each month for a fertilized egg. If no egg is fertilized that month no baby can be conceived, and the lining of the womb is lost through the vagina. This is what happens when you have a period. This cycle happens every month between puberty and the menopause, except when you are pregnant. At the menopause, when the ovaries start producing less oestrogen, no more eggs ripen. The cycle is interrupted, and the periods stop.

The age at which the menopause happens varies quite widely from one woman to another. A few stop having periods in their early forties, others go on until they are fifty-three or fifty-four. Most women find that their periods become irregular and often heavier for some time before the menopause happens—it is rare for the periods to stop without warning. It is unusual to have periods after the age of fifty-five. If this happens to you it is a good idea to see your doctor for a check-up.

Women vary very widely in whether they experience symptoms at the menopause, how easy they are to cope with, and how long they last. Eight out of ten women do notice some changes in their bodies around the time of the menopause. The commonest problem is hot flushes. These often start before the menopause and go on for some time afterwards. Some women also notice that their vagina has become drier than usual, and intercourse may be uncomfortable. Others may complain of palpitations (often associated with flushes), headaches, or tiredness. There is one important result of the menopause that usually goes unnoticed by the woman herself. This is a gradual thinning of the bones called osteoporosis, which is due to lack of oestrogen. This is why women tend to shrink more than men as they get older, and why elderly ladies are more likely to suffer from broken bones than elderly men.
Some women sail through the menopause without any difficulties and hardly notice the hot flushes and so on. Others find that menopausal symptoms do make them tired and miserable. Any woman who is suffering because of menopausal symptoms should go and see her doctor. Various treatments are available and there is no need to be afraid of asking for help. You won’t be alone - at least one in three women ask their doctor’s advice about menopausal symptoms.

It is true that the menopause is a time when many women feel rather low and report ‘psychological’ symptoms, such as anxiety, insomnia, poor memory and depression. A few people - mostly men! - think that the menopause is ‘just in your imagination’. This is quite wrong. Physical symptoms, such as hot flushes, are a direct result of lack of oestrogen. These physical symptoms can sometimes make you feel generally tired and overwrought. It is also possible, though not proven, that lack of oestrogen has a more direct effect in causing anxiety and depression. We shouldn’t blame hormones for everything, however - there are many others causes for anxiety and depression besides the menopause.

Some of the symptoms of the menopause may start some time before your periods finally stop. For example, it is quite common for a woman to get hot flushes during her periods for 3 or 4 years before the last period happens. After the periods have stopped, hormone changes may continue to affect the body for some time - a few women may continue to have hot flushes into their sixties, whereas in others they may be over within a few months. Osteoporosis, the thinning of the bones that can result from oestrogen deficiency, goes on gradually into old age.
There is no reason why the menopause should change your life. In fact, in some ways, it could improve it. It is understandable that most women feel rather anxious about the ‘change’ and how it will affect them. A few see it as a sign of getting old and perhaps feel less feminine because they can no longer have children. Most will enjoy being free of the inconvenience of monthly periods and not having to worry about pregnancy. The modern woman lives about a third of her life after the menopause - a time of life that can be just as interesting, productive and exciting as any other. The menopause may bring a few temporary problems, but with the help of your doctor, family and friends, these can be overcome. You can look forward to the future with confidence.

Activity 4

This exercise shows my students where to look for the main information in the article. In order to be able to skim quickly and efficiently through a text, they should know where to look for the main information.

Below you will find the title and the first and last paragraphs of an article. Can you find out what the article is about?

Osteoporosis

Osteoporosis or thinning of the bones affects most middle-aged and elderly women to some extent, but you are likely to notice that it is happening. Osteoporosis occurs because calcium is lost from the bones when the supply of oestrogen is reduced.

Help from your doctor: if your doctor advises it, you can take a course of hormone replacement therapy. Tablets containing oestrogen are effective in slowing down the progress of osteoporosis. Your doctor can also prescribe calcium tablets to help ‘top up’ the calcium in your diet.

Problems caused by menopause

Should women be worried about menopause

Menopause is a sign of getting old
The article tells us:

- Osteoporosis is a problem that needs treatment
- Osteoporosis is not a problem for all women
- Osteoporosis is a problem for women through the menopause
- Ways for slowing down the progress of osteoporosis

This activity aims at showing my students the importance of first and last paragraphs in an article and gives them the means of reading a newspaper article more easily and naturally, giving their whole attention only to what they are really interested in.

**Activity 5**

This activity trains my students again to skim through an article (Appendix, fig. 35). The aim of this activity is to encourage the weaker students who tend to read slowly and never skim through a text because they think there is too much they do not understand. This activity shows them that even a few words understood here and there can be enough to understand what the passage is about. This is what often happens when we run our eyes over a text to get the gist of it.

You are skimming through an article in which most of the words are unknown to you. Here are the ones you can understand, however:

- contraception
- contraceptive pill
- fertile years
- intrauterine contraceptive device
- barrier methods
- diaphragm
- condom
- side-effects
- sterilization
Can you guess, from these words, if the article is about:

- different contraceptive methods and their side-effects
- reliable methods of contraception
- unsuitable types of contraception
- irregular periods and menopause

Activity 6

This activity trains my students to skim through an article having the title:

‘What symptoms might I experience? Can they be treated?’ taken from the magazine ‘Living with the menopause’. (Appendix, fig.34).

The aim of this activity is to show students how much they can guess by simply looking at some of the sentences of the text.

In the following text, some paragraphs or sentences are missing. Read the whole passage and supply the missing sentences so as to get a coherent text.

What symptoms might I experience?

Can they be treated?

As you get nearer to the menopause your periods tend to get heavier and last longer. At this stage they may come closer than usual. Later on they become ..........................................................
..................................................................................................................
..................................................................................................................

If the bleeding is very heavy.................................................................
..................................................................................................................
..................................................................................................................

Hot flushes are the commonest symptom of the menopause. They often begin........................................................................................................
It is sometimes difficult to know whether headaches are due to the menopause. Most menopausal headaches

Poor memory is not quite such a common complaint as headaches, but can cause unnecessary worry when it occurs. It is probably just a result of ...................................................................................

Difficulty in getting to sleep is another problem..............................................................................................................

If this happens..............................................................................................................

Activity 7

This activity trains again the students to skim through an article (Appendix, fig.36) or through a short story from which whole paragraphs have been taken out. Students are helped by giving them several possibilities to choose from, for each of the deleted paragraphs. The aim of this activity is to show students how much they can guess by looking at some of the paragraphs of an article or a short story.

‘MENOPAUSE’ is an article taken from the magazine ‘NEWSWEEK’, May 25, 1992. Only short paragraphs from it have been given below. But if you read them carefully, they should allow you to get a general idea of what happens in the missing parts and to understand the story as a whole.

In order to check your understanding, can you choose the answer or answers that seem(s) most likely to you for each missing paragraph?
MENOPAUSE

PARAGRAPH I a) In the first line of Paragraph II, ‘The Change’ refers to the main theme which has been presented at the beginning of the article. It is:

- menopause
- stigma
- generation

b) In Paragraph II, the main characteristic in the description of the topic is that it was:

- something terrific
- something women did in public
- something women didn’t want to discuss

PARAGRAPH II Now, The Change itself is undergoing a transition. Suddenly this spring, menopause is the subject of briskly selling books, the buzz of TV talk shows and fodder for support groups, newsletters, and posh luncheon gatherings of women who find it intruding on their lives in unsettling ways. Part of the reason is sheer demographics: in the next two decades, nearly 40 million American women will pass through menopause, and by 2020, some 60 million will be at or through the change. A century ago few women lived very long after their ovaries stopped functioning. Today most women have another 30 years - almost one third of their lives - yet to live after the age of 50 and they are determined to make the best of them. Those now at or approaching menopause are also more vocal and more visible than ever before. As Gail Sheehy writes in her new book “The Silent Passage”: “In the next few years, the boardrooms of America are going to light up with hot flashes”.

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PARAGRAPH III In Paragraph III we are told that:

- Menopause is the beginning of inevitable decline
- There are conflicting emotions towards menopause
- Menopause is the start of a great new phase of life.

PARAGRAPH IV Many women are still unsure of what to think and how much to say about their own menopausal symptoms in a culture that prizes youth so assiduously. "I think women are very often living through a kind of secret hell", says Vanity Fair editor Tina Brown, who published the article that became Sheehy's book last October, and who praises Sheehy's "guts" for revealing her own rocky experiences. Sheehy herself found women reluctant to discuss it - some congresswomen "would rather admit to check bouncing than menopause" she says. "I also noticed that women in their late 30s and early 40s are allergic to this subject. They are so afraid of their own aging". But others say there's nothing to discuss; they've been through it and it was no big deal. Meanwhile, medical experts are concerned that the spate of new books by female activists and authors is potentially dangerous. "It's a shame", says Dr. Wulf Utian, director of the Cleveland Menopause Clinic and founder of the North American menopause Society, "because so many women are reaching menopause now and are getting information from nonexperts".

PARAGRAPH V In this paragraph it is stressed that

- more attention should be given to women's health matters
- hormone-replacement therapy is good for women's health
- benefits of hormone-replacement therapy
PARAGRAPH VI  In the meantime, women are left with a host of old wives' tales and misconceptions about menopause. "You grow a beard Dorothy", said Sophia in an episode of "The Golden Girls". "Believe me. I woke up one morning, I looked like Arafat". What little women have heard, sotto voce, from mothers and grandmothers, often leaves them unnecessarily frightened, experts say. "We're living with the myths of a generation ago," says June Reinisch, director of the Kinsey Institute for Research in Sex, Gender and Reproduction at Indiana University.

PARAGRAPH VII  In this Paragraph the commonest symptoms of the 'Menopause' are mentioned.

Tick the appropriate box:

- hot flashes  
- stomachache  
- earache  
- headache  
- backache  
- sweat  
- sleeplessness  
- irritability  
- short-term memory loss  
- cervical closure  
- vaginal dryness  
- menstrual changes

PARAGRAPH VIII  That loss of control is profoundly disturbing, particularly to a generation of women who have dieted, jogged and taken charge of many aspects of their lives. And hearing that other women have negotiated menopause with few problems is cold comfort to those encountering severe symptoms. "My mother used to complain about the flashes", says Tompkins, a 54-year-old administrative assistant to a New Jersey developer. "I'd think, 'How bad could it be?' Let me tell you. When it started, and I found myself walking down the street in the middle of winter
with my coat off, just pouring sweat, I started to call her every day to say, 'I'm sorry, Mom'. That's how bad it can be". Haseltine says she wakes up repeatedly in the night, drenched in sweat. "Your heart's pounding so hard that it wakes you up from a deep sleep. You throw off the covers, but because you're covered with sweat, you start shivering. Then you can't get back to sleep and get up in the morning exhausted". All in all, she says, her symptoms were so bad she considered them "a national emergency".

PARAGRAPH IX  Sometimes the first symptoms aren't always the ones mentioned in Paragraph VII. Sometimes there are:

• shifts in cognitive functions and doubting one's confidence and competence
• insanity
• forgetfulness and belly pains

PARAGRAPH X  Germaine Greer, who abandoned hormonal therapy because of bad side effects, describes her transition through menopause as almost like dying and going to heaven: "It came to me as a great surprise that on the other side of all that turmoil, there is the most wonderful moment in one's whole life - really, the most golden, the most extraordinary, luminous instant that will last forever". She also posits that it's men who are the most upset by menopause. "It was the men who decided that women who didn't want them anymore must be dead. Women didn't say that. Women were getting on with business, reading, thinking, gardening, painting. whatever". Men are profoundly uncomfortable with this notion, Greer adds. "They say, 'But what about us?' I say, 'I'm not thinking about you. I'm not interested in you, you bore me.' They say, 'But
we’re in pain and we’re suffering’. I say, ‘Someone else will take care of you. Go to Robert Bly, please. Don’t waste my time. I know it’s sad to be rulers of the universe. But spare me. We spend our whole lives worrying about you, and the great thing about menopause is that we can at last say. We don’t worry about you anymore. You’ll be fine. Bye - bye.’"

PARAGRAPHS X - XI
In this paragraph we are told that:

• this is the best time to undergo menopause
• this is the worst time to undergo menopause

Post-Reading Activities:

Argue for or against the following views presented in the text(s) concerning the topic of ‘Menopause’.

1) Each woman has to decide for herself whether the benefits of counteracting menopause with hormones are worth the still unknown risks.

2) Women must also decide whether the fight to stay young-looking is worth all the trouble it takes.

3) Is menopause a disease that requires medical intervention or a natural passage that should run its course? Is it the beginning of inevitable decline or the start of a great new phase of life?

4) At what point will the woman accept her aging self?

5) There has never been a better time to undergo menopause.

6) Nowadays society offers more opportunities than ever for women to find happiness and purpose apart from being a reproductive vessel.
Define or give examples of these special words

a. oestrogen
b. ovaries
c. womb
d. hot flushes
e. sterility
f. depression
g. insomnia
h. vagina

Fill in the chart below: Do not write sentences. Write only the information.

WHEN IT HAPPENS

WHY IT HAPPENS

HOW LONG IT LASTS

MENOPAUSE

TREATMENTS AVAILABLE

EFFECTS IT HAS

SYMPTOMS
CHAPTER V

CONCLUSION

This study aimed at developing ESP reading materials for a group of third year upper-intermediate and more advanced level Midwifery students, at the TEI of Athens.

The focus was on a Reading syllabus, as this had been derived from the needs analysis data, and the major concern to equip the students with reading skills needed for comprehension, by relying on the principles of schema theory, as this theory is the most appropriate one since we deal with efficient second language readers.

I believe that needs analysis is very important, because it reconciles the needs with the real ends. When there is such a reconciliation, the students are motivated to learn better and it is evident that when they learn for realistic outcomes, they learn best.

The goal of this dissertation was to reconcile my students' needs with real outcomes. In pursuit of this goal, I tried to respond to my students' needs and develop a Reading Syllabus consisting of a selection of texts/extracts taken mainly from different British and American newspapers and news magazines as well as books of reference. The exercises accompanying the texts teach and practise the general reading skills of prediction, previewing, anticipation, skimming, scanning, guessing the meaning of words, finding the central idea, inferencing, recognizing the functional value as well as summarizing and paraphrasing.

The Reading Syllabus has proved to be very effective for these ESP learners, because through Schema Theory, which is a powerful interpretative tool for SL readers, students can be helped a lot to improve their reading skills and become independent and competent readers. It is my belief that, the Reading Syllabus makes realistic and economical suggestions about what is to be learned, because through schema-based strategies and activities like prediction, students are helped to broaden and enrich their vocabulary, initiate previous knowledge, arouse pictures, images, etc. Through anticipation, they are motivated to read a text or specific information they are interested in and find solutions or answers to
possible questions and problems. They are also helped to initiate previous knowledge and arouse images and pictures. Through previewing, the students are involved in the thematic content and become familiar with the material before actually reading it, while through guessing the meaning of unknown words, they are helped to initiate previous knowledge, broaden their vocabulary and make comparisons or correlations. Through lexical meaning from context, readers can draw conclusions to facts or points presented by the writer and make sense of a text or article by using their intelligence, while through inferencing lexical meaning from morphological clues, they can enrich their vocabulary through lexical relation, word formation and use of prefixes and suffixes. Skimming and scanning helps them to read only what they need or want to read and not whole passages, by looking at some prominent parts of an article or text. By identifying the main idea, they are trained to make distinctions between general and specific statements.

Personal experience as a language learner and as a foreign language teacher has confirmed that adequate knowledge of vocabulary and syntax in reading is essential because it facilitates the development of sub-skills such as predicting, skimming, guessing, etc. Linguistic knowledge, forms the basis for building up students' competence in extracting the message from the text, because lack of it prevents both the teacher and the students from using language as a means of comprehending the text. Personal experience has also shown that a) ESP students when asked to read a text to which they are not related or lack background knowledge fail to understand it and b) students with high interest in a text employ more strategies in reading than those with low interest.

Since reading is a gradually developing competence, that is a process, instruction should focus, at the intermediate and advanced levels, on both identification and interpretation skills, while activation of schemata will enable students to reconstruct the meaning of the texts. Grabe (1986, cit in Carrell at al 1988) reminds us that proficient L2 reading depends on the interaction of linguistic, background and schematic knowledge which must come together to form a 'critical mass'. Achievement of this 'critical mass' makes the point at which 'a reader stops learning to read and only reads to learn'.
The more practice on integrated skills the reader can acquire the better. Moreover, efficient and effective reading is a skill which can be greatly developed through extensive reading. ‘People learn to read by reading’ (Eskey and Grabe, 1986 cit in Carrell at al, 1988) and a schema theory-driven Reading Syllabus is a firm step towards this direction.
BIBLIOGRAPHIC REFERENCES

15. Gray, K., (1990) 'Syllabus Design for the General Class': what happens to Theory when you apply it', in ELT Journal, 44/4, OUP.


APPENDIX

THE FACULTIES OF THE ATHENS TEI

Faculty of Graphic Arts and Design
Faculty of Administration and Economics

Faculty of Food Technology and Nutrition
Faculty of Technological Applications

Faculty of Health and Caring Professions
1. Department of X-rays and Radiology
2. Department of Health Visiting
3. Department of Occupational Therapy
4. Department of Physiotherapy
5. Department of Aesthetics
6. Department of Medical Laboratories
7. Department of Public Health
8. Department of Nursing
9. Department of Midwifery
10. Department of Optics
11. Department of Dental Technology
12. Department of Baby / Infant Care
13. Department of Social Work

Figure 1
Fig. 2 - The Educational System
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Teaching Establishment</td>
<td>TEI (Technological Educational Institution) of Athens</td>
</tr>
<tr>
<td>Level</td>
<td>Tertiary</td>
</tr>
<tr>
<td>Sector</td>
<td>Government founded Institution</td>
</tr>
<tr>
<td>Audience / Area of Specialisation</td>
<td>Undergraduates in Midwifery Department</td>
</tr>
<tr>
<td>Optimal Group Size</td>
<td>15 (males + females)</td>
</tr>
<tr>
<td>Year of the course</td>
<td>Third year (final)</td>
</tr>
<tr>
<td>Total number of hs per semester/year</td>
<td>36 / 72</td>
</tr>
<tr>
<td>Age group</td>
<td>18 - 24</td>
</tr>
<tr>
<td>Weekly distribution</td>
<td>3hs / w</td>
</tr>
<tr>
<td>Linguistic level</td>
<td>upper - intermediate to advanced</td>
</tr>
<tr>
<td>Staff</td>
<td>one full - time TEFL teacher</td>
</tr>
<tr>
<td>Constraints/Problems</td>
<td>no materials / lack of appropriate courses / priority given to their main subjects / variety of learning styles / different attitudes to learning</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
</tbody>
</table>

Figure 3
QUESTIONNAIRE

1. NAME ..................................................................................................................................................

2. AGE ....................................................................................................................................................

3. SEX .....................................................................................................................................................

4. MARITAL STATUS  married [ ]  single [ ]

5. How long have you studied English?
   a. six years [ ]
   b. seven years [ ]
   c. eight years [ ]
   d. other [ ]

6. When did you get your First Certificate?
   a. six years ago [ ]
   b. seven years ago [ ]
   c. eight years ago [ ]
   d. other [ ]

7. When did you last attend an English course?
   a. six years ago [ ]
   b. seven years ago [ ]
   c. eight years ago [ ]
   d. other [ ]
8. How would you describe your present level?
   a. low intermediate [ ]
   b. intermediate [ ]
   c. upper intermediate [ ]
   d. advanced [ ]

9. Have you attended an ESP course before?
   Yes [ ] No [ ]

10. Do you think that an ESP course will be different?
    Yes [ ] No [ ]

11. Apart from the requirements of your Institution, why is it important to attend this particular course?
    a. to attend a postgraduate - course [ ]
    b. to work abroad [ ]
    c. to help me with my career [ ]
    d. for cultural interests [ ]
    e. other (specify) [ ]

12. Where do you intend to use English?
    a. for reading manuals or other books of reference in my job [ ]
    b. for writing reports [ ]
    c. for communicating with native speakers [ ]
    d. for other purposes (specify) [ ]
13. To reach your desired goal related to the ESP course do you require English mainly for?

a. Listening  

b. Reading  

c. Speaking  

d. Writing

14. What kind of material would you suggest, to improve learning effectiveness?

a. authentic texts (i.e. articles taken from medicine journals, newspapers, medical books, etc.)

b. simplified authentic texts

c. published textbooks

d. teacher's own material

e. combination

15. What text types should be used?

a. manuals

b. listening texts

c. charts

d. pictures

e. lectures

f. combination

g. other (specify)
16. By means of percentage, what proportion of time should be allocated to each skill?
   a. Listening  
   b. Speaking  
   c. Writing  
   d. Reading

17. In order to enjoy learning, do you expect your teacher to be a (n)
   a. facilitator  
   b. tester  
   c. information source  
   d. fellow learner  
   e. negotiator  
   f. other (specify)

18. How do you think you can achieve the desired level?
   a. by participating  
   b. by reading extra books  
   c. by reading projects  
   d. other (specify)

19. How many hours of attendance per week do you think, would be sufficient?
   a. 3  
   b. 5  
   c. 7  
   d. other (specify)
20. How many hours can you attend?
   a. 3
   b. 5
   c. 7
   d. other (specify)

Figure 4
- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentence.
- Understanding relations between the parts of the text through lexical cohesion devices.
- Understanding cohesion between parts of next through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognising indicators in discourse.
- Identifying the main point information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the next, an idea, etc.).
- Selective extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

Figure 5 (List of skills taken from John Mumby's 'Communicative Syllabus Design')
READING PROCESSING LEVELS

world knowledge
inferencing
topic of discourse
paragraph structuring
local cohesion
sentences
words
letters
graphic feature

top-down

bottom-up

(Figure 6 W. Grabe: 1988)

(Figure 7 D.E. Rumelhart, 1977)
BIBLIOGRAPHIC REFERENCES ON MIDWIFERY TEXTS


11. LIVING WITH THE MENOPAUSE, 1990, The Medicin Group, Abingdon, Oxon, UK


14. NURSERY, Magazine, April 1994

15. HEALTH VISITOR, Magazine, April 1995
APPENDIX: TOPICS

1. The Reproductive Organs (fallopian tubes, vagina, cervix, pelvis, vulva, uterus, ovaries, placenta, etc.)

2. Ovulation - Maturation - Fertilisation

3. The fetus - The embryo

4. Preparing for Pregnancy (Physiological and Psychological changes in Pregnancy, Multiple pregnancy, daily life in pregnancy, smoking in pregnancy, menstrual cycle, vaginal/gynecological examination, antenatal care, screening tests, complications of pregnancy, prolonged pregnancy and disorders of uterine action, miscarriage and intrauterine death, etc.)

5. Labour and Delivery (Normal labour, Caesarian section, pain relief, the first, second and third stages of labour)

6. The newborn baby (the baby at birth, feeding, jaundice and infection, small and large babies, the normal baby, etc.)

7. Postnatal care of mother and baby (infant feeding, contraception, care of sick and preterm babies, still birth and neonatal death, etc.)

8. Sociology related to midwives/community health and social services
EXERCISE (Figure 10)

Before looking at the article on ‘Contraception’ (Figure 35), try to answer the following questions:

1. What is contraception?
2. Are you for or against it?
3. Do you know any methods of contraception? Can they be used by women or men or both?
4. Give ten words related to the topic of ‘Contraception’ which you think you may find in the text.

SYNTACTIC EXERCISE (Figure 11)

Read each word below and write the most appropriate one into each of the spaces in the text so that the information conforms to that in the text you have just read on ‘Contraception’

although
if
or
but
so

irregular periods are a typical feature of the menopause, a missed period can, of course, be due to pregnancy - especially if you have not been using a reliable method of contraception. ...you miss a period and there is a possibility you might be pregnant, it is important to have a pregnancy test. You can test your urine yourself with a kit from the chemist, ....... you can visit your doctor for a test. If a do-it-yourself test is negative .......your period still does not come, see your doctor, as false results sometimes occur. The irregular periods which occur around the time of the menopause can lead to false alarms about pregnancy and even occasionally false-positive pregnancy tests due to hormonal changes, .......see your doctor if you are worried.
Any mother who has had an unsuccessful outcome to pregnancy, for whatever reason, is likely to enter any subsequent pregnancy with some degree of anxiety which will be compounded if vaginal bleeding occurs. When the midwife takes the initial health history she must ensure that the mother is aware of the need to report any blood loss per vagina; either to her midwife or to her doctor as timely intervention may save the pregnancy. Vaginal bleeding occurs in 16% of all pregnant women during the first trimester, which is the period extending from conception to 12 weeks. Any episode of vaginal bleeding, however slight, could place the mother and baby at high risk and ideally all mothers who bleed from the genital tract should be referred to the care of a consultant obstetrician.

Complete the sentences so that they agree with the information given in the text you have just read.

1. Previous ........... of vaginal bleeding which resulted in fetal loss, is a cause of concern to most mothers (experience/inexperience)
2. The midwife must be aware of the mother’s emotional situation when caring for her during the ........... period (antepartum/postpartum)
3. Whatever the mother’s age and parity, the ........... outcome to pregnancy is live, healthy baby (successful/unsuccesful)
4. It is not ........... for some mothers to have an episod of vaginal bleeding which is a past event by the time she presents for pregnancy diagnosis and health history (usual/unusual)
5. The exact aetiology of bleeding in early pregnancy is not always known but there are ........... reasons in most instances (identifiable/unidentifiable)
In the photograph is relevant to the information given in the following text:

The perineal body is a pyramid of muscle and fibrous tissue situated between the vagina and the rectum. It is made up of fibres from muscles described above. The apex, which is the deepest part, is made from the fibres of the pubococcygeus muscle which cross over at this point; the base is made from the transverse perineal muscles which meet in the perineum, together with the ischio-cavernosus in front and the external anal sphincter behind. The perineal body measures 3 cm in each direction.
The menopause: a doctor explains

The menopause is simply the name given to the time in a woman's life when she stops having monthly periods and becomes unable to have any more children. Usually it happens when you are between 40 and 50 years old. The menopause is often called 'the change of life', or simply, 'the change'.

The reason your periods stop at the menopause is because your ovaries begin to lose their ability to produce oestrogen. Oestrogen is the hormone which ripens the eggs in the ovaries and helps to get the womb ready each month for a fertilized egg. If no egg is fertilized that month no baby can be conceived, and the lining of the womb is lost through the vagina. This is what happens when you have a period. This cycle happens every month between puberty and the menopause, except when you are pregnant. At the menopause, when the ovaries start producing less oestrogen, no more eggs ripen. The cycle is interrupted, and the periods stop.

The age at which the menopause happens varies quite widely from one woman to another. A few stop having periods in their early forties, others go on until they are fifty-three or fifty-four. Most women find that their periods become irregular and often heavier for some time before the menopause happens – it is rare for the periods to stop without warning.

It is unusual to have periods after the age of fifty-five. If this happens to you it is a good idea to see your doctor for a check-up.

Women vary very widely in whether they experience symptoms at the menopause, how easy they are to cope with, and how long they last. Eight out of ten women do notice some changes in their bodies around the time of the menopause. The commonest problem is hot flushes. These often start before the menopause and go on for some time afterwards. Some women also notice that their vagina has become drier than usual, and intercourse may be uncomfortable. Others may complain of palpitations (often associated with flushes), headaches, or tiredness. There is one important result of the menopause that usually goes unnoticed by the woman herself. This is a gradual thinning of the bones called osteoporosis, which is due to lack of oestrogen. This is why women tend to shrink
more than men as they get older, and why elderly ladies are more likely to suffer from broken bones than elderly men.

Some women sail through the menopause without any difficulties and hardly notice the hot flushes and so on. Others find that menopausal symptoms do make them tired and miserable. Any woman who is suffering because of menopausal symptoms should go and see her doctor. Various treatments are available and there is no need to be afraid of asking for help. You won't be alone – at least one in three women ask their doctor's advice about menopausal symptoms.

It is true that the menopause is a time when many women feel rather low and report 'psychological' symptoms, such as anxiety, insomnia, poor memory and depression. A few people – mostly men! – think that the menopause is 'just in your imagination'. This is quite wrong. Physical symptoms, such as hot flushes, are a direct result of lack of oestrogen. These physical symptoms can sometimes make you feel generally tired and overwrought. It is also possible, though not proven, that lack of oestrogen has a more direct effect in causing anxiety and depression. We shouldn't blame hormones for everything, however there are many other causes for anxiety and depression besides the menopause.

Some of the symptoms of the menopause may start some time before your periods finally stop. For example, it is quite common for a woman to get hot flushes during her periods for 3 or 4 years before the last period happens. After the periods have stopped, hormone changes may continue to affect the body for some time – a few women may continue to have hot flushes into their sixties, whereas in others they may be over within a few months. Osteoporosis, the thinning of the bones that can result from oestrogen deficiency, goes on gradually into old age.

There is no reason why the menopause should change your life. In fact, in some ways, it could improve it. It is understandable that most women feel rather anxious about 'the change' and how it will affect them. A few see it as a sign of getting old and perhaps feel less feminine because they can no longer have children. Most will enjoy being free of the inconvenience of monthly periods and not having to worry about pregnancy. The modern woman lives about a third of her life after the menopause – a time of life that can be just as interesting, productive and exciting as any other. The menopause may bring a few temporary problems, but with the help of your doctor, family and friends, these can be overcome. You can look forward to the future with confidence.
EXERCISE (Figure 15)

1) Decide which of the following photographs corresponds to which stage of labour. Write under each photograph the appropriate letter a, b, c or d.

a. early second stage
b. late second stage
c. late first stage
d. birth of the head
Say which of the following choices are true concerning the above photos:

Photograph 1
a. The cervix is dilated, there is flexion of the foetal head and the membranes are ruptured.
   b. The cervix is not dilated, there is no flexion of the foetal head and the membranes are still intact.
   c. The cervix is dilated, flexion of the foetal head has occurred, the membranes are still intact.
   d. The cervix is dilated, flexion of the foetal head has not occurred, the membranes are ruptured.

Photograph 2
a. The cervix is fully dilated, the head is beginning to rotate at the level of the ischial spines, the membranes are intact and bulge in the front of the head.
   b. The cervix is not dilated, the head hasn’t begun to rotate at the level of the ischial spines, the membranes are intact and bulge in the front of the head.
   c. The cervix is fully dilated, the head is beginning to rotate at the level of the ischial spines, the membranes are ruptured in the front of the head.
   d. The cervix is not yet dilated, the head hasn’t begun to rotate at the level of the ischial spines, and the membranes are ruptured at the front of the head.

Photograph 3
a. The foetal head is appearing at the vulval ring (crowning), the membranes are still intact, the perineum is stretched over the head.
   b. The foetal head is appearing at the vulval ring (crowning), the membranes have ruptured, the perineum is stretched over the head.
   c. The foetal head is not close to the vulval ring (crowning), the membranes are still intact, the perineum is stretched over the head.
   d. The foetal head is not close at the vulval ring (crowning), the membranes have ruptured, the perineum is stretched over the head.
Photograph 4

a. The foetal head extends on the neck, the perineum is swept over the face, the movement of the head is now downwards and the uterus has retracted to fit closely over the foetal body.

b. The foetal head extends on the neck, the perineum hasn’t yet swept over the face, the movement of the head is upwards and the uterus has expanded to fit closely over the foetal body.

c. The foetal head extends on the neck, the perineum is swept over the face, the movement of the head is downwards and the uterus has expanded to fit closely over the foetal body.

d. The foetal head extends on the neck, the perineum is swept over the face, the movement of the head is now upwards and the uterus has retracted to fit closely over the foetal body.
**PREDICTION (Figure 16)**

**MENOPAUSE (article taken from MYLES TEXTBOOK FOR MIDWIVES by R. Bennett and L. Brown)**

After reading each of the sentences in Column 1 look at Column 2 and choose the sentence which you think is most likely to follow. Go on in the same way until you reach the end of the text.

**Column 1**

| The end of a woman's reproductive life is characterised by the gradual cessation of menstruation, the periods first becoming irregular and then ceasing altogether. |

| There is an increased tendency to obesity and in the following years signs of aging will appear. |

| The sexual drive may not be diminished but some women find it difficult to accept that they are no longer fertile. |

**Column 2**

| a. This is often accompanied by physical symptoms like hot flushes and emotional changes such as mood swings. |

| b. It is simply the end of your ability to have children. |

| c. It does not make you any less attractive as a woman. |

| a. Nowadays there is no need for any woman to be worried about the menopause. |

| b. Remember that these days the menopause does not mark the start of old age. |

| c. These changes are due to a fall in the production of oestrogen because the ovary is no longer able to respond to pituitary gonadotrophins. |

| a. The usual age for the menopause is between 45 and 50 years but it should not be assumed that it is complete until 2 years have elapsed since the last period. |

| b. In fact, many women find that with no small children to look after their life actually improves. |

However they will have more time to devote to friends and outside interests.
The end of a woman's reproductive life is characterised by the gradual cessation of menstruation, the periods first becoming irregular and then ceasing altogether. This is often accompanied by physical symptoms like hot flushes and emotional changes such as mood swings. There is an increased tendency to obesity and in the following years signs of aging will appear. These changes are due to a fall in the production of oestrogen because the ovary is no longer able to respond to pituitary gonadotrophins. The sexual drive may not be diminished but some women find it difficult to accept that they are no longer fertile. The usual age for the menopause is between 45 and 50 years but it should not be assumed that it is complete until 2 years have elapsed since the last period. In the intervening months the woman should continue to use contraception if appropriate.

PREQUESTIONS Before studying the text about menopause:

1. What is menopause?
2. Try to give some key-words that are to be found in the text.
3. Tell me one thing that you know about menopause.
4. Write a list of things about menopause that you are sure of (first column) and a list of things that you are not sure of (second column).
Many older couples are happiest with one of the barrier methods of contraception. These are effective and free from side-effects, though not quite as convenient as the mini-pill or IUCD. Barrier methods can be used by the woman (i.e. the cap), or by the man (i.e. the sheath).

The cap or diaphragm: This is a rubber saucer-shaped disk which you slide inside your vagina to block off the cervix (neck of the womb) so that sperms cannot swim up into your womb to fertilize an egg. You should use it with a spermicidal gel or cream to make sure no sperms can get in around the edges. You should leave the cap in place for at least six hours after intercourse. If you are concerned about interrupting lovemaking to put your cap in you may find it simplest to put it in every night as a matter of habit. You should visit the doctor to have the fit of your cap checked about once a year - sooner if you gain or lose a lot of weight. Used conscientiously, the cap is about as effective as the mini-pill and is completely safe with no side-effects.

The sheath or condom: This is a very popular method which is easily available - you can buy it in any chemist, or get it from the family planning clinic. The sheath (often called a rubber, French letter or Durex) is a rubber tube that is rolled over your partner's erect penis before you make love. For maximum protection against pregnancy, it is best to use it in conjunction with a contraceptive cream, jelly or pessaries. Except for the very small number of people who are allergic to rubber, the sheath is completely without side-effects, though some couples find the necessary interruption of lovemaking a disadvantage.

INSTRUCTIONS

You have been given a page from a book to read. It is entitled 'Barrier methods'. What do you think the passage is about? Think of at least three possibilities.

The title of the magazine is 'Living with the Menopause' (The Medicine Group Ltd, 1990) and here is the beginning of the table of contents. Does this lead you to reconsider your former opinion and make a more accurate guess at the contents of the passage?

CONTENTS

The menopause - a doctor explains 4
What symptoms might I experience? Can they be treated? 7
How your doctor can help - hormone replacement therapy 10
Feelings 13
Your body: a self-help guide 17
Shaping up to a healthy future 20
SKIMMING (Figure 19)

Activity 1

This exercise shows my students where to look for the main information in the article. In order to be able to skim quickly and efficiently through a text, they should know where to look for the main information.

Below you will find the title and the first and last paragraphs of an article. Can you find out what the article is about?

Osteoporosis

Osteoporosis or thinning of the bones affects most middle-aged and elderly women to some extent, but you are likely to notice that it is happening. Osteoporosis occurs because calcium is lost from the bones when the supply of oestrogen is reduced.

Help from your doctor: if your doctor advises it, you can take a course of hormone replacement therapy. Tablets containing oestrogen are effective in slowing down the progress of osteoporosis. Your doctor can also prescribe calcium tablets to help 'top up' the calcium in your diet.

The article tells us:

- Osteoporosis is a problem that needs treatment
- Osteoporosis is not a problem for all women
- Osteoporosis is a problem for women through the menopause
- Ways for slowing down the progress of osteoporosis

This activity aims at showing my students the importance of first and last paragraphs in an article and gives them the means of reading a newspaper article more easily and naturally, giving their whole attention only to what they are really interested in.
Activity 2.

This activity trains my students again to skim through an article (Appendix, fig.35). The aim of this activity is to encourage the weaker students who tend to read slowly and never skim through a text because they think there is too much they do not understand. This activity shows them that even a few words understood here and there can be enough to understand what the passage is about. This is what often happens when we run our eyes over a text to get the gist of it.

You are skimming through an article in which most of the words are unknown to you. Here are the ones you can understand, however:

contraception
contraceptive pill
fertile years
intrauterine contraceptive device
barrier methods
diaphragm
condom
side-effects
sterilization

Can you guess, from these words, if the article is about:

• different contraceptive methods and their side-effects
• reliable methods of contraception
• unsuitable types of contraception
• irregular periods and menopause
You are thinking of using a contraception method. This is what you want:

- something suitable for regular use
- something simple and convenient
- something that does not cause any side-effects

Look at the article on 'contraception' (Figure 35) and circle the method that corresponds to what you are looking for. Try to do this as quickly as you can.
IDENTIFYING THE MAIN IDEA OF THE TEXT (Figure 21)

Read the following article carefully and decide which title is best to each of its paragraphs.

he 'menopause' is simply the name given to the me in a woman's life when the stops having monthly periods and becomes unable to have any more children. Usually it happens when you are between 40 and 50 years old. The menopause is often called the change of life, or simply the change.

The reason your periods stop at the menopause is because your ovaries begin to lose their ability to produce oestrogen. Oestrogen is the hormone which pens the eggs in the ovaries and helps to get the womb ready each month for a fertilized egg. If no egg is fertilized that month no baby can be conceived, and the lining of the womb is lost through the vagina. This is what happens when you have a period. This cycle happens every month between puberty and the menopause, except when you are pregnant. At the menopause, when the ovaries start producing less oestrogen, no more eggs pen. The cycle is interrupted, and the periods stop.

he age at which the menopause happens varies quite widely from one woman to another. A few stop having periods in their early forties, others go on until they are fifty- three or fifty-four. Most women find that their periods become irregular and often heavier for some time before the menopause appens—it is rare for the periods to stop without warning. It is unusual to have periods after the age of fifty-five. If this happens to you it is a good idea to see your doctor for a check-up.

Symptoms of menopause
What menopause means
Effects of menopause on our life

Why menopause happens
When menopause happens
What happens during a woman's period

When menopause happens
When periods stop
Irregularity of women's periods
Women vary very widely in whether they experience symptoms at the menopause, how easy they are to cope with, and how long they last. Eight out of ten women do notice some changes in their bodies around the time of the menopause. The commonest problem is hot flushes. These often start before the menopause and go on for some time afterwards. Some women also notice that their vagina has become drier than usual, and intercourse may be uncomfortable. Others may complain of palpitations (often associated with flushes), headaches, or tiredness. There is one important result of the menopause that usually goes unnoticed by the woman herself. This is a gradual thinning of the bones called osteoporosis, which is due to lack of oestrogen. This is why women tend to shrink more than men as they get older, and why elderly dies are more likely to suffer from broken bones than elderly men.

Some women sail through the menopause without difficulties and hardly notice the hot flushes and so on. Others find that menopausal symptoms make them tired and miserable. Any woman who is suffering because of menopausal symptoms could go and see her doctor. Various treatments are available and there is no need to be afraid of asking for help. You won't be alone - at least one in three women ask their doctor's advice about menopausal symptoms.
It is true that the menopause is a time when many women feel rather low and report 'psychological' symptoms, such as anxiety, insomnia, poor memory and depression. A few people - mostly men! - think that the menopause is 'just in your imagination'. This is quite wrong. Physical symptoms, such as hot flushes, are a direct result of lack of oestrogen. These physical symptoms can sometimes make you feel generally tired and overwrought. It is also possible, though not proven, that lack of oestrogen has a more direct effect in causing anxiety and depression. We shouldn't blame hormones for everything, however - there are many others causes for anxiety and depression besides the menopause.

Some of the symptoms of the menopause may start some time before your periods finally stop. For example, it is quite common for a woman to get hot flushes during her periods for 3 or 4 years before the last period happens. After the periods have stopped, hormone changes may continue to affect the body for some time - a few women may continue to have hot flushes into their sixties, whereas in others they may be over within a few months. Osteoporosis, the thinning of the bones that can result from oestrogen deficiency, goes on gradually into old age.
There is no reason why the menopause should change your life. In fact, in some ways, it could improve it. It is understandable that most women feel rather anxious about the 'change' and how it will affect them. A few see it as a sign of getting old and perhaps feel less feminine because they can no longer have children. Most will enjoy being free of the inconvenience of monthly periods and not having to worry about pregnancy. The modern woman lives about a third of her life after the menopause - a time of life that can be just as interesting, productive and exciting as any other. The menopause may bring a few temporary problems, but with the help of your doctor, family and friends, these can be overcome. You can look forward to the future with confidence.
**Exercise 1:** Join the words in Column A with their synonyms in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. conception</td>
<td>a. cicatrix</td>
</tr>
<tr>
<td>2. pubic bone</td>
<td>b. intestine</td>
</tr>
<tr>
<td>3. endometrium</td>
<td>c. fertilization</td>
</tr>
<tr>
<td>4. tiny hairs</td>
<td>d. sexual organs</td>
</tr>
<tr>
<td>5. genitals</td>
<td>e. os pubis</td>
</tr>
<tr>
<td>6. bowel</td>
<td>f. citia</td>
</tr>
<tr>
<td>7. scar</td>
<td>g. uterine lining</td>
</tr>
</tbody>
</table>

**Exercise 2:** Match the words in Column A with their definitions in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. follicle</td>
<td>a. the opening between the buttocks through</td>
</tr>
<tr>
<td></td>
<td>which waste matter passes out.</td>
</tr>
<tr>
<td>2. ovary</td>
<td>b. either of a pair of oval organs situated in</td>
</tr>
<tr>
<td></td>
<td>the body cavity near the spinal column.</td>
</tr>
<tr>
<td>3. urethra</td>
<td>c. a duct that carries urine from a kidney to</td>
</tr>
<tr>
<td></td>
<td>the bladder.</td>
</tr>
<tr>
<td>4. ureter</td>
<td>d. female reproductive organ that produces</td>
</tr>
<tr>
<td></td>
<td>eggs.</td>
</tr>
<tr>
<td>5. oestrogen</td>
<td>e. small anatomical cavity.</td>
</tr>
<tr>
<td>6. anus</td>
<td>f. substance that promotes development of</td>
</tr>
<tr>
<td></td>
<td>various female characteristics.</td>
</tr>
<tr>
<td>7. kidney</td>
<td>g. canal that carries off urine from the</td>
</tr>
<tr>
<td></td>
<td>bladder.</td>
</tr>
</tbody>
</table>
INFERENCING LEXICAL MEANING FROM MORPHOLOGICAL CLUES (figure 23)

In the following text, on Problems encountered by a new-born baby, indicate which of the affixes the base can take.

Jaundice may occur as a result of ________1________ or rhesus antibodies. In cases of rhesus antibodies the ________2________ of jaundice is within 24 hours and can be predicted in many cases. Hypoglycaemia is more likely to occur if the baby is ________3________, has been starved in utero or is the infant of a diabetic mother. Hypothermia is another danger to which babies are susceptible. They have a large surface area from which to lose heat and a very small supply of heat as most food is used to promote growth. Babies are relatively ________4________ and ________5________ to prevent heat loss by restricting the surface circulation; they do not shiver.

1. discompatibility, noncompatibility, incompatibility, recompatibility.
2. outset, onset, inset, reset.
3. interm, antiterm, conterm, preterm.
4. inactive, unactive, disactive, reactive.
5. transable, disable, unable, inable.
RECOGNIZING FUNCTIONAL VALUE (Figure 24)

You are given a text on diseases associated with pregnancy from MYLES TEXTBOOK FOR MIDWIVES by R. Bennett and L. Brown. It is entitled ‘Anaemia in the Third World’. The sentences are in random order. Please arrange them in the correct order so that they produce a coherent text.

In order to help prevent anaemia, midwives must not only understand the medical problem but also any social circumstances that give rise to it. In developed countries it is estimated that approximately 2% of women are anaemic; in the Third World this figure may be as high as 50% and this contributes to the high rate of maternal mortality. Other contributory causes to the high incidence of anaemia include infections such as Clostridium welchii, which cause increased haemolysis, and malaria (particularly Plasmodium falciparum). Iron, folic acid and vitamin B12 deficiencies are more common; the unavailability of correct food, food taboos and eating and cooking customs all play a part. The ova of the worm may be found in the woman’s stools. Hookworm, which is a parasite found in the tropics, lives in the duodenum and gains its nutrition from the host’s blood, causing anaemia.

UNDERSTANDING THE FUNCTION OF THE TEXT (Figure 25)

Look at the text ‘Menopause’ (Appendix, figure 36) and try to answer the following questions about the writer’s intention and attitudes:

1. How is menopause viewed nowadays in comparison to some years ago?
2. Has women’s attitude changed toward menopause or is it something that requires privacy?
3. Should women be afraid of their own aging?
4. Are women reluctant to discuss The Change?
5. What is the attitude of men towards it? Are they willing to help or are they ignorant and show indifference?
6. What is Germain Greer’s point of view on the subject? What is, in her opinion, the difference between the two sexes?
7. Finally, how should we face this change and what should we do?
COMPARING SEVERAL TEXTS (figure 26)

Look at figures 14, 17 and 36. They are three different texts on the subject of «MENOPAUSE», Compare them by emphasizing the differences and contradictions between them.

SUMMARISING (figure 27)

Go through the text on «CONTRACEPTION» (figure 35) and locate the most important facts - main and supporting ideas - and then write the summary.

PARAPHRASING (figure 28)

Look at the following sentences and select from a standard sentence and three choices the one sentence that means the same as the standard.

1. The outer third of the vagina contains many nerve endings responsive to sexual stimulation.
   a. Many nerve endings which are to be found in the outer third of the vagina are responsive to sexual stimulation.
   b. Many nerve endings responsive to sexual stimulation are met at the outer third of the vagina.
   c. Many nerve endings responsive to sexual stimulation are contained in the other third of the vagina.

2. Near the opening there is a muscular sphincter which contracts rhythmically during orgasm.
   a. When orgasm happens, there is a muscular sphincter near the opening which contracts rhythmically.
   b. While on orgasm, there is a muscular sphincter near the opening which contracts rhythmically.
   c. Due to orgasm, there is a muscular sphincter near the opening which contracts rhythmically.
3. Unless this discharge is irritating or has a bad smell, it is perfectly normal.  
   a. If this discharge is irritating or has a bad smell, it is perfectly normal.  
   b. If this discharge is not irritating or has a bad smell, it is perfectly normal.  
   c. Provided that this discharge is irritating or has a bad smell it is perfectly normal.

4. Once the dangers in the disease are realised, much can be done to mitigate them.  
   a. In due time the dangers of the disease have been realised, much care can be done to mitigate them.  
   b. Prior to the fact that they have realised the dangers in the disease, much care can be done to mitigate them.  
   c. After they have realised the dangers in the disease, much can be done to mitigate them.

5. Due care and attention should be given to the following points.  
   a. One would rather give due care and attention to the following points.  
   b. One should give due care and attention to the following points.  
   c. One had better give due care and attention to the following points.
EXERCISE (Figure 29)

In the table below there is a list of problems/diseases, their symptoms and their possible treatment. Fill in the missing parts with reference to the following text.

<table>
<thead>
<tr>
<th>PROBLEMS/DISEASES</th>
<th>SYMPTOMS</th>
<th>TREATMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hypoglycaemia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>heating by night and day-clothing-etc.</td>
</tr>
<tr>
<td>3.</td>
<td>yellowing of the skin-white of the eyes</td>
<td></td>
</tr>
</tbody>
</table>

Hypoglycaemia is more likely to occur if the baby is preterm, has been starved in utero or is the infant of a diabetic mother. Early feeding helps to prevent hypoglycaemia; a dextrostix test is usually performed to detect hypoglycaemia in vulnerable babies or if any baby is irritable. Hypoglycaemia can cause brain damage if not treated. A paediatrician must be informed.

Hypothermia is another danger to which babies are susceptible. Babies have a large surface area from which to lose heat and a very small supply of heat as most food is used to promote growth. Babies are relatively inactive and are unable to prevent heat loss by restricting the surface circulation; they do not shiver. Their heads lose a lot of heat because they have very little hair to prevent loss. Mothers should be advised of the dangers of hypothermia—advice should include: heating by night and day; position of cots and prams away from draughts; clothing, bathing. If baby feels warm to touch he is all right.

Jaundice. Many babies develop a physiological jaundice. Up to half of all neonates become noticeable icteric. Before birth the baby has excess red blood cells and a high haemoglobin in order to utilise oxygen efficiently. Physiological jaundice reveals itself at approximately three to four days at age. Prevention is by early feeding, and if jaundice occurs, extra fluid is given.
Jaundice may occur as a result of blood incompatibility or rhesus antibodies. In such cases the onset of jaundice is within 24 hours and can be predicted in many cases. Exchange blood transfusion may be necessary for these babies if the serum bilirubin level remains high.

Jaundice which is late, appearing after six days, may be due to metabolic causes, breast milk jaundice or infection. The cause must be diagnosed and treated. The jaundice can be treated by phototherapy.

Breast milk jaundice is not dangerous but jaundice for any other reason, if it causes excessive levels of serum bilirubin can lead to kernicterous with later deafness, low IQ and diskinetic cerebral palsy.
LOCATION: TEI OF ATHENS - FACULTY OF HEALTH AND CARING PROFESSIONS - DEPARTMENT OF MIDWIFERY
LEVEL: UPPER - INTERMEDIATE TO ADVANCED
SPECIALISATION: MIDWIVES AT GREEK MATERNITY HOSPITALS
OBLIGATORY COURSE: YES
GENERAL OBJECTIVE: By the end of the last semester (6 semesters in the whole course) the learners should be able to develop the competence of Reading for full comprehension.
COURSE OBJECTIVE: To provide students with the experience of dealing with authentic texts in their Midwifery Studies
METHOD: TAVI (Text as a vehicle of information)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>SKILLS</th>
<th>METHODOLOGY</th>
<th>MATERIALS</th>
<th>WEEKLY DISTRIBUTION</th>
<th>SPECIFIC AIM</th>
<th>READING ACTIVITIES /TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PREDICTION</td>
<td>Comprehension questions</td>
<td>Authentic text</td>
<td>3hs</td>
<td>To train the students to make predictions and guesses when reading a text</td>
<td>1. Predicting the content of a text from its title</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre - questions</td>
<td></td>
<td></td>
<td></td>
<td>2. Giving the students only the beginning of a text and asking them to predict what is likely to come next</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Going through a text little by little stopping after each sentence to predict what is likely to come next</td>
</tr>
<tr>
<td>2</td>
<td>ANTICIPATION</td>
<td>Comprehension questions</td>
<td>Authentic text</td>
<td>3hs</td>
<td>To train the students to anticipate the contents of the text and think about its theme before reading it</td>
<td>1. Pre - reading questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre - questions</td>
<td></td>
<td></td>
<td></td>
<td>2. True/ false Statements</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>3. A picture may be used as a starting point of a discussion</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td>4. Giving the students key words which allude to the main ideas in the text</td>
</tr>
<tr>
<td></td>
<td>DISTRIBUTION</td>
<td>AIM</td>
<td>/TASKS</td>
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<tr>
<td>3</td>
<td>PREVIEWING</td>
<td>Authentic text</td>
<td>To train the students to use titles and tables of contents to get them involved in the thematic content</td>
<td>1. Reading selected paragraphs from the material&lt;br&gt;2. Reading topic sentences from several paragraphs&lt;br&gt;3. Using table of contents to get an idea of what a passage is about&lt;br&gt;4. Using the preface of the text on the back cover of a book to find out what the book is about</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>EXTRACTING MAIN IDEAS BY SKIMMING</td>
<td>Authentic text</td>
<td>To train the students to skim through a text</td>
<td>1. Comprehension questions&lt;br&gt;2. Summary&lt;br&gt;3. Locating facts expressed in sentences&lt;br&gt;4. Selection of a title (for the text or for each paragraph)&lt;br&gt;5. Creation of the title (for the text or for each paragraph)&lt;br&gt;6. Recognizing the key sentences of a passage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>READING FOR SPECIFIC INFORMATION BY SCANNING</td>
<td>Authentic text</td>
<td>To train the students to run their eyes over a text quickly in order to locate specific information</td>
<td>1. Finding a specified item on the whole page or article&lt;br&gt;2. Selecting article headlines and asking them to find the one that treats a specified topic&lt;br&gt;3. Listing specified sets of words&lt;br&gt;4. Finding new words for old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT</td>
<td>SKILLS</td>
<td>METHODOLOGY</td>
<td>MATERIALS</td>
<td>WEEKLY DISTRIBUTION</td>
<td>SPECIFIC AIM</td>
<td>READING ACTIVITIES /TASKS</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | IDENTIFYING THE MAIN IDEA OF THE TEXT | Matching texts with diagrams or charts or photographs | Authentic text Prepared exercises | 3hs                 | To train the students to understand the main information in the text through the identification of the corresponding diagram | 1. Giving the students diagrams and asking them to select the one that reflects the structure of the text  
2. Exercises asking to match articles and headlines  
3. Exercises asking to recognize the topic sentences of the text since they carry the main information  
4. Recognizing indicators which announce the function of the sentences that are expansions of the topic sentence (e.g. indicators announcing an example, a conclusion, a restriction, a consequence, etc.) |
| 7    | INFERRING LEXICAL MEANING FROM CONTEXT | 1. Inference of unfamiliar words in a paragraph - text  
2. Inference of non-sense words in a paragraph - text | Authentic text | 3hs                 | To train the students to infer the meaning of difficult or unfamiliar words through contextual clues. | 1. Cloze exercises  
2. Exercises making use of synonyms or antonyms  
3. Exercises using lexical sets and collocations  
4. Deducing the meaning of imaginary words which are contained in a text  
5. Exercises asking students to match two lists of words (words and their synonyms or antonyms) |
<table>
<thead>
<tr>
<th>8</th>
<th>INFERENCING LEXICAL MEANING FROM MORPHOLOGICAL CLUES</th>
<th>DISTRIBUTION</th>
<th>AIM</th>
<th>/TASKS</th>
</tr>
</thead>
</table>
| 1. Fill in the blanks | Prepared exercises from texts previously studied | To train the students to infer the meaning of words through understanding word formation. | 1. Fill - in the blanks exercise  
2. Exercises indicating which bases can take the affix or which of the affixes the base can take  
3. Completing a table of forms consisting of basewords with various affixes  
4. Guessing the meaning of each of the suffixes or thinking of other words formed with the same suffixes  
5. Defining the value of each prefix |
| 2. Supply an affix and a number of bases or a base and several affixes | 3hs | |
| 3. Supply an incomplete table of forms consisting of basewords with various affixes | |

<table>
<thead>
<tr>
<th>9</th>
<th>RECOGNIZING FUNCTIONAL VALUE</th>
<th>DISTRIBUTION</th>
<th>AIM</th>
<th>/TASKS</th>
</tr>
</thead>
</table>
| 1. Simple in pattern short texts on the OHP | Authentic text Prepared exercises | To make the students be aware of functional value so that they understand the possibilities of misinterpretation and can handle them | 1. Choosing the appropriate alternative function label for a simple text  
2. Arranging sentences in random order so that they make a text of the required structure |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Activity</th>
<th>Text Type</th>
<th>Time</th>
<th>Aim</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>UNDERSTANDING THE FUNCTION OF THE TEXT</td>
<td>Asking comprehension questions</td>
<td>Authentic text(s)</td>
<td>3hs</td>
<td>To train the students to judge the communicative value of a text and understand the writer's intention and attitude</td>
<td>1. Asking questions about the writer's intention, attitude, tone 2. Answering questionnaires for each one of a variety of texts 3. Matching different passages and their function 4. Giving students a dialogue and ask them to match what the characters say with the functions listed underneath.</td>
</tr>
<tr>
<td>11</td>
<td>COMPARING SEVERAL TEXTS</td>
<td>Asking questions</td>
<td>Authentic texts</td>
<td>3hs</td>
<td>To draw the students' attention to what is specific to the passage they are studying</td>
<td>1. Comparing several texts on the same subject by emphasizing the differences and contradictions between them 2. Comparing two articles on the same subject but written at different dates</td>
</tr>
<tr>
<td>12</td>
<td>SUMMARISING AND PARAPHRASING</td>
<td>1. Practice in underlining important words or sentences 2. Finding the topic sentence and main ideas 3. Perceiving the structure of the text</td>
<td>Authentic text Prepared exercises</td>
<td>3hs</td>
<td>To train the students to identify the main ideas of a text and to express sentences another way</td>
<td>1. Exercises asking to compare several summaries of the same passage and choose the appropriate one 2. Writing the summary of a passage 3. Matching sentences and choose the one that means the same as the standard sentence 4. Expressing sentences another way (simplifying complex sentences - complicating simple sentences)</td>
</tr>
<tr>
<td>TIME</td>
<td>THEME</td>
<td>METHODOLOGY</td>
<td>MATERIALS</td>
<td>DISTRIBUTION</td>
<td>AIM</td>
<td>/TASKS</td>
</tr>
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</tr>
</tbody>
</table>
| 13   | CONSOLIDATION OF READING SKILLS | 1. Comprehension questions  
2. Word-study  
3. Summary | Authentic texts  
Prepared exercises | 3hs/6hs | | |

Figure 30