SAINT-PETERSBURG UNIVERSITY

Kozlova Elizaveta Dmitrievna

The use of audiobooks as a means of receptive skills and subskills development in middle school students (based on the English language)

Scientific specialty:
5.8.2. Theory and Methodology of Training and Education
(foreign languages, level of basic general education)

Dissertation
for a scientific degree of
Candidate of Pedagogical Sciences

Translation from Russian

Scientific supervisor:
Doctor of Philology, Professor
Pavlovskaya Irina Yurievna

Saint Petersburg — 2024

List of Contents

Introduction

The receptive skills form the basic skills for the development of cognitive processes at any age, especially at school. In the modern world, their source is increasingly becoming digital formats. However, authentic audio- or audiovisual materials, such as podcasts or films, are difficult for school students' comprehension, and, therefore, students are not able to independently develop their listening competence outside the classroom. At the same time, the "reading crisis" that exists today manifests itself in schoolchildren's loss of interest in reading literature on the whole and in the target language in particular. This leads to a low level of their reading skills and subskills.

Digital technologies, presenting new opportunities for learning, can increase students' motivation to read and listen, as well as make teaching these skills more effective provided that it is based on a scientifically based methodology and with the help of means adequate to the level of the communicative competence of the trainees. Among such tools, it is worth highlighting collections of audiobooks in set with text designed for different levels of foreign language proficiency (graded readers).

An audiobook in set with text fosters implementation of the Integrated Skills teaching, contributing to simultaneous development of the receptive skills and subskills. Oral speech perception enhances development of listening competence, while correlation of the sound image of the word with the graphic one improves students' reading mechanics and facilitates understanding of text. Also, the Integrated Skills teaching is due to the need to prepare students for integrative tasks. Today they are present not only in international exams and at the stages of the All-Russian Olympiad in the English language for schoolchildren, but in the Unified State Exam as well.

In this study, an audiobook in set with text is going to be interpreted as multimodal text, that is, a text with parallel presentation of material through two channels of perception — auditory and visual.

Although there are not so many experiments on the use of multimodal text, their results are ambiguous. Some authors believe that the use of multimodal text does not have significant advantages (Nakashima, Stephens, Kamata, 2018; Tragant Mestres, Baró, Garriga, 2018), while others argue that the activation of two sensory channels, depending on the focus of the experiment, has a positive effect on various

indicators, such as reading speed, a level of comprehension when reading or listening, and motivation (Chang, 2011; Kartal, Simsek, 2017; Tusmagambet, 2020).

An additional factor in favour of the use of audiobooks is that most of them are works of fiction, presenting a valuable socio-cultural and linguistic material and being a model of oral literary speech.

It should also be noted that an audiobook is a digital tool that students access using a computer, tablet or mobile phone. Working with this tool directly affects development of their digital competence. Moreover, the use of an audiobook can be implemented in a remote format, which makes the learning process continuous.

The relevance of the topic is supported by the existing contradictions between:

1) modern requirements for mastering the receptive skills (Order of the Ministry of Education of Russia..., 2021) and the low level of these skills in secondary school students;
2) the need to exploit a comprehensive tool for simultaneous development of reading and listening skills and subskills and the lack of methodological recommendations for the use of audiobooks for didactic purposes;
3) the published neurolinguistic research results in the field of multimodal text perception and the lack of methodological guides and educational tasks based on multimodal text in the educational process;
4) the digitalization of education and the lack of a sufficient number of methodological materials to implement digital presentation of multimodal texts in the educational process in secondary school.

The originality of the chosen topic is proved by the fact that no studies have been found among the sources available to us that report the results of using an audiobook in set with text for teaching Russian secondary school students.

The purpose of the paper is to design a methodology for the development of secondary school students' receptive skills and subskills with the help of multimodal text, an audiobook in set with text in particular, and validate this methodology in a teaching experiment.

To do this, it is necessary to achieve the following **objectives**:

1) to study the psychological and pedagogical characteristics of secondary school students;
2) to describe the receptive skills, including their mechanisms, types, aims of teaching them;

3) to research the Integrated Skills teaching based on multimodal text;

4) to design the methodology for multimodal presentation of material, namely the parallel use of a text version of a book and its audio recording;

5) to apply the designed methodology in foreign language lessons at "Academic Gymnasium №56" of St. Petersburg in order to prove its effectiveness;

6) to compare the results of teaching students the receptive skills using audiobooks with the results of traditional teaching;

7) to carry out statistical processing of the received data.

The object of the research is the process of developing the foreign language receptive skills and subskills in the 6th form students of secondary school.

The subject is the design of the tasks set and recommendations for the development of listening and reading skills and subskills using multimodal text at the A2–B1 level.

The following **methods** are used to reach the objectives:

1) the general scientific methods:

   a) analysis, synthesis, systematisation and classification of the data obtained;

   b) study and analysis of Russian and foreign scientific literature in the field of foreign language pedagogy;

2) the empirical methods:

   a) observation;

   b) pedagogical testing;

   c) a teaching experiment.

The research base of the study is "Academic Gymnasium №56" in St. Petersburg. The experiment involves 20 students of the 6th form.

The theoretical background of the study is:

1) works on the theory and practice of teaching foreign languages (E. G. Azimov, I. L. Kolesnikova, N. D. Galskova, I. Yu. Pavlovskaya, N. N. Smetannikova, N. I. Gez, S. K. Folomkina, A. N. Shchukin, I. A. Zimnyaya, W. Grabe, F. L. Stoller, M. Rost, K. S. Goodman, K. Nuttal, J. Harmer and others);

2) research of multimodality (E. B. Barybina, O. K. Iriskhanova, E. D. Nekrasova, M. Yu. Rodina, V. Y. Ahmolina, T. N. Bandurka, E. Adami, K. Jewitt, G. Kress, T. van Leeuwen and others);

3) works in the field of psychology and pedagogy (A. A. Leontiev, A. N. Leontiev, B. G. Meshcheryakov, V. P. Zinchenko, V. A. Averin, L. I. Bozhovich, E. Erikson, F. I. Rice and K. I. Dolgin).

The hypothesis of the study is: if multimodal text is used as a material of teaching a foreign language to secondary school students, their receptive skills and micro skills will develop more effectively.

The academic novelty of the study is that for the first time the effectiveness of using a book with audio accompaniment as a means of teaching secondary school students listening and reading has been scientifically proved.

The theoretical significance of the study consists of:

1) the scientific substantiation of the expediency of multimodal text input in teaching the receptive skills;
2) the identification of the linguodidactic potential of a book with audio accompaniment;
3) the design of the criteria for multimodal (audiovisual) texts selection for learning purposes.

The practical significance of the research lies in the design of the methodology for the development of reading and listening skills and micro skills, including the compilation of a set of tasks for secondary school students, which can be widely used by teachers. The received scientific data can supplement the programs of lecture and seminar courses on Theory and Methods of Teaching Foreign Languages in Higher Education.

Research paper approbation. The main results of the dissertation are presented at Russian and International conferences: the 50th International Philological Conference (St. Petersburg, 2022); "Modern trends in development of the system of training students in a foreign language in a non-linguistic university: regional practice" (Krasnoyarsk, 2022) and the 51st International Philological Conference (St. Petersburg, 2023).

Publications on the topic of the dissertation. The main content of the work is fully described in 8 publications, including 3 articles in the scientific journals recommended by Higher Attestation Commission for the specialty 5.8.2. Theory and Methodology of Training and Education (Foreign language, Level of basic general education), the abstracts of 2 reports at All-Russian and International conferences and others.

Articles in the scientific journals recommended by Higher Attestation Commission.

1) Kozlova, E. D. Neurolinguistic Justification and Validation of the Methodology of Receptive Skills Development with the Help of an Audiobook / E. D. Kozlova // Scientific Result. Pedagogy and Psychology of Education. — 2023. — Vol. 9, № 3. — P. 82—91. — (In Russ.)

2) Talikina, E. D. Multimodality in Teaching Receptive Skills / E. D. Talikina // Foreign Languages at School. — 2021. — № 9. — P. 91—96. — (In Russ.)

3) Talikina, E. D. To the Question of the History of Methods for Teaching Listening Comprehension / E. D. Talikina // World of Science. — 2023b. — Vol. 11, № 2. — P. 1—7. — (In Russ.)

Other publications.

1) Pavlovskaya, I. Yu. Integrated Skills Teaching of Receptive Skills of Non-linguistic University Students / I. Yu. Pavlovskaya, E. D. Talikina, A. P. Isakovich // Modern Trends in Development of the System of Foreign Language Training at a Non-linguistic University: Regional Practice. — Krasnoyarsk, 2022. — P. 144—147. — (In Russ.)

2) Sedelkina, Yu. G. To the Question of Teaching Listening at Language Courses / Yu. G. Sedelkina, E. D. Talikina // Modern Problems of Linguodidactics and Methods of Teaching Foreign Languages / ed. by E. K. Timofeeva et al. — Saint Petersburg : LEMA Publishing House, 2020. — P. 130—140. — (In Russ.)

3) Talikina, E. D. The Framework of Multimodal Teaching Reading Comprehension by means of an Audiobook: Testing Results / E. D. Talikina // Testology. — 2022a. — № 4. — P. 148—160. — (In Russ.)

Publications in collections of conference abstracts.

1) Talikina, E. D. Methodology for Development of Students' Receptive Skills with the Help of an Audiobook / E. D. Talikina // Abstracts of the 51st International Scientific Philological Conference named after Lyudmila Alekseevna Verbitskaya. — Saint Petersburg, 2023a. — P. 1396—1397. — (In Russ.)

2) Talikina, E. D. The Framework of Multimodal Teaching Reading Comprehension by means of an Audiobook: Testing Results / E. D. Talikina // Abstracts of the 50th International Scientific Philological Conference named after Lyudmila Alekseevna Verbitskaya. — Saint Petersburg, 2022b. — P. 669. — (In Russ.)

The volume and structure of the paper. The structure of the paper includes the Introduction, two chapters with the conclusions, Résumé, List of References and 4 Appendices. The Introduction proves the relevance of the work, presents the object, subject, purpose, objectives and research methods. In addition, the theoretical and practical significance of the work is indicated. Chapter 1 includes the description of reading and listening as language skills and as aspects of teaching. The similarities and differences between the receptive skills are presented. The Integrated Skills teaching of listening and reading based on multimodal text, which is an audiobook with text, is studied. Chapter 2 of the paper begins with the description of the psychological and pedagogical portrait of the focus group. The following presents the development of the methodology for the Integrated Skills teaching of listening and reading using an audiobook in set with text and a set of tasks for middle school students. The approbation of the proposed methodology is carried out in the pedagogical experiment on the basis of the state educational institution "Academic Gymnasium №56" with the participation of sixth grade students. The experiment is based on the comparison of the level of development of the receptive skills and subskills of the experimental and control groups. The Résumé provides the practical implications of the research results and prospects for further research. The work is presented on 124 pages, contains 10 figures and 14 tables. The appendices are set out on 54 pages. The bibliography contains 182 titles. There are 77 publications in foreign languages and 46 sources published within the last five years in the References.

The main scientific findings:

1) The use of multimodal text (that employs auditory and visual sensory channels) in teaching reading was scientifically proved from the perspective of neurolinguistics: ... integration of audiovisual information is a key part of the neural circuit of reading. During reading acquisition, the posterior parts of the auditory association cortex adapt to automatically process newly learned associations between letters and speech sounds (Kozlova, 2023, p. 84).

2) The technical conditions for the presentation of audiovisual information were defined: …integration of audiovisual stimuli is possible if they are presented in the Temporal Binding Window (TBW) (Kozlova, 2023, p. 84).

3) The concepts of "multimodal text" and "polycode text" were clarified and differentiated: while the former is associated with the actualization of several perceptual channels and is studied on the basis of targeted perception by individuals, the latter is built on the internal interaction of symbols and signs of different codes with each other in one text product, otherwise called creolized text (Talikina, 2021, p. 94).

4) The obligatory stages in teaching listening were identified based on the background research and the survey of students and teachers: the mandatory use of the pre-text stage in working with audio material will help remove linguistic and extralinguistic difficulties, launch the mechanism of anticipation, and update students' existing knowledge and experience. The regular use of authentic materials and division of a long audio recording into shorter segments will relieve students of the feeling of being overloaded with the flow of incoming information and will help them adapt to the stylistic features of oral speech. Inclusion of tasks aimed at comparing, classifying and determining the order of information will prepare students for the perception of live oral speech (Sedelkina, Talikina, 2020, p. 7—8).

5) Based on studying the history of the development of teaching listening methods and approaches from the middle of the 20th century to the present, it was concluded that the perception of oral speech as a language skill had not been the subject of educators' attention until the middle of the last century. One of the events that led to the paradigm shift was the Second Conference of the International Association of Applied Linguistics (Talikina, 2023b, p. 2).

6) The statistical analysis and interpretation of the entrance, intermediate and final tests in listening and reading of the pedagogical experiment allow us to state that the research hypothesis has been confirmed: the analysis of the experiment results allows us to conclude that the use of audiobooks in the educational process significantly influenced the development of listening skills. This can be explained by the fact that students in the experimental group perceived oral speech in greater volumes and with greater interest

thanks to sound effects and expressive reading of the actors (Kozlova, 2023, p. 88).

The main statements submitted for the thesis defense are as follows:

1) Common language material and skills, similarity of the subject content and psychological mechanisms of listening and reading determine the possibility of their Integrated Skills teaching.

2) Development of multimodality of perception has a positive impact on the academic activity.

3) Teaching based on multimodal text with the help of digital technology increases interest in secondary school students' perception of literary materials.

4) The use of a book with audio accompaniment contributes to the development of students' receptive skills and subskills.

5) The methodology of teaching the receptive skills, based on integrative tasks, in the framework of the Integrated Skills approach statistically significantly increases the effectiveness of teaching a foreign (English) language.

Chapter 1. Theoretical foundations of teaching secondary school students' receptive skills

Teaching foreign languages has a long history, throughout which both the aims and methods of teaching them have been changing. The first evidence of foreign languages studies dates back to the heyday of culture in Syria, Ancient Egypt, Greece, Rome (Babaeva, Akhmedova, 2014, p. 19).

The idea of human speech as a certain type of activity, namely, speech activity, was first proposed in Russian psychology by L. S. Vygotsky (1934). Further, the activity approach to studying and teaching speech was expanded in the works of A. N. Leontiev (1974), N. I. Zhinkin (1966), A. A. Leontiev (1969), I. A. Zimnyaya (1974) and others. The main types of speech activities (or skills) are usually divided into productive (aimed at generating and communicating information — speaking and writing), and receptive (focused on receiving information — listening and reading) (Azimov, Shchukin, 2009, p. 250).

1.1   Listening as a language skill

The dictionary of methodological terms and concepts defines listening as a receptive type of speech activity (skill) and semantic perception of an oral message which consists of simultaneous perception of the language form and understanding of the content of the utterance (Ibid., p. 24). In addition, listening is an active conscious speech-thinking process aimed at recognising, perceiving, understanding and interpreting an incoming audio message (Govorun, 2015, p. 13). The Common European Framework of Reference for Languages (CEFR) corrects the traditional interpretation of language skills. The document of 2018 presents "activities" which include reception, production, interaction and mediation (Council of Europe, 2018, p. 30). Reading and listening are part of reception which is defined as "receiving and processing input, activating what are thought to be appropriate schemata in order to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it" (Ibid., p. 47).

Oral perception is an integral part of the complex cognitive processes of oral interaction (listening to the interlocutor's speech) and mediation (interpretation of an oral message) (Council of Europe, 2001, p. 14).

M. Rost considers listening in four directions: receptive (the listener perceives what the speaker says), constructive (the listener builds up and presents meaning), collaborative (the listener agrees on meaning with the speaker and responds) and transformative (the listener creates meaning through engagement, imagination and empathy) (Rost, 2013a).

At the same time, listening is a means of teaching a foreign language, since it accompanies acquisition of the lexical units and grammatical structure of language. Moreover, it fosters the mastery of other skills such as speaking, writing and reading (Genisher, 2001, p. 57).

For further research of this skill, it is necessary to understand the mechanism of its functioning.

The external mechanism of listening is hearing which functions with the help of the Eustachian tube, which opens into the pharyngeal cavity (Kuptsova et al., 2019).

The basis of the internal mechanism of listening, according to I. L. Kolesnikova and O. A. Dolgina, is the following mental processes:

1) auditory perception and recognition;
2) attention;
3) semantic guess;
4) segmentation of the speech stream and grouping;
5) informative analysis based on separation of units of semantic information;
6) final synthesis, involving various kinds of compression and interpretation of the perceived message (Kolesnikova, Dolgina, 2008, p. 185—187).

E. G. Azimov and A. N. Shchukin identify similar stages in the internal mechanism of listening:

1) auditory perception and recognition of familiar language units;
2) anticipation (prediction of the text content);
3) short-term (operational) memory (storing information for a short time);
4) long-term memory (storing information for a long time);
5) equivalent substitutions;
6) identification of semantic information units in the text and their analysis;

7) synthesis of such information at the level of its form and meaning (Azimov, Shchukin, 2009, p. 24).

In their classification, the authors mention such cognitive processes as memory, the strategy of using equivalent substitutions and the ability to anticipate, excluding attention. The authors also conclude that the functioning of the listening mechanism is carried out thanks to the main auditory analyser and additional ones: speech motor and visual (Ibid.).

According to I. Yu. Pavlovskaya, oral perception of an utterance includes three stages. At the first stage, the audio signal is identified as speech, separated from background sounds, and segmented into relevant intervals. This process is operated by echoic memory in fractions of a second. Then, these segments are combined into meaningful units and compared with the vocabulary and grammatical structural units and their meaning. At this stage, the information is processed using short-term memory, which also takes no more than a few seconds. At the third stage, the integral meaning of the utterance is built up, which is checked and compared with the information in long-term memory. As soon as the listener constructs the meaning of the utterance (which was or was not intended by the speaker), the information is transferred to long-term memory for further use while individual words are forgotten. It is important to note that the condition of understanding is the ability of the listener to put what s/he has heard into the context, even if the context is provided by the listener himself / herself (Pavlovskaya, 2001, p. 69—70).

It is necessary to note that oral speech perception occupies a niche of an important skill for teaching in the methods and approaches of the last decades. The development of methodology of listening instruction is illustrated by the CEFR documents elaborated by the Council of Europe. As a matter of fact, in the CEFR of 2001 there are no descriptors for levels A1 and / or C2 for the types of listening identified in it (understanding the interaction of speakers, understanding the speaker as a member of a group of listeners, understanding announcements, instructions and understanding audio recordings). While not only does the CEFR Companion volume of 2018 contain the above descriptors for all types of listening, but also defines the others in more detail and adds the new ones for the Pre-A1 level (Talikina, 2023b; Council of Europe, 2001; 2018).

In short, listening is a type of speech activity (language skill), a conscious speech-thinking process, a method of reception and a means of teaching a foreign language. Listening as a speech-thinking process is carried out with the help of

certain mental processes that ensure the operation of its mechanism. Common processes identified by different authors are auditory perception and recognition, information extraction, analysis and synthesis.

1.2   Teaching listening comprehension

1.2.1   Aims of teaching listening. Types of listening and listening subskills and skills

The next point to be considered in detail is the aims of teaching oral speech perception. According to P. Ur, the main goal is that students can successfully cope with natural situations of speech perception (Ur, 2009, p. 105). N. V. Elukhina expresses a similar idea, asserting that mastering oral communication, during which the student acts as a listener, is the ultimate goal of teaching listening (Elukhina, 1989).

N. D. Galskova also emphasises the importance of the pragmatic aspect, that is, orientation to aural reception, precisely in natural communication situations. She cites more specific aims of listening instruction that modern foreign language syllabi put forward:

1) to understand an interlocutor's utterances, including unfamiliar vocabulary and grammatical constructions, in the conditions of face-to-face communication in various situations;

2) to understand (educational and authentic) audio texts with varying degrees and depth of comprehension of their content (within the framework of syllabus requirements);

3) to understand the main content and identify the most essential facts (these levels of comprehension of text are determined by the communicative task, the type of audio text and the conditions of its perception) (Galskova, 2003, p. 149—151).

J. K. Richards considers listening in two aspects — as understanding what has been heard (listening as comprehension) and as language acquisition (listening as

acquisition), supposing that each aspect is an independent learning goal (Richards, 2005).

There are various types of listening distinguished by the following criteria:

1) the way of working with audio materials;
2) the communicative task;
3) the conditions of perception and understanding of audio information;
4) the ratio of oral speech and its form;
5) the listener's position.

Depending on the way of working with audio materials, intensive and extensive types of listening are identified. The latter refers to listening which students often do outside the classroom. Intensive listening is characterised by the fact that students purposefully listen to audio text in order to sharpen listening skills and to study features of oral language (Harmer, 2012, p. 134).

It is also common to distinguish guided and communicative listening. Guided listening boosts speech hearing, recognising lexical and grammatical material and understanding and evaluating audio text. Communicative listening is a goal of learning and is a complex verbal ability to understand oral speech for the first time (Kolesnikova, Dolgina, 2008, p. 186). However, guided listening skills are necessary to acquire communicative listening skills (Govorun, 2011, p. 166).

According to the communicative task that determines the depth of understanding, there is:

1) skim listening;
2) listening for detailed comprehension;
3) listening for partial comprehension;
4) critical listening (Kolesnikova, Dolgina, 2008, p. 188).

The Common European Framework of Reference also distinguishes listening for specific information and listening for implications (Council of Europe, 2001, p. 65).

According to the conditions of perception and understanding of auditory information, there is listening in the process of face-to-face communication (contact) and listening to coherent texts in conditions of indirect communication (distant). The latter type implies understanding oral dialogic speech when the listener does not participate in the act of communication. Educational settings limit the first type to communication of students with the teacher and with each other. This activity may have a natural character (the teacher is a native speaker of the target language,

or the presence of native speakers in a group of students) (Galskova, 2003, p. 148). The Common European Framework of Reference classifies the following possible situations of listening to authentic foreign language speech:

1) listening to public announcements (information, instructions, warnings, etc.);
2) listening to media (radio, TV, recordings, cinema);
3) listening as a member of a live audience (theatre, public meetings, public lectures, entertainments, etc.);
4) listening to overheard conversations, etc (Council of Europe, 2001, p. 65).

The ratio of oral speech and its form serves as a criterion for recognising the following types:

1) interactional listening;
2) listening to interaction;
3) transactional listening.

These types also differ in nature of the situation in which aural reception takes place. Depending on the situation, the roles of the listener change, which imposes certain restrictions on their speech behaviour and thereby determine difficulties of listening (Kolesnikova, Dolgina, 2008, p. 188).

The Common European Framework of Reference outlines the types of listening by analogy with "concentric circles as one moves out from a role as participant in an interaction towards a one-way role of an overhearer or bystander, to being a member of a live audience, to being a member of an audience at a distance — via media" (Council of Europe, 2018, p. 48). Consequently, we define this criterion as the position of the listener. Depending on this position, the following types are classified:

1) understanding interaction between native speakers;
2) listening as a member of a live audience;
3) listening to announcements and instructions;
4) listening to audio media and recordings.

As for listening micro (or sub) skills, they include:

1) hearing and pronunciation subskills (an automatic ability of error-free, fast, stable simultaneous perception and phonetic code recognition);
2) receptive lexical and grammatical subskills (Kolesnikova, Dolgina, 2008, p. 188).

The integration of listening micro skills forms a complex of academic and compensating (adaptive) skills which determine listening proficiency.

General academic skills are as follows:

1) highlighting necessary, meaningful information;

2) comparison, classification of information in accordance with a specific academic task;

3) anticipation of information;

4) generalisation / evaluation of received information;

5) written fixation of audibly perceived information.

Compensating skills are skills that allow a student to successfully understand oral text under the condition of limited language and speech experience. They include:

1) linguistic presuppositions and presuppositions based on context about meaning of unfamiliar language units;

2) reliance on information that precedes audio text, on various linguistic means (gestures, facial expressions, visuals, etc.), on the outline, keywords, structure and storyline of text, on one's speech and life experience in native language, on knowledge of the subject of the message, and others (Galskova, 2003, p. 148—149).

The listed skills and subskills correlate with listening competence in foreign linguodidactics. E. S. Kapturova explains this concept as a complex integrative characteristic of the listener. It describes their willingness and ability to carry out aural reception in a foreign language that meets such qualitative and quantitative parameters as success and efficiency, adequacy and flexibility, speed and ease (naturalness) of perception (Kapturova, 2013, p. 412).

Thus, the following criteria and types of auditory perception of foreign language speech have been identified based on a comparative analysis of the classifications of different authors. There are the following types of listening according to:

1) the way of working with audio materials — intensive and extensive, guided and communicative listening;

2) the communicative task — skim listening / listening for detailed comprehension / listening for partial comprehension / critical listening;

3) the conditions of perception and understanding of audio information —- contact and distant listening;

4) the ratio of oral speech and its form — interactional listening / listening to interaction / transactional listening;

5) the listener's position — understanding interaction between native speakers / listening as a member of a live audience / listening to announcements and instructions / listening to audio media and recordings.

Summing up, most authors agree that the ability to participate in natural communication is the main purpose of teaching listening. It is worth noting that successful perception of oral speech in situations of natural communication is achieved only with the help of listening micro skills and a complex of academic and compensating skills (or listening competence) based on listening to both educational and authentic audio texts.

1.2.2   Difficulties of oral perception and listening strategies as ways to overcome them

Listening comprehension is undoubtedly one of the most complicated skills to acquire in a foreign language as it is a combination of analytical and synthetic operations for recognising a linguistic form of text and understanding its content (Azimov, Shchukin, 2009, p. 24). Hence, I. Yu. Pavlovskaya distinguishes some factors that increase difficulty in listening tasks:

1) organisation of information;
2) familiarity with the topic;
3) explicitness and sufficiency of information;
4) a type of referent expressions used;
5) description of "static" relationships or "dynamic" relationships (Pavlovskaya, 2001, p. 76).

Additional difficulties arise due to the fact that the listener is in a dependent position. This applies to distant listening to a greater extent as it is considered more challenging for students. The problem is that the listener is not able to influence a speaking process.

There is a number of common pitfalls that hinder speech comprehension:

1) strangers' speech;
2) individual features of voice and speech;
3) presence / absence of visual support.

Linguistic difficulties in perception of audio text include:

1) discrepancy between spelling and pronunciation;

2) mismatch in segmentation of the audio and graphic text;

3) assimilative phenomena in the speech flow;

4) discrepancy in the content of temporal characteristics of vowels, consonants, syllables, syntagms in different languages;

5) mismatch of differential features of phonemes in foreign and native languages;

6) phonemicity and mobility of stress;

7) recognition of homophones, paronyms, paired concepts.

Unusual combinations of words, idioms, numbers, proper names, names of realities are also tricky to perceive orally (Azimov, Shchukin, 2009, p. 25).

I. Yu. Pavlovskaya identifies the following reasons that cause problems in the listening process:

1) "Learner may not hear adequately (noise, accent).

2) Learner can hear properly but is unable to understand.

3) Learner can hear and understand, but switches off consciously or unconsciously (because of tiredness or intervening thoughts)" (Pavlovskaya, 2001, p. 71).

Problems in understanding a message arise not only at the levels of phonetic processing, grammatical analysis and word recognition, but also at the levels of informational packaging and conceptual presentation of content (Rost, 2013a, p. 10).

P. Ur outlines the following difficulties that students come across in the process of listening:

1) need to understand each word;

2) inability to understand native speakers' authentic speech;

3) need for multiple listening;

4) a too fast flow of information;

5) fatigue.

She explains that need to understand each word is a frequent problem that is provoked by teachers and tasks which convince students that everything carries equally important information.

Inability to understand natural speech of native speakers necessitates repeated listening. However, students will face the fact that they will hear text only once in

real life. Consequently, improving skills of perceiving basic information for the first time is an important aspect of teaching listening.

Also, students often feel overwhelmed by a flow of incoming information, which causes fatigue. This is one of the reasons not to use too long fragments of audio recordings. It is recommended to divide them into parts by pauses, student responses or changes of the speaker (Ur, 2009, p. 111).

In order to prevent many of the potential difficulties, it is necessary to use listening strategies. A strategy is a plan or a way to do something, as well as a specific procedure used to perform a skill (Zheleznova, 2019, p. 111). A listening strategy is defined as ways in which listeners interact with spoken text to achieve understanding (Bao, Guan, 2019, p. 1).

There are four types of listening strategies:

1) cognitive (refer to mental abilities and knowledge, for example, drawing conclusions, prediction, interpretation and others);

2) metacognitive (imply understanding of one's own method of learning and assimilation of information, for example, planning, observation and evaluation);

3) affective (related to emotion management);

4) social (imply learning through interaction with others) (Ibid.).

The last two types are often combined by the authors.

The Common European Framework of Reference offers the following strategies for carrying out reception:

1) using context to deduce meaning of a word;

2) exploiting linguistic clues (numbers, proper names, morphemes, temporal connectors and others);

3) predicting subsequent information (Council of Europe, 2018, p. 67).

Researchers in the field of listening strategies draw the following conclusions:

1) strategies are not universal, that is, they are not equally suitable for all students;

2) learning strategies should be conscious;

3) frequent use of strategies characterises more successful listeners;

4) the translation strategy is typical for less experienced listeners while asking questions is for more experienced ones;

5) cognitive strategies are used more often than metacognitive ones, but it is the latter that significantly affect the level of understanding (Janusik, Varner, 2020).

It is worth emphasising that students need to master strategies consciously. One of the algorithms for teaching strategies consists of the following stages:

1) the student identifies a problem that implies a strategic solution;
2) the teacher demonstrates application of a certain strategy and shows its effectiveness;
3) the strategy is later used to solve similar problems (Budnikova, Ivanova, 2022).

In addition to the use of strategies, listening difficulties are overcome with the help of the criteria for selection of audio material. S. E. Zaitseva stresses that audio texts should:

1) be age-appropriate;
2) have a logical structure;
3) present both monologic and dialogic speech (a dialogue makes up to 10–20% in combined texts);
4) be informative, as well as include redundant elements of information (the main idea is repeated several times);
5) be dynamic (lack of long phrases typical for written speech);
6) include no more than 7-8 new words of the potential vocabulary and 3-4 unfamiliar words for 3-5-minute text (Zaitseva, 2017, p. 174).

According to I. Yu. Pavlovskaya and N. I. Bashmakova, the volume of audio text for secondary school students varies from 2 to 4 minutes, the recommended speed is 500–700 symbols per minute (Pavlovskaya, Bashmakova, 2007, p. 62).

Also, the obstacles listed above can be overcome by taking into account different factors: extralinguistic (the pace of presentation of audio text, the presence of prompts that facilitate the process of perception and understanding of audio information and others), individual (speech and language experience of students in their native and foreign languages, the level of listening mechanisms) and linguistic (linguistic, structural and content characteristics of texts) (Galskova, 2003, p. 148).

Moreover, the consideration of methodological and didactic principles contributes to the organisation of a process of teaching listening. J. Harmer puts forward the following principles of teaching listening:

1) encouraging students to listen to audio materials outside the classroom;

2) helping students prepare for listening;

3) playing an audio recording again if necessary;

4) drawing students' attention to the content, not just to the form;

5) using different tasks depending on the stage of listening;

6) making the most of audio materials (Harmer, 2012, p. 136).

In addition, according to many teachers and methodologists, the use of multimedia technologies provides completely new opportunities for development of listening competence. In particular, it leads to improvement of the quality of learning, increases information culture of students, reduces fatigue and increases motivation (Chen, 2021; Maulina et al., 2022; Vassilieva, Drugov, 2019).

Also, recommendations for teaching listening are provided in the article (Sedelkina, Talikina, 2020).

In short, students experience both general and linguistic difficulties in the process of listening to foreign language speech. There is also a number of problems that arise while working with audio text which are caused by psychological or physiological factors. The effective solution of the problems mentioned is to use cognitive, metacognitive, social and affective (or socio-affective) listening strategies. The findings of the research on the use of strategies are presented. The algorithm for teaching strategies is proposed. Overcoming these difficulties is possible provided that the teacher follows the criteria for selecting audio material, takes into account factors of extralinguistic, individual and linguistic nature, relies on methodological and didactic principles and incorporates technologies in the educational process. It is worth emphasising that many teachers and methodologists note the positive effect of the use of multimedia technologies in the classroom.

1.2.3   Types of listening tasks

The development of listening skills and subskills requires the performance of integrative tasks with an increasing level of complexity. Traditionally, listening tasks are divided into three groups:

1) pre-listening (preparing for oral text perception);

2) while-listening (accompanying oral text perception);

3) post-listening (based on oral text; productive and reproductive) (Galskova, 2003, p. 149).

Among practice tasks, there is:

1) reading texts aloud;

2) reading similar-sounding words;

3) listening to clichés and guessing the situations in which they are used;

4) discussing issues related to the topic of the audio text;

5) predicting the content of the audio text by its title / illustrations;

6) answering True / False questions (with subsequent check after listening).

While-listening tasks comprise:

1) filling in gaps in a written version of the text;

2) answering multiple choice or True / False questions;

3) answering (special) questions;

4) predicting further turns of a dialogue;

5) correcting factual errors;

6) filling in a table;

7) representing the information that has been heard.

Post-listening tasks are:

1) replacing turns with synonymous ones;

2) retelling dialogues;

3) answering oral questions;

4) expressing one's own opinion on what has been listened;

5) elaborating on the ideas mentioned in the audio text (Perevalova, 2018; Shorasul, 2019).

Overall, the tasks for teaching listening are divided into three groups (pre-listening, while-listening and post-listening ones). By performing practice and communicative tasks, students perceive oral information more effectively and also gradually move on to doing tasks for development of speaking skills. Consequently, listening tasks can be combined with tasks boosting other skills and pursue complex goals.

1.2.4   Listening competence assessment

The part of teaching listening is to evaluate listening skills and subskills. As noted by J. Lewkowicz, listening assessment has undergone significant changes due to a deeper understanding of the processes involved in auditory perception. The idea that listening is a unidirectional "bottom up" process has transformed into the idea that it is a complex combination of both "top down" and "bottom up" processes. The listener applies not only knowledge about language, but also knowledge about the surrounding world, taking into account what has already been said and assuming what will be said next (Lewkowicz, 1991). These factors certainly influence the organisation of evaluation.

First of all, when testing listening competence, it appears important to take into account students' level of foreign language proficiency and level of perception and understanding of oral information. Thus, S. V. Govorun notes that each level of foreign language proficiency corresponds to a certain level of understanding of a foreign language oral message (Govorun, 2017, p. 334). She presents a multi-level classification of test tasks to assess listening skills and micro skills that correspond to four levels of understanding of audio text:

1) perception;
2) general comprehension;
3) detailed comprehension;
4) critical comprehension (Ibid.).

L. Ch. Korabelnikova, along with S. V. Govorun, also designs tasks for testing listening skills and micro skills based on the levels of understanding, distinguishing only three of them:

1) general comprehension;
2) detailed comprehension;
3) partial comprehension (Korabelnikova, 2017).

In addition, testing is carried out in different formats and using different approaches and tools. For example, T. Yu. Osadchaya declares the prospects of using the metacognitive approach in assessing listening competence. This approach includes the following components:

1) three stages of completing test tasks (the stage of planning and anticipating the content of the spoken text; the stage of second listening and getting a

holistic view of the content of the audio text; the stage of creating a final version of the audio text);

2) filling out a questionnaire by students in order to draw their attention to cognitive processes related to oral perception and understanding before and after completing test tasks;

3) independent completing additional tasks by students, the evaluation of which allows the teacher to get a more accurate idea of their listening competence level (Osadchaya, 2018).

It is important to emphasise that the metacognitive approach contributes to the development of students' abilities to independently control and organise their cognitive processes involved in auditory perception. S. Hidri suggests using dynamic methods of listening comprehension assessment in addition to the current ones which are static (students listen to an audio recording and independently answer questions). Dynamic assessment includes mediation and discussion during the performance of listening tasks. In this case, testing is part of collaboration that is aimed at activating students' cognitive and metacognitive processes (Hidri, 2014). It is worth noting that the author recommends using dynamic assessment as formative and static one as summative.

Besides, the use of online listening tests in the framework of blended learning is proposed as an alternative to traditional assessment of listening skills and subskills. Online tests, according to some authors, provide an exciting and flexible practice of oral perception, as well as increase assessment effectiveness. They take place during extracurricular time, which helps make the most of classroom time (Caruso, Colombi, Tebbit, 2017).

Currently, it seems more relevant to use video materials for listening competence evaluation. Experiments show that students perceive videos positively, as they are authentic and reflect life situations. What is more, videos are widely used in teaching, as students actively turn to them in everyday life. However, students need to be given more detailed instructions on how to complete tasks for video materials, since they are a less familiar tool of assessment (Sulaiman et al., 2017).

Finally, listening competence assessment includes taking into account students' level of language competence and level of understanding of an audio message. This data helps select appropriate tasks for testing. Assessment at the present stage is characterised by a variety of approaches (the metacognitive approach, dynamic assessment), forms (traditional and online tests), means (audio and video materials).

1.3   Reading as a language skill

There are different definitions of reading depending on the period of its study and the approach. The most general definition of reading in foreign language teaching, suggested by a Russian methodologist, is a perceptual-mental mnemonic activity, the procedural side of which is analytical and synthetic in nature (Folomkina, Levitskaya, 1981, p. 267).

Reading from the psychological point of view is a complex cognitive process of decoding symbols for deciphering and formulating meanings, the result of which is the construction of a mental representation of the text (Shulekina, 2021, p. 386).

A. A. Leontiev refers the reading process to a particular case of the perception process. This means that it obeys general laws of any perception. It is worth emphasising that he distinguishes two situations in text perception — the primary formation of the perception image (graphic image of the word) and the identification of the already formed image (A. A. Leontiev, 2016, p. 114).

Within the framework of K. Goodman's holistic theory, reading is defined as a selective process involving the partial use of minimal available language signals selected from the perceived material based on the reader's expectations. While some of the information is being processed, preliminary decisions are being confirmed, rejected or clarified (Goodman, 1967, p. 127).

According to schema theory, reading is a conscious or unconscious thinking process that implies that the reader employs various strategies to reconstruct the meaning that was laid down by the author. The reader compares the information from the text with their personal experience and knowledge (Deybner, 2018, p. 103). Developing similar ideas, E. G. Zheleznova notes that background knowledge is one of the most important prerequisites for reading (Zheleznova, 2019, p. 112).

According to PISA (Programme for International Student Assessment), reading is not only the ability to decode written signs which is acquired in childhood, but a set of skills that is built throughout life. Reading is defined as understanding, using, evaluating texts, as well as interacting with them to achieve goals, enrich knowledge, expand opportunities and participate in social life (OECD, 2021, p. 23). Consequently, PISA interprets reading from a pragmatic point of view, underscoring reaching various goals with its help.

Reading consists of perceptual and semantic processing of information, which correlates with the content (meaning of text) and procedural (how to read and voice text) planes. The outcome of the activity in the content plane is reading comprehension, the outcome of the activity in the procedural plane — the process of reading itself. This includes grapheme-phoneme correspondence, formation of internal speech hearing, transfer of external pronunciation inside, reduction of internal pronunciation, and more. From the psychological point of view, the procedural and content aspects are a single process consisting of reading mechanics and understanding while reading (Bredikhina, 2018, p. 60). Nevertheless, the leading role always belongs to the content side which affects the procedural mechanisms of activity, including the mechanics of reading associated with the linguistic side of text (Galskova et al., 2017, p. 159).

The mechanics of reading is instant recognition of visual images of speech units and their voicing in internal and external speech (Passov, Kuzovleva, 2010, p. 502). According to the other definition, this is actualisation of the sum of techniques that ensure perception and processing of formal language information (letters, letter combinations, punctuation, grammatical features / morphology, syntax) which in mature reading are performed without arbitrary attention, subconsciously (Breigina, Shchepilova, 2010, p. 123).

Text comprehension is the process of transferring the meaning of the text into any other form. A. A. Leontiev gives such examples of comprehension as:
1) a paraphrase process;
2) translation to another language;
3) semantic compression;
4) building an image of an object or situation;
5) personal–semantic formations only indirectly related to the meaning of the initial text;
6) emotional assessment of an event;
7) development of the algorithm of operations prescribed by the text;
8) retelling (A. A. Leontiev, 2016).

In short, according to the psycholinguist, what is understood can be expressed in another way.

Comprehension includes two levels — the level of meaning and the level of sense. The level of meaning implies obtaining information from text (extracting facts), while the level of sense implies processing information received (understanding

the intention of the author and its evaluation) (Gez et al., 1982, p. 268). Text comprehension consists of understanding individual facts, establishing a connection between them and their hierarchies and combining them into a semantic whole on this basis (Snegova, 2012).

L. S. Vygotsky describes the gradual increase of complexity of understanding. It consists of the operation by the sign itself and referring it to the meaning, to the rapid movement of attention and the allocation of various points that become the focus of our attention (Vygotsky, 1935, p. 89). Hence, the reader, starting with the decoding of a language unit, proceeds to the elements of discourse. At the same time, L. S. Vygotsky explains that understanding is only a figurative recreation of the object or naming the corresponding sounding word.

These are the factors that affect reading comprehension:

1) information richness;
2) a compositional and logical structure of the text;
3) linguistic composition and expression of logical, emotional information of the text;
4) a degree of approximation of the reader's vocabulary, grammar and style of speech to similar aspects of the text;
5) organisation of the focus of attention during text perception;
6) individual psychological characteristics of the reader (Azimov, Shchukin, 2009, p. 347).

It is worth noting that these factors apply to both the text and the reader. Taking into account these factors determines efficiency of reading comprehension.

Reading like the other skills functions with the help of a specific mechanism underlying it. The reading process involves a complex interaction of physiology (visual perception, oculomotor processes) and psycholinguistics (linguistic processing). The physiological side is presented by vision (Alekseeva, 2018, p. 5). Visual perception of text is the initial moment of reading and its sensory basis (Bredikhina, 2018, p. 61).

Eye movements in the process of reading are represented by fixations (short-term stops on a word) and saccades (rapid movements between fixations). Saccades move the eyes through the text, at this time information is not processed. Duration of fixations depends on complexity of the processed material (Alekseeva, 2018, p. 5). The amount of received visual information depends on the mechanism of anticipation, i.e. the reader perceives information, on the basis of which they can

build a hypothesis about the meaning of the text (Smetannikova, 2015, p. 20). The mature reader has rhythmic alternation of jumps and stops. Stops of approximately the same duration are distributed on the line at more or less equal intervals (Folomkina, Levitskaya, 1981, p. 269).

Furthermore, a rhythmic eye movement is periodically disrupted by regressions — fixations after a return (from right to left) eye movement on the line (Klimentenko, Mirolyubov, 1981). Regressions at the beginning of the line are often corrective, while regressions on the line indicate difficulty in perceiving a printed element. A lot of regressions on the line and absence on another indicates difficulties in understanding words (Smetannikova, 2015, p. 20).

The information isolated by lateral vision is combined with the information received during a direct fixation on the word. At this time, the graphic appearance of the word (letter composition) is read, on the basis of which lexical candidates are activated in the reader's mental lexicon. Lexical candidates are the word itself and words similar to it in spelling, as well as, possibly, word-formation and inflectional connections of the recognised word (Alekseeva, 2018, p. 5—6).

I. A. Bredikhina adds that any perception of the visual image of a word is accompanied by actualisation of its auditory motor image. In other words, internal pronunciation is impossible without this recognition (Bredikhina, 2018, p. 61).

Eye tracking has been used as a tool in reading research for over a hundred years. One of the first researchers of eye movements was an ophthalmologist E. Javal (1839-1907) who described the visual side of reading (Stickler, Smith, Shi, 2016, p. 168).

The first experiments were carried out by observation. Then, various methods were used such as a mirror, a microphone for counting sounds of eye movements, an ivory cup for the cornea of the eye, photographing a beam of light reflected from the eye on a moving plate, an apparatus resembling contact lenses and others (Huey, 1908). Currently, there are devices that have a function of video recording of eye movements with subsequent determination of a direction of a gaze based on the displacement vector between the centres of the pupil and the corneal glare (Chernigovskaya, Petrova, 2018, p. 36). The indicators of eye movements that are measured most often are fixations, saccades and regressions (Michel, Smith, 2017).

Eventually, eye tracking is particularly effective in the study of reading processes, providing data on what happens during understanding of a sentence, without changing a task itself or presentation of a stimulus (Dussias, 2010). Also, in

this case it is possible to study current decision processing during natural continuous understanding, while strategic or metalinguistic reactions are not required from participants of an experiment (Roberts, Siyanova-Chanturia, 2013).

The use of this technology is also based on the hypothesis of the connection of a gaze with consciousness (the eye-mind hypothesis). M. A. Just and P. A. Carpenter came to the conclusion that an eye is fixed on a word as long as this word is processed (Just, Carpenter, 1980). Consequently, people think of what they are looking at. For instance, eye movement patterns can provide information about the reader's cognitive processes as pronoun or coreference interpretation, lexical and syntactic ambiguity processing, and others in both native and foreign languages (Rayner, 1998). However, today the hypothesis has a number of limitations (Anderson, Bothell, Douglass, 2004; Wu, Liu, 2022).

There are databases containing records of subjects' eye movements. One of these is the Zurich Cognitive Language Processing Corpus — ZuCo. It also includes electroencephalography data (Hollenstein et al., 2021).

The psycholinguistic side of the reading mechanism is described by W. Grabe and F. Stoller. They distinguish two types of processes underlying it — higher-level (associated with understanding and the ability to draw conclusions) and lower-level (automatic linguistic processes) ones. Both levels of processes are aspects of working memory.

Lower-level processes are:

1) lexical access;

2) syntactic parsing;

3) semantic proposition formation.

Higher-level processes are:

1) background knowledge use and inferencing;

2) executive control processes;

3) the text model of comprehension;

4) the situation model of reader interpretation (Grabe, Stoller, 2013).

N. D. Galskova, A. P. Vasilevich and the others present reading as an integrated activity of the following mechanisms:

1) perceptual information processing;

2) compensatory mechanisms;

3) anticipation;

4) semantic processing of information;

5) mnemonic activity;

6) reflection or reflective self-assessment

To clarify, perceptual processing of information means the recoding of graphic signals into semantic ones in the process of perceiving text, as a result, understanding linguistic units is provided. Compensatory mechanisms operate both at the linguistic level, helping to make up for lack of certain linguistic means, and at the content-semantic level, helping in orientation in the structure of the text. Anticipation is interpreted as the construction of hypotheses on the basis of what has previously been read. These include hypotheses about the appearance of words that have not been read yet and semantic hypotheses about the further development of the content. Semantic processing of information consists in the selection of semantic units (syntagms) in the text by the reader, which is the initial stage of comprehending the objective meaning of linguistic units in the text. Mnemonic activity includes various types of memory. Finally, reflective self-assessment correlates with evaluation and choice of goals, methods and results of activities, the ability to compare results of a task with a standard of a speech act, as well as critical assessment and the reader's ability to self-control their activities (Galskova et al., 2017).

In summary, the definitions of reading have been given from the perspective of foreign language teaching, psychology, psycholinguistics, holistic theory, schema theory and the pragmatic approach. Two reading planes (procedural and content) have been described in detail, comprehension has been defined and the factors influencing it while reading have been indicated. The reading mechanism is externally represented by vision, in which fixations, saccades and regressions are distinguished, while internally it consists of higher- and lower-level processes that are aspects of working memory. Moreover, it includes compensatory mechanisms, anticipation and reflection.

1.4   Teaching reading comprehension

1.4.1   Aims of teaching reading. Types of reading and reading subskills and skills

According to S. K. Folomkina, addressing the issue of an effective and rational system of teaching reading is possible only when the ultimate goal is clearly

formulated, which it should lead to (Folomkina, 1971, p. 4). In addition, it is the purpose of reading that determines the nature of understanding text: the degree of its completeness, accuracy and depth (Gez et al., 1982, p. 264).

According to the federal state educational standard of 2021, the ultimate goals of teaching reading when mastering the "Foreign language" program as part of basic general education are acquiring the skills:

1) to read and understand simple authentic texts of various types, genres and styles of 450–500 words, containing unfamiliar words and individual unexplored linguistic phenomena that do not interfere with a solution of a communicative task; to be able to reach different levels of comprehension of their content: comprehension of the main content (skimming), comprehension of the necessary information (scanning), full comprehension of the content (reading for detailed comprehension);

2) to read non-continuous texts (tables, diagrams, charts) and understand the information presented in them (Order of the Ministry of Education of Russia…, 2021)

E. N. Solovova concludes that when teaching reading, the goal of students is to be able to extract information from text to the extent necessary to solve a specific communicative task using certain reading technologies (Solovova, 2006, p. 141).

W. Grabe and F. Stoller identify the more specific aims:

1) search for basic information;

2) understanding the main idea;

3) studying;

4) generalisation of information;

5) critical evaluation of texts;

6) note-taking;

7) general sense perception (Grabe, Stoller, 2013, p. 6).

As for the reading process, A. D. Klimentenko and A. A. Mirolyubov state that its main purpose, as well as its product and result, is disclosure of semantic connections, comprehension of a visually perceived speech message (Klimentenko, Mirolyubov, 1981, p. 267). A similar position is held by K. Nutall who defines the extraction of meaning as the primary purpose of reading (Nuttal, 1996).

Variants of complexes of operations, due to the purpose of reading, are called types of reading.

Depending on what complex of mental operations related to the semantic processing of text is in focus, there is:

1) analytical and global reading;

2) reading with translation and reading without translation (Gez et al., 1982).

In foreign linguodidactics, the terms "analytical" and "global" reading correspond to the terms "intensive" and "extensive" reading. Global reading implies that information is perceived holistically, and the reader does not need a dictionary and is not distracted by unfamiliar words. Analytical reading is characterised by the study of linguistic forms and the comparison of new and already received information, as well as the author's statements. This type involves development of one's own assessment and attitude to what is read (Kurilenko et al., 2018).

Reading without translation is carried out without participation of a native language in understanding what is being read. It is characterised by a significant predominance of intuitive perception of text and direct understanding of content. Mastery of this type is determined by the desire to overcome translation of every unfamiliar word. Reading with translation involves varying degrees of participation of a native language in understanding what is being read. Despite the fact that this type develops the ability to independently work on a foreign text and use dictionaries and reference books, it prevents an intuitive, holistic understanding of text content (Azimov, Shchukin, 2009).

The types of reading distinguished by the nature and degree of assistance to the student are:

1) reading with and without a dictionary;

2) with previously resolved difficulties and with unresolved difficulties;

3) prepared and unprepared.

According to the form of organisation there is:

1) class and home reading;

2) group and individual reading;

3) silent and oral reading, including individual and group / chorus reading;

4) guided reading and communicative reading (Gez et al., 1982).

Silent reading is characterised by rapid eye movements, silence, precise fixations of the eyes and speed while reading aloud is characterised by vocalisation of text (pauses, tone, stress) (Al-Jawi, 2010). L. S. Vygotsky stresses that silent reading is a more important form of written speech, since, firstly, it is defined by a large number of fixations above the line. This makes it easier to move one's voice

and perceive letters. Secondly, a level of understanding is higher in the process of silent reading (Vygotsky, 1935, p. 88).

Guided reading acts as a means of teaching and it is incorporated in the process of forming reading mechanisms (Kolesnikova, Dolgina, 2008, p. 175). Communicative (fluent) reading is one of the goals of teaching a foreign language, since it involves the automaticity of reading techniques and a high level of receptive lexical and grammatical subskills (Polyakova, 2007, p. 203).

Within the framework of communicative reading, the following types are identified:

1) reading for detailed comprehension;
2) skimming / reading for gist;
3) previewing;
4) scanning;
5) reading for taking notes.

This classification, proposed by S. K. Folomkina, is based on the target direction and nature of the process.

Reading for detailed comprehension is usually slow and is aimed at accurate understanding (about 100%) and critical interpretation of information. Skimming implies understanding the main content of text (about 70-75%), the author's argumentation, and the main line of evidence. Previewing implies obtaining the most general information about text; it is often used to determine the nature of further work with the source upon initial acquaintance with it. Scanning involves finding specific information in text, for example, definitions, formulations or other data. The information found is then subjected to more detailed study. Reading for taking notes is considered as a subtype of previewing, but its result is notes composed of abstracts, that is, the main provisions of the text (Folomkina, 1987).

In addition, some authors recognise such a type as professional reading which consists of several subtypes:

1) pedagogical (used by teachers to prepare lessons, organise discussions, analyse literary works, and so on);
2) discursive (used by specialists to immerse themselves in the historical and sociocultural context of the origin, distribution and application of the source);

3) integrative (includes collecting information during and after reading, using additional sources on the topic to achieve one's own understanding of the issue);

4) philological (used by philologists and based on a deep understanding of the context, as well as awareness of the means that the author uses) (Kurilenko et al., 2018).

The reading goals stated above are achieved with the help of certain subskills and skills formed in the process of teaching a foreign language.

Reading subskills are automated visual-speech-motor-auditory connections of linguistic phenomena with their meaning, on the basis of which recognition and understanding of written characters and written text as a whole is carried out and, consequently, the implementation of perfect communicative reading skill (Shatilov, 1986, p. 85).

In Russian linguodidactics, three types of reading skills are distinguished: those related to understanding of language material; related to understanding of the text content; related to critical interpretation of the text content. The first two types ensure the processing of information at the linguistic level and determine the accuracy of understanding. The skills related to understanding of the text content provide the extraction of meaningful information and comprehension at the level of meaning. The third type of skills is responsible for processing extracted factual information and understanding at the level of sense (Folomkina, 1987).

The first group includes the skills:

1) to relate the meaning of a word to the context of a sentence;

2) to establish semantic connections between words / sentences / paragraphs and combine them;

3) to perceive a sentence or paragraph as a semantic whole;

4) to determine the main and secondary ideas;

5) to predict at the language level.

The second group comprises the skills:

1) to highlight individual elements in the text (for example, the main idea, semantic milestones, keywords, facts, etc.);

2) to generalise, synthesise individual facts, to establish their hierarchy, to combine them into semantic parts as a result of establishing a connection between them;

3) to relate individual parts of the text to each other (for example, to arrange facts / events in the chronological order, to group facts according to some characteristic, to determine a connection between events).

The third group contains the following skills:

1) to draw inferences based on the facts of the text, to determine the idea of the text, to assume the possible development of what was read;

2) to evaluate the presented facts / content as a whole, the nature of the implementation of the author's plan;

3) to interpret — understand the implicit meaning of the text (Folomkina, 1987).

It is worth underscoring that S. K. Folomkina's identification of these skills pursued methodological and research goals, since in the process of reading they cannot be isolated and are not recognised by the reader.

In foreign linguodidactics, there is no detailed classification of reading skills, but these common skills are distinguished:

1) scanning (viewing the text to find the necessary information);

2) skimming (viewing the text to determine the main idea);

3) reading for detail / intensive reading (extracting meaning of each word, understanding the connections between words and sentences);

4) inferring (extracting meaning from the text, paying attention to vocabulary, grammar, style, and so on);

5) deducing meaning from the context (understanding unfamiliar words without using a dictionary or other resources);

6) predicting (assumption about the content of the text);

7) understanding the text structure (knowledge of various types of the text and features of their construction);

8) extensive and intensive reading (additional reading and reading for the purpose of studying language material) (Spratt, Pulverness, Williams, 2016).

It should be highlighted that such skills as scanning, skimming and reading for detail / intensive reading correlate with the types of reading in Russian linguodidactics. Extensive and intensive reading skills also correspond with the synthetic and analytical types of reading.

A detailed list of reading skills was devised by B. S. Mikulecky. According to the author, the set of reading skills is different for each language (depending on its

structure and the reading characteristics of native speakers) and mastering them should be conscious. The list of skills for the English language includes:

1) automatic decoding (recognising a word at a glance);
2) previewing and predicting (having a quick look at the text to be able to guess what is to come);
3) specifying the purpose (knowing why the text is being read);
4) identifying the genre (knowing the nature of text in order to predict the form and content);
5) questioning (asking questions in the inner dialogue with the author);
6) scanning (looking through the text very rapidly for specific information);
7) recognising the topics (finding out what the text is about);
8) classification of ideas into the main topics and details (categorising words and ideas on the basis of their relationships and distinguishing general and specific ones);
9) locating the topic sentences (identifying the general statement in a paragraph);
10) stating the main idea (or thesis) of a sentence, paragraph or passage (knowing what the author's point is about the topic);
11) recognising the patterns of relationships (identifying the relationships between ideas and the overall structure of the text);
12) identifying and using words that signal the patterns of relationships between ideas (seeing connections between ideas);
13) recognising and using pronouns, referents, and other lexical equivalents as clues to cohesion;
14) guessing the meanings of unknown words from the context (using such clues as knowledge of word parts, syntax, and relationship patterns);
15) skimming (quickly getting the gist or overview of a passage or book);
16) paraphrasing (re-stating the text in the reader's own words in order to monitor one's own comprehension);
17) summarising (shortening material by retaining and restating the main ideas and leaving out details);
18) drawing conclusions (putting together information from parts of the text and inducing new or additional ideas);
19) drawing inferences and using evidence (using evidence in the text to know things that are unstated);

20) visualising (picturing, or actually drawing a picture or diagram, of what is described in the text);

21) reading critically (judging accuracy of a passage with respect to what the reader already knows and distinguishing a fact from an opinion);

22) reading faster (reading fast enough to allow the brain to process the input as ideas rather than single words);

23) adjusting the reading rate according to the materials and purpose (choosing the speed and strategies needed for the level of comprehension desired by the reader) (Mikulecky, 2008, p. 3).

Reading skills and micro skills are part of reading competence. O. A. Kozyreva defines reading competence as a set of knowledge, subskills and skills that allow a person to select, understand, organise information presented in the printed form, and successfully use it for personal and public purposes (Kozyreva, 2004, p. 49).

Summarising all mentioned above, it should be noted that when teaching reading, it is necessary to both set the final goal (since it determines its result), and intermediate ones, since they determine the nature of working with text and the level of its comprehension. We note that the main criteria for classifying types of reading are the quality of semantic processing of text, the nature and degree of assistance to the student, the form of organisation, the target direction and nature of the reading process, as well as areas of application (for professional reading). It is also vital to emphasise that all types of reading are interconnected and complement each other. Russian methodologists have developed the classification of reading skills based on the stage of working with the text, while foreign methodologists distinguish separate skills. However, some authors propose comprehensive lists of reading skills.

1.4.2   Reading strategies

Effective reading instruction involves the use of specific strategies that contribute to text comprehension and successful completion of tasks.

A strategy is a plan or way of doing something; a specific procedure used to perform a skill (Zheleznova, 2019, p. 111). A reading strategy is a plan devised by the reader for comprehending and reflecting on texts (Bilonozhko, Syzenko, 2020, p. 122).

Reading strategies, on the one hand, pertain to linguistic abilities and are viewed as relatively automatic processing skills. On the other hand, reading psychology considers them as results of goal-directed tasks that are gradually acquired through learning and eventually become automatic perceptual skills. Strategies might encompass both mental operations on content of text (inferences) and language abilities (linguistic guesses about meanings of words), and skills of functional processing of content (compression, connecting parts of the text) (Polyakova, 2007, p. 203). Regarding strategies as automatic processing abilities leads to their merging with micro skills, therefore, we hold the position that strategies are ways of performing activities formed during the learning process.

As P. Afflerbach and co-authors believe, strategies are the reader's conscious, purposeful attempts to control the process of decoding the text, understanding words and constructing the meaning of the text while skills are automatic actions that result in rapid decoding and understanding text without awareness of the components of these processes or control (Afflerbach, Pearson, Paris, 2008, p. 368).

Strategies control reading processes, which is an aspect of metacognition. Metacognition involves both monitoring one's actions while reading and one's knowledge (e.g., strategies for learning from text, reading tasks requirements, text structure, one's own strengths and weaknesses as a reader). Metacognition is an important factor in the development of students' reading skills. Hence, more successful students demonstrate higher levels of metacognitive knowledge and reading control (Grabe, Stoller, 2013, p. 226). A similar position is held by B. S. Mikulecky who stresses that more proficient readers are aware of the strategies they use because they regularly use operational thinking in learning (Mikulecky, 1984, p. 262).

There are cognitive and metacognitive reading strategies. The first group includes:

1) planning and goal setting;
2) use of previously acquired knowledge;
3) asking questions and predicting;
4) construction of meaning;
5) control;
6) meaning correction;
7) analysis and correlation.

The second group consists of:

1) the problem-solving strategy (for example, adjusting reading speed, rereading the text, reading aloud, guessing meanings of words while reading a difficult text);

2) the global reading strategy (understanding the purpose of reading);

3) the reading assistance strategy (helping students using additional techniques or tools, such as reference materials, note-taking, memorising certain sentences, and others) (Ali, Razali, 2019).

Within the framework of this study, it seems important to provide recommendations for teaching modern schoolchildren (Generation Z) reading strategies. It is necessary:

1) to allocate classroom time to teach reading strategies throughout the school year and continually emphasise the benefits of using them;

2) to check effectiveness of the strategies used;

3) to teach strategies for reading digital text and draw parallels with real situations;

4) to use short authentic texts and tasks related to real life to increase reading motivation;

5) to give priority to "top–down" rather than "bottom–up" strategies and find a balance between extensive and intensive reading;

6) to use collaborative tasks that involve student interaction and communication (Bilonozhko, Syzenko, 2020).

Summarising all mentioned above, we come to the conclusion that a strategy is a plan or way of performing an activity formed in the learning process. There are cognitive and metacognitive strategies. Strategy and skill are not equivalent concepts. Students need to know strategies and be conscious of their use.

1.4.3   Types of reading tasks and recommendations
for selection of materials

Traditionally, tasks for teaching reading are divided depending on the stage of working with the text (pre-reading, while-reading and post-reading).

The pre-reading stage includes a removal of language difficulties and familiarisation with a topic of the text being studied, as well as with the sociocultural realities mentioned in it. The pre-reading tasks are:

1) work with the title;
2) use of associations related to the author's name;
3) use of given illustrations to formulate assumptions about the topic of the text;
4) learning new vocabulary based on linguistic guesses (Babayan, Bogdanova, 2014).

At the while-reading stage, the degree of comprehension of what has been read is monitored. The while-reading tasks include:

1) filling in the gaps with the words from the table;
2) searching for the words in the text that match the descriptions;
3) selecting the keywords for the text;
4) matching the characters to the actions they have done;
5) determining who the turns belong to (Moshnina, 2019).

Post-reading tasks involve students using the text as a speech pattern to improve oral and written speech skills. The examples of post-reading tasks are:

1) expression of agreement (disagreement) with the given statements;
2) expression of the main idea of the text with justification for the answer;
3) making the text plan;
4) retelling the text from the perspective of the main character (one of the characters, an observer, and so on) (Babayan, Bogdanova, 2014).

The other classification is proposed by M. E. Breigina and A. V Shchepilova. They distinguish two groups of tasks: a) for mastering phonetics, lexis and grammar (language material) and b) for mastering techniques / methods of the semantic processing of information. The authors suggest planning tasks based on enlarging the reading unit: word — phrase — syntagma — sentence — paragraph — text. The first group includes the tasks:

1) to group the words by spelling;
2) to restore the words with missing letters (in the written form);
3) to read the words containing identical parts;
4) to group the vocabulary by topic;
5) to select the combinations that have similar / opposite meanings from the given ones;

6) to find a word by its definition among the suggested words, and so on.

The second group consists of the tasks:

1) to determine the main idea of the text;

2) to find the main evidence of some idea;

3) to single out (underline, write out, read aloud) a key sentence or key words;

4) to shorten (expand) the text;

5) to come up with a title;

6) to find the sentence that expresses the author's attitude to the facts presented, and so on (Breigina, Shchepilova, 2010).

One of the stages in organising reading instruction is the selection of materials. There are specific criteria for selecting texts for reading.

K. Nutall identifies the following criteria for texts as educational materials:

1) correspondence of the content to the students' interests;

2) correspondence to the level of students' communicative competence;

3) suitability;

4) variety;

5) authenticity;

6) design.

The author also recommends that texts contain material necessary within the framework of the topic being studied. However, in his opinion, the content value of text comes first (Nuttal, 1996).

E. N. Solovova defines the following requirements for educational texts for teaching reading:

1) the amount of text;

2) the place of the main idea of the text;

3) the subject of educational texts;

4) the issues that the text arises;

5) authenticity (Solovova, 2006).

According to the other classification, the criteria for selecting texts are as follows:

1) authenticity of the material;

2) the level of complexity which must correspond to the level of students' language proficiency;

3) information richness;

4) relevance and reliability of the information to study;

5) the content of the text which should have a gripping topic and meet students' learning needs;

6) professional orientation;

7) the connection between the content of the text and previously studied material;

8) motivational value;

9) the possibility of using the material for further educational, cognitive and research activities (Malkova, Khismatulina, Pugacheva, 2021).

Thus, all the mentioned authors agree that reading texts should be authentic, feasible (in content / volume) and engaging for students.

R. Day and J. Bamford also provide the list of principles that should be considered for organising extensive reading:

1) correspondence of texts to students' linguistic competence, that is, texts contain familiar vocabulary and grammar;

2) variety of texts (a wide range of topics);

3) free choice of a book by students;

4) ample reading;

5) natural purposes of reading (for pleasure, information search, general understanding);

6) self-sufficiency of texts (reading is not accompanied by comprehension tasks);

7) high reading speed;

8) individual reading (not group, but silent);

9) teacher assistance (e.g. explaining strategies, monitoring reading progress);

10) the teacher as a model reader for students (Day, Bamford, 2002).

In addition, a guide for selecting reading texts has been developed for teachers. It has the following questions:

1) Is the text going to serve one or more of these functions?

   a) to inform students of what they do not know;

   b) to introduce new and relevant ideas, stimulate students to think about things they have not thought about before;

   c) to develop empathy for other people (people with different experiences, problems or beliefs);

   d) to awaken the desire to read on one's own (learn more about this topic, etc.).

2) Does the text seem challenging enough without making excessive or unnecessary demands on students' language proficiency?

3) Is the language natural or is it overloaded with the language unit being studied?

4) Does the text represent a colloquial, neutral or formal style of speech?

5) If the text presents new lexical units, is it necessary to study them at this stage? Can students understand their meaning without using a dictionary?

6) Is the text too straightforward / explicit?

7) Can the text be studied in depth (Nuttal, 1996, p. 171)?

In short, the tasks have been presented depending on the step of working with the text, as well as on the reading unit. The tasks listed above are examples illustrating each group which includes a much larger number of tasks. Taking into account the criteria for selecting texts stated above, relying on the principles of extensive reading and using the guide to select reading materials helps teachers organise the reading process most effectively.

1.4.4   Reading competence assessment

As stated earlier, reading consists of perceptual and semantic processing of information. Consequently, the objects of assessment are mechanics of reading and reading comprehension.

As part of testing mechanics of reading, the micro skills of corresponding the graphic image of a speech unit with its auditory-speech-motor image and the micro skills of corresponding the auditory-speech-motor images of speech units with their meaning are distinguished. The tasks to evaluate the level of subskills in the first group are:

1) finding the extra letter in the row;

2) reading lexical units being currently studied.

The tasks for corresponding the auditory-speech motor images of speech units are:

1) identification of the letters of the English alphabet pronounced by the speaker;

2) matching the speaker's words to their graphic representation;

3) matching the speaker's words to the illustrations (Tereshchenko, 2017).

The tasks to evaluate reading comprehension are:

1) selection of the details when characterising the topics of the report that correspond to the content of the text;

2) replacement of the content with the other one, equivalent in meaning, extracting what is missing in the source text;

3) displacement or movement of individual parts of text;

4) generalisation of what is given in the text in a specific and detailed form;

5) specification of what is presented in a general form (Rogova, 2017).

Currently, there is a tendency to organise less formal, communicative control. L. I. Bobyleva offers communicative techniques for testing foreign language reading. These techniques are classified based on the following criteria:

1) a quantitative indicator of the number of texts — tasks involving work with only one text or several ones;

2) qualitative characteristics of the text — tasks for which text contains all the necessary information, text is missing some information or text contains contradictory information;

3) a method of completing a task (verbal, graphical, oral, in the written form, with changes in the compositional structure of the text, expanding the text, and so on) (Bobyleva, 2020).

Varying these criteria allows teachers to create plenty of tasks for testing reading skills. In line with the indicated tendency, A. E. Bazhanov and co-authors offer a non-standard option for assessing reading skills. Its implementation depends on meeting several conditions:

1) to use context (that is, create a communicative situation);

2) to apply a team / group form of work organisation;

3) to organise tasks in such a way that they contain redundancy (to increase motivation by taking into account the individual characteristics of students) (Bazhanov, Razina, Furmanova, 2021).

In addition to the tasks, techniques and conditions for testing reading skills given above, eye-tracking technology or oculography is widely used to monitor the reading process.

Nowadays, eye-tracking technology is actively used in the CALL (Computer Assisted Language Learning) method (Michel, O'Rourke, 2019; Stickler, Smith, Shi, 2016). It enables us to study any type of user interaction with a computer interface.

The study of Computer Mediated Communication (CMC) or communication in a multimodal online environment is especially relevant (O'Rourke et al., 2015; Stickler, Shi, 2015). In this case, oculography provides data on the focus of students' attention during synchronous online foreign language classes or while completing assignments, which is a more reliable source than information provided by the students themselves.

To summarise, we note that reading skills and subskills assessment includes both tasks for testing mechanics of reading and text comprehension. Today, the use of communicative evaluation is relevant. Nowadays, reading research is performed using eye-tracking technology.

1.5   Comparison of the receptive skills

The receptive skills are combined on the basis of the following features:

1) the nature of the role performed in the communication process (oral and written speech are initial processes of verbal communication, stimulating listening and reading which act as response reactive processes);

2) the focus of speech activity carried out by a person on receiving a speech message;

3) the nature of the feedback (it is carried out through internal channels of semantic control and semantic analysis in the receptive skills);

4) the nature of external expression (listening and reading (silent) are not externally expressed (using linguistic means) processes of internal mental activity) (Glukhov, 2005);

5) the product of perception (a conclusion that a person comes to in the process of reception) (Azimov, Shchukin, 2009, p. 250).

Moreover, to study the receptive skills, the "top–down" and "bottom–up" models are used which are based on the features of text perception processes in psychological and psychophysiological aspects (Kolesnikova, Dolgina, 2008).

The "bottom–up" model in reading involves the transformation of a number of written signs into their sound counterparts. According to this model, the reader processes each letter in the text. Letters or graphemes correspond to phonemes, combinations of which make up words of a language. Extraction of meaning is the

final process of transforming one form of sign representation into another. As for the "top–down" approach, despite many variations, its essence comes down to the fact that the reader is in the centre of the reading process, not the text. It is the reader who puts forward hypotheses and, interacting with the text, checks their correctness. It follows that the foundation of this model is the recreation of meaning, not the transformation of form (Pavlovskaya, 2001).

Similarly, the "bottom–up" model of listening involves the listener using information from the speech signal to construct meaning, while the "top–down" approach uses prior knowledge and expectations to construct meaning. M. Rost believes that both models are involved at different levels of cognitive organisation: phonological, grammatical, lexical and propositional. This complex process of interaction between models is called the "parallel processing model". It implies that representations at some levels stimulate activation at others (Rost, 2013a,b).

Along with similar features, it is important to take into account the distinctive ones:

1) the modality (the visual analyser predominates in reading, the auditory one predominates in listening);

2) the nature of reception and realisation (the object of reception during listening is a sequence of sound signals, while during reading alphabetic signals are realised as a sequential series of alphabetic visual symbols);

3) the setting of the parameters of perception (the minimum volume of a cognitive-discursive fragment (a unit of perception) is several intonation units linked by two or three dialogue lines that have one common topic of utterance in auditory reception; the volume of a cognitive-discursive fragment in the visual modality is one statement or more) (Vikulina, 2017);

4) the rhythm and tempo of perception (they are determined by the speaker in listening, while in reading they depend on the reader);

5) the way of work with information (the reader has the opportunity to return to fragments of the text, the listener receives information progressively) (Bredikhina, 2018, p. 61).

Thus, despite the considerable similarities between listening and reading, there are differences between them, mainly due to the distinctive features of oral and written language.

1.6   Integrated Skills teaching based on multimodal text

1.6.1   Multimodality in the educational process

Reading and listening are characterised by the interaction of visual, auditory and kinaesthetic analysers. However, in reading the visual analyser predominates, while in listening the auditory one prevails, which determines a modality of each of the receptive skills (Vikulina, 2017, p. 158).

According to the definition of the Large Psychological Dictionary, a modality represents belonging to a specific sensory system (analyser); it is used to designate, characterise or classify sensations, signals, stimuli, information, receptors, disorders (Meshcheryakov, Zinchenko, 2003, p. 267). It follows from the definition that a modality is both a feature of human perception (a property of sensations) and a feature of what is perceived (a form of the stimulus). In the first case the term "modality of perception" is usually used.

The modality of perception is presented as a holistic experience of a certain fragment of reality and a qualitative characteristic of perception (Barabanshchikov, 2006).

Traditionally, the following types of perception modalities are distinguished: visual, auditory, haptic (tactile), gustatory and olfactory (Barybina, 2005). T. N. Bandurka adds a visceral (perception of the activity of internal organs) modality to this list (Bandurka, 2001).

V. Yu. Akhmolina and co-authors identify the main functions of modalities — regulatory, communicative and cognitive. Also, the authors believe that modalities have a spatiotemporal characteristic. In their opinion, the spatial characteristic is attributed to the visual modality, while the temporal characteristic is rather attributed to the auditory one (Akhmolina et al., 2016).

As G. Kress notes, it is currently impossible to understand language and its use without understanding the effect of all the ways of communicating information that coexist in any text (Kress, 2000, p. 337). At the same time, mastering language skills requires activation of all modalities of perception (Akhmolina et al., 2016, p. 59).

The presence of several ways of transmitting information or modalities generates the concept "multimodality".

The concept of multimodality is used in the meaning of the phenomenon of human communication being the subject of various branches of knowledge, and in the meaning of the field of scientific research (Adami, 2016).

The problem of multimodality is being researched in many sciences and fields: anthropology, pedagogy, linguistics, media and cultural studies, sociology, musicology and design.

Multimodality in pedagogy is studied in the works of such authors as K. Jewitt (2008), S. M. Miller (2013), E. B. Barybina (2005), in linguistics — in the works of J. Bateman (2008), O. K. Iriskhanova (2017), E. D. Nekrasova (2014), in mass media and culture studies — in the works of G. Kress (2010), T. van Leeuwen (2021) and others.

The phenomenon of multimodality determines multimodality of perception which plays an important role in the educational process, since the relationship between perception and human activity, including educational activities, has been proven (Vysotskaya, 2017).

Multimodality of perception is defined as a sensory fabric of the image of the world, reflecting the individual's holistic system of ideas about the surrounding reality (the objective world and social environment), about himself or herself, his or her own activity (A. N. Leontiev, 1982). In other words, multimodality is a systemic property that covers the content of perception, its structure and relationship with other mental functions of the individual, personality, subject of activity (Bandurka, 2013, p. 60).

There are following characteristics of multimodality of perception:

1) intrastructural mobility and variability;
2) mutual influence of dominant and resource modalities;
3) dependence of modalities on the situation, settings, type and content of activity;
4) connection with psychophysical, individual psychological characteristics of the individual (Bandurka, 2001, p. 3).

These features determine qualitative and quantitative changes. Their presence enables us to call multimodality of perception a spontaneously developing dynamic structure (Ibid.).

It is believed that most people have a primary and secondary channel of perception, and only a small number of people can effectively use all channels (Akhmolina et al., 2016). Based on the theory of the predominance of one of the channels of perception, psychologists have identified the following types of cognitive styles: visual-, auditory- and kinaesthetic- oriented (Pichugina, Kaibaliev, 2019). The American researcher C. B. Leaver also identifies three cognitive styles but adds subgroups:

1) visual-perceiving (verbalists who "see" words and their writing, and iconists who see a picture, an image);

2) auditory-perceiving (auditory learners who learn better by listening to others, and speech learners who learn better in the process of their own speech activity);

3) motor-perceiving (kinaesthetic learners who use their legs and arms, and mechanical ones who use their fingers) (Leaver, 1995).

Hence, students have a predominant modality which is determined using various techniques. In neurolinguistic programming, there is a technique for quick modalities testing (Kaluger, Kolson, 1978), a representative systems identification test (Lewis, Pucelik, 1990), S. Efremtseva's technique for the leading channel of perception (Efremtseva, 2002), O. V. Koraeva's test of the representative system shift (Koraeva, 2017) and others.

The last method, for example, determines the leading representative system of an individual by verbal and nonverbal means s/he uses. Thus, the study of predicative constructions, namely descriptive words and phrases, mainly verbs, adverbs and adjectives, provides information about the dominant representational system. Besides, the necessary data (voice, spatial location, listening and pupil reaction) can be obtained through observation (Ibid.).

Next, the concept of "multimodal text" should be studied. According to E. D. Nekrasova, the text can be called multimodal if it is perceived through various modalities, in particular the visual and auditory ones (Nekrasova, 2014, p. 45). A similar definition is given by M. Yu. Rodina, understanding multimodal text as a set of textual and extra-textual sources of information capable of influencing various modalities of perception (visual, auditory, audiovisual) (Rodina, 2014, p. 203).

Some authors use the terms "multimodal texts" and "polycode texts" interchangeably. It is worth emphasising that these are not equivalent concepts. While the former are associated with the actualisation of several perceptual

channels and are studied on the basis of targeted perception by respondents, the latter are built on the internal interaction of symbols and signs of different codes with each other. The examples of polycode structures are instructions, postcards, art descriptions of paintings, newspaper discourse texts (articles, reports), Internet communications (demotivators, websites) and others (Nekrasova, 2014). Consequently, the characteristics such as a code and a modality are independent aspects of text classification. This means that a polycode text can be either monomodal (perceived exclusively by one analyser) or multimodal (perceived by several analysers) (Talikina, 2021).

The largest part of socially significant sign systems for society is focused on perception through vision and hearing (Bolshakova, 2008). It follows that audiovisual sources of information are the most preferable for humans. An example of such a source is text accompanied by voice-over.

In Russian pedagogy, one of the first educators who proposed teaching to read with the parallel use of listening was A. M. Kushnir. He relied on the ideas of nature-based education. According to A. M. Kushnir, the initial stage of learning a foreign language includes reading the text while simultaneously listening to its recording. In addition, students are offered interlinear translation of the text. According to the author of the method, receptive subskills are developed, a more complete immersion in the environment is achieved, and articulation subskills are formed (Kushnir, 2011).

In foreign linguodidactics, reading based on sounding text or listening based on text are called LWR (Listening While Reading) and RWL (Reading While Listening) depending on the focus of the activity. In LWR, the goal is reading which is supplemented by listening to a spoken version of the written text at a fast pace (since the reading speed is usually faster than the speaking rate). In RWL, the focus is on listening, so that colloquial texts are used — dialogues, lectures, films and others (Chang, 2011).

The effectiveness of listening to text in teaching reading has been studied in many pedagogical experiments, but their conclusions are ambiguous. Some authors attest that the use of multimodal text does not have significant advantages.

For example, K. Nakashima and co-authors compared groups of students who read and listened to texts (RWL group) with groups who either only listened (LO group) or only read (RO). Ultimately, students who worked with multimodal text showed higher levels of comprehension, but this difference was statistically

insignificant compared to the results of the reading-only group (Nakashima, Stephens, Kamata, 2018).

In the other experiment, E. Tragant Mestres and co-authors concluded that the level of understanding in reading and listening of children whose learning was based on multimodal text was similar to the level of children in the control group who were taught traditionally. However, the RWL groups showed higher vocabulary knowledge and also expressed a preference for audiobooks (Tragant Mestres, Baró, Garriga, 2018).

According to other studies, activation of two sensory channels, depending on the focus of the experiment, has a positive effect on various indicators.

V. Bon and co-authors conducted a study, the results of which showed that listening while reading improved vocabulary learning in 9-year-old students with reading difficulties (van Bon et al., 1991).

In addition, A. Ch. Sh. Chang compared the level of comprehension of the text between the students who read and listened and students who only listened. Both groups completed a post-listening test, the results of which showed that the RWL students performed 10% better (Chang, 2011).

B. Tusmagambet asserts that simultaneous listening and reading significantly increased the reading speed in the experimental group while their level of reading comprehension and motivation increased as in the control group (Tusmagambet, 2020).

G. Kartal and H. Simsek, using multimodal text in trial training, focused on the level change of listening micro skills. They revealed the increase in the level of development of listening micro skills in the experimental group with the help of the quantitative analysis. They also discovered the increase in the level of students' motivation using a survey. Furthermore, the students noted improvements in pronunciation and comprehension due to simultaneous listening and reading (Kartal, Simsek, 2017).

Over the past few years, studies have been conducted on the perception of multimodal text by means of eye tracking technology. For instance, K. Conklin and co-authors compared native English speakers' and English language learners' perception of text with and without audio accompaniment. The eye movement analysis showed that reading in the native language is faster without audio accompaniment while reading in a foreign language is faster with simultaneous listening to text. The authors also observed that the correspondence between eye

fixations and audio text is more typical for readers with small vocabulary. This can be explained by the fact that audio helps separate, differentiate or make a connection between a word and its meaning (Conklin et al., 2020).

A. Pellicer-Sánchez and co-authors studied the dependence of the level of comprehension on the time of viewing text or images with and without audio accompaniment. The results of the study showed that the presence of sound allowed the students to view the images longer. In addition, processing time on text is associated with lower levels of comprehension, while processing time on images correlates with higher levels of comprehension (Pellicer-Sánchez et al., 2020). Therefore, the integration of verbal information with pictures is favourable in a multimodal environment.

A more detailed review of research results using multimodal text is provided in the article (Kozlova, 2023).

In some authors' opinion, the parallel use of text and audio has a number of advantages. In this case students:

1) establish correspondence between a grapheme and a sound, which develops auditory recognition and word recognition subskills (Osada, 2001);

2) increase their reading speed, as there is a transition from reading each word to reading fragments of text (Hill, 2001);

3) improve concentration and perceive the text with greater interest thanks to sound effects (Chang, 2009);

4) get used to the pace and rhythm of oral speech, as well as to the natural flow of language and understand what semantic parts the text is divided into (Chang, 2011).

According to J. A. Cordon-Garcia, the effectiveness of using audio accompaniment is explained by the fact that the perception and production of oral speech developed about 150 thousand years ago while written speech has a history of 5-7 thousand years. As a result, listening can be more understandable because it is connected to the emotional centres of the brain, therefore it is more "expressive and natural". The author emphasises that oral storytelling remains the oldest format for transmitting knowledge. Before humanity invented writing and Gutenberg invented printing, stories had been passed down orally (Cordón-García, 2018).

In summary, a modality (a sensory channel, perception channel) implies belonging to a specific sensory system. The interaction of modalities determines

multimodality, on the basis of which texts can be created or training can be implemented.

1.6.2   Integrated Skills teaching

The simultaneous development of listening and reading skills is implemented within the framework of the Integrated Skills approach. There are two terms in Russian linguodidactics that correspond to this concept — the "Integrative" (Kolesnikova, Dolgina, 2008, p. 61) and "Integrated skills" (Shchukin, 2011, p. 80) approaches. This work uses the latter as the "Integrative" approach also means interdisciplinarity in language teaching through specific subject content, that is, co-study of a special subject and a professionally oriented language (this correlates to the Content-based instruction) (Almabekova, 2012, p. 14).

The Integrated Skills approach started to be developed in foreign language teaching at the beginning of the twentieth century as a solution to the problem of the sequence of teaching skills (Kuznetsov, 2011, p. 106). It is worth underscoring that the parallel teaching skills opposed the guidelines of the Direct methods that advocated their sequential formation in a certain order — listening, speaking, reading, writing (Shchukin, 2011, p. 153).

The prerequisites for the creation of the Integrated Skills teaching were the provisions of both Russian and foreign educators and teachers. Thus, I. A. Zimnyaya believes that a child, mastering a language, turns to all four skills at the same time (Zimnyaya, 1985). H. Widdowson presumes that language use occurs in the form of discourse in specific social contexts, rather than in individual elements (Widdowson, 1978). S. P. Corder, justifying the integration of skills in teaching, speaks of the need to work on receptive and productive skills in order to become a confident language user (Corder, 1978).

The research in this area is associated with the emergence of the Communicative approach in foreign linguodidactics. It was carried out in the 1970s and 1980s and is described in the works of H. Widdowson (1978), S. P. Corder (1978), J. Honeyfield (1988) and others.

Since the ideas of the Integrated Skills approach evolved within the framework of the Communicative approach, they are implemented, for instance, in Content-based language teaching and Task-based language teaching abroad (Pardede, 2019).

At the same time, in the 1980s, this problem received a more detailed elaboration in Russian linguodidactics (in teaching foreign languages and Russian as a foreign language) in the works of I. A. Zimnyaya (1980), R. P. Nemanova (1986), V. P. Grigorieva (1985), N. I. Gez (1989) and others.

The Integrated Skills approach is defined as the simultaneous teaching of four skills in a certain sequential-time ratio based on general language material and with the help of special exercises. The interaction of skills acts as an internal mechanism for this approach (Azimov, Shchukin, 2009, p. 36).

Simultaneity means that each language skill develops from the very beginning of training, and that the teaching of one skill contributes to the teaching of others, facilitating their acquisition (Zimnyaya, Nemanova, Petropavlova, 1981, p. 56). However, it is important to note that the simultaneous Integrated Skills teaching does not exclude "micro-sequence" in work on language skills. This is necessary for more effective organisation of the educational process and its controllability. Thus, the sequence is considered as a working scheme that reflects the nature of the interaction between skills within a certain time period — a lesson or a cycle of classes (Ibid.).

R. Oxford offers a more figurative definition of the Integrated Skills teaching, comparing it to a tapestry woven from many threads. Skills represent one of the main threads, also including knowledge of vocabulary, pronunciation, syntax and other aspects. It is the "interweaving" of threads in the educational process that leads to optimal communication in a foreign language (Oxford, 2001).

The following main characteristics of the Integrated Skills approach are identified:

1) speech activity acts as an object of teaching in all its forms;
2) simultaneity in the development of skills;
3) training is organised based on a sequential-temporal ratio of skills, determined for each specific study unit;
4) training skills is based on general language material which should serve as the foundation for both productive and receptive skills;
5) training is based on exercises (Azimov, Shchukin, 2009, p. 36).

Besides, when identifying the leading skill in instruction, all the other skills should be included in the educational process for the qualitative development and improvement of leading activity (Potrikeeva, Akhmetzyanova, Suvorova, 2018, p. 76).

The benefits of this training are:

1) ensuring the transfer of subskills and declarative knowledge gained in a skill to another one (Strang, 1972);
2) providing students with access to authentic language learning whereas sequential instruction does not provide meaningful understanding of language (Myers, Hilliard, 1997);
3) activation of all speech mechanisms and direction of various types of memory (figurative, verbal-logical, emotional, motor) to one object of perception (Belikova, Erofeeva, 2020, p. 350);
4) the use of the main channels of information (visual and auditory) (Ibid.).

Also, R. Oxford comes to the conclusion that the Integrated Skills approach fosters students to communicate naturally, makes language a real means of interaction, enables students to study its content, not its isolated forms. At the same time, teachers can track students' progress in various skills simultaneously (Oxford, 2001). Consequently, optimisation of the process of mastering a foreign language occurs through a combination of several factors.

This paper studies the parallel instruction of listening and reading which interact with each other along a receptive-effective trajectory (Potrikeeva, Akhmetzyanova, Suvorova, 2018). The simultaneous development of listening and reading skills is also justified by the fact that a significant part of the vocabulary is common for reception at the initial stage of language learning (Eryomina, Eryomin, 2006, p. 113). As noted earlier, common language material is a necessary condition for the Integrated skills teaching.

I. A. Zimnyaya defines common language material as selected lexical-grammatical material which is present in a skill and can be found with a certain frequency in the others. In addition, common language material should:

1) be present in the curriculum;
2) serve as a basis for teaching both productive and receptive skills;
3) be the foundation for the development of oral and written communication;
4) meet certain linguo-methodological selection criteria;

5) be regulated and specially organised by the teacher (Zimnyaya, Nemanova, Petropavlova, 1981, p. 56).

Consolidation of lexical-grammatical material is carried out through exercises that reflect the content of various language skills. It is important that language material be also present in communicative tasks where acquired material is introduced into communicative situations and ensures the development of skills (Shchukin, 2011, p. 154).

I. A. Zimnyaya also identifies general skills related to the formation of a mechanism for establishing different levels of semantic connections for the receptive skills. She mentions such of them as defining the topic of a speech message, dividing a speech message into semantic parts, determining the main idea of each semantic part and its main details, and establishing coherence of a speech message (Zimnyaya, Nemanova, Petropavlova, 1981, p. 58). Therefore, when teaching listening and reading, it is necessary to develop these skills. In addition to common language material, the receptive skills are brought together by the subject content and psychological mechanisms that underlie them.

The subject of listening and reading is a thought acting as a form of reflection of the relationships between objects and phenomena of reality. Furthermore, the goal in both skills is to recreate someone else's thought. Along with the subject and goal, the common elements are the product of the activity — inference, and its result — understanding of the semantic content of the text / audio text. The similarities of the psychological mechanisms lie in the general processes of perception and understanding which include perception of transmitted information and its semantic processing (see Section 1.5) (Zimnyaya, 1985).

The Integrated Skills teaching of reading and listening is understood as training aimed at the simultaneous formation of the receptive skills. This implies the use of these skills both as a goal and as a means of teaching, which ensures their positive mutual influence.

The Integrated Skills approach for teaching listening and reading seems to be promising, since it reinforces language material and enables students to perform exercises aimed at developing general skills (Pavlovskaya, Talikina, Isakovich, 2022).

To summarise, it is worth emphasising that modern linguodidactics recommends teaching skills in an integrated manner because this provides the most favourable opportunities for relying on all types and sources of perception (Azimov, Shchukin, 2009, p. 36).

Conclusions on Chapter 1

1) Listening and reading combine such characteristics as reactivity, a product of perception, feedback through internal channels, lack of external expression, and teaching using similar models. The main differences lie in the predominant modality and the object of reception, the volume of perception, the control of rhythm and the tempo of perception.

2) Reading is not only a process of decoding signs to reconstruct meanings, but also a set of skills that changes throughout life. Reading functions with the help of the external mechanism (vision) and the internal one which is based on perceptual and semantic processing of information, mnemonic activity, and others. The main goal of teaching reading is to extract meaning from a written source.

3) Listening is the process of perceiving an oral message and building its meaning. Listening functions with the help of the external mechanism (hearing) and the internal one which involves such processes as listening perception and recognition, isolating information, analysis and synthesis. The main goal of teaching listening is to develop the skill to understand an oral message in natural communicative situations.

4) The Integrated Skills teaching of the receptive skills is aimed at the simultaneous development of reading and listening comprehension. It is justified by the presence of common language material, the development of general skills, the similarity of subject content and psychological mechanisms.

5) Multimodality is the interaction of several ways of transmitting information (modalities). Multimodal text is the text the perception of which involves the use of different sensory channels.

6) The use of multimodal text in teaching has had heterogeneous results. According to some studies, it improves vocabulary acquisition, reading speed, and the level of understanding and motivation. According to others, it does not have a significant effect on comprehension.

Chapter 2. The methodology to develop secondary school students' receptive skills and subskills with the help of audiobooks

2.1 Secondary school students' psychological and pedagogical characteristics

Secondary school students are children who receive basic education (from 5th to 9th forms). As part of our study, students of 5th, 6th and 7th forms are of interest. These students are part of the broad age category "teenagers".

According to American psychologists F. I. Rice and K. I. Dolgin, adolescence covers the period of life from 11 to 19 years. The authors associate the lower limit with entry into puberty, which occurs between 11 and 13 years. The upper limit of teenage, in their opinion, is not so distinct. It can be defined from a physiological point of view (achieving full physical maturity), legal (obtaining a certain legal status by the individual), social (treating the individual as an adult, gaining independence in decision-making), etc (Rice, Dolgin, 2010). E. Erikson associates adolescence with the period of life from 12 to 18 years and calls it "Identity versus Role Confusion". It is believed that at this stage the teenager is searching for his / her identity and trying to understand who s/he is and who s/he wants to become (Erikson, 1963).

Within this category, psychologists distinguish different stages. Thus, V. A. Averin differentiates younger adolescence (10–13 years), older adolescence (13–15 years) and youth (15–17 years). The stage of early adolescence is characterised by:

1) emergence of a need to go beyond school and join the life and activities of adults;

2) compliance with one's own requirements and self-esteem;

3) the emergence of a need to find and protect one's place in the surrounding social environment (Averin, 1998).

The leading activity at this stage is communication. V. A. Averin argues that communication allows teenagers to go beyond the framework of school and look for themselves there. It is communication that helps them constantly compare themselves with peers and develop their self-esteem. Outside of communication and

without it, it is impossible to find one's place in the circle of peers and adults (Averin, 1998, p. 313).

L. I. Bozhovich differentiates two stages of adolescence — first (12–15 years) and second (15–17 years). There is a crisis of adolescence at both stages. In the first phase it is characterised by the appearance of the ability to focus on goals that go beyond today (ability to set goals), and in the second phase – awareness of one's place in the future, i.e. the birth of life prospects (Bozhovich, 1979).

The most suitable classification for describing students in Forms 5–7, in our opinion, is V. A. Averin's one, since the stage of early adolescence in it covers the period from 10 to 13 years, and it is also based on social and psychological criteria.

According to the periodisation of intellectual development according to J. Piaget, these students are in the process of transition from the period of concrete operations (typical for children aged 7 to 11 years) to the period of formal operations (typical for adolescents over 12 years old). The psychologist notes that in the latter there are significant changes in the thinking process. During the period of formal operations, the teenager learns how to:

1) systematise their thoughts and critically analyse them;
2) test their theories using logical and scientific methods;
3) apply a second symbolic system (a set of symbols for symbols);
4) focus on abstractions rather than direct impressions;
5) project themselves into the future and distinguish the real present from the possible (Piaget, 1971).

As a result, the main new formations at the stage of formal operations, according to J. Piaget, are introspective, abstract, logical and hypothetical types of thinking.

It is important to highlight the impact of the digital age on the development of adolescents' cognitive abilities. The use of information and communication technologies affects their thinking. Researchers believe that thinking of representatives of the younger generation is characterised by:

1) fragmentation;
2) discontinuity;
3) focus on visuals;
4) a special type of perception;
5) short-term memory;

6) difficulties with concentrating and maintaining attention, handling large integral texts and highlighting the main idea and cause-and-effect relationships in them (Belozerova, Polyakov, 2021; Klyuchko, 2023).

E. A. Avdeeva and O. A. Kornilova conclude that regular immersion in virtual space leads to changes, deformations of cognitive functions and subsequently to the loss of cognitive skills and changes in the thinking process, manifested in the ability to perceive the world only through bright and simple images of video clips (Avdeeva, Kornilova, 2022).

Other cognitive changes that occur at this stage include:

1) willingness and capability to deepen knowledge;
2) ability to identify personal and academic tasks and find ways to complete them;
3) adequacy in assessing results;
4) students' desire to plan an individual educational route;
5) formation of purposeful perception and ability to concentrate (Bezukladnikov, Kruze, Melekhina, 2019).

Many changes in the psyche and behaviour of young adolescents are associated with the fact that they move from primary to secondary school. During this adaptation period, the following things change:

1) subject content of education (new subjects appear);
2) a leading type of activity (new methods of intellectual activity appear, the process of assimilation of new knowledge begins, new ideas about the world around us are formed and existing life concepts are restructured);
3) a social situation of development (the social environment is expanding with the advent of new teachers) (Bulueva, Tsamaeva, 2020; Demidova, 2020).

These changes become the cause of crisis. As N. S. Morgunova stresses, the crisis in this context means a moment of change, increased vulnerability and increased potential (Morgunova, 2020, p. 88). The author identifies the following signs of the crisis:

1) desire to violate social norms;
2) increased emotional sensitivity;
3) need for self-learning and self-knowledge;
4) establishing closer relationships with peers;
5) change of priorities (Ibid.).

Similar signs are indicated by I. G. Demidova, among which there is:

1) emotional discomfort and internal tension;
2) emergence and formation of a sense of adulthood;
3) emergence of new hobbies and values;
4) orientation towards communication with peers;
5) increased sensitivity to failures, difficulties, problems (Demidova, 2020).

The psychological crisis of young adolescents affects their educational activity. The consequences of the crisis can be:

1) difficulties in establishing relationships with classmates and teachers;
2) decrease in the level of academic achievements;
3) school maladjustment;
4) lack of interest (Demidova, 2020; Kiriy, Ignatovich, 2022).

The diagnosis of a teenager's professional orientation helps reduce the effects of the crisis. This can enable the school student to outline probable areas of a future professional activity, increase self-esteem and self-confidence due to a sense of certainty. It is also possible to undergo family psychotherapy or individual psycho-correction if parents have difficulty communicating with children who are experiencing the crisis (Zhdanova, 2019).

Based on the listed psychological and pedagogical characteristics of students in Forms 5–7, we offer the following recommendations for teaching them:

1) organising research activities (to engage critical and abstract thinking);
2) performing tasks to make assumptions about the future (to engage in hypothetical thinking);
3) performing tasks aimed at reflection (to engage introspective thinking);
4) providing sources for independent search for information;
5) developing the ability to independently solve problems;
6) providing an opportunity to choose during the educational process;
7) organising self-assessment of results and mutual peer-assessment;
8) rejecting the authoritarian regime and unsubstantiated allegations;
9) dominance of offline learning over electronic learning.

To summarise, students in Forms 5–7 are representatives of early adolescence. This age is characterised with new types of thinking such as introspective, abstract, logical and hypothetical. The digital environment has a certain impact on the development of teenagers' cognitive functions. Various cognitive changes, associated with the transition to a new stage of education, take place, which causes the

psychological crisis. Based on the characteristics of the age group being studied, the recommendations for their education have been proposed.

2.2 Design of the task set using an audiobook

To test the methodology for developing students' receptive skills and subskills, a set of tasks was designed. It can be used for three months (12 academic hours) on condition that one lesson is given per week. The set of exercises, according to S. F. Shatilov, is a component of a subsystem and represents exercises for teaching specific skills (for example, a set of exercises for teaching dialogical speech — dialogical skills) (Shatilov, 1986, p. 59). This set is aimed at teaching reading and listening skills.

Target audience.

The task set is recommended for secondary school students with the level of communicative competence from A2 to B1 (in accordance with the Common European Framework of Reference for Languages) (Council of Europe, 2018). It is integrated into the "Home Reading" course which is intended for students in schools with in-depth study of foreign languages, gymnasiums and lyceums and is designed for one lesson per week (32 academic hours per year).

Purpose.

This set of tasks is aimed at achieving subject results in the course "English language" in the aspects of reading and listening. The subject results, put forward in the program for the 6th form, are as follows:

1) to read adapted / authentic texts of different genres and styles predominantly with comprehension of the main content;
2) to read simple adapted / authentic texts of different genres and styles with full and accurate comprehension using various methods of semantic processing of the text (linguistic guesswork, selective translation), as well as reference materials;
3) to read adapted / authentic texts with selective comprehension of significant / necessary / interesting information;
4) to be able to evaluate the information received and express one's opinion;

5) to perceive orally and understand the main content of simple adapted / authentic audio and video texts related to different communicative types of speech (message / story / interview);

6) to perceive orally and selectively understand the context, short uncomplicated adapted / authentic pragmatic audio and video texts based on linguistic guesswork, highlighting significant / necessary / information (Syllabus, 2016).

Types and formats of work.

The designed set of tasks reflects the types of student work that the "Home Reading" course requires:

1) performing a variety of tasks to test reading comprehension;

2) analysing what has been read, discussing situations and actions of characters;

3) retelling the main content of the text;

4) working in pairs and groups;

5) performing creative tasks of various types;

6) implementing project tasks;

7) mastering creative writing skills.

Recommendations for teaching the receptive skills.

When compiling tasks, the following recommendations on teaching listening and reading were taken into account (see Sections 1.2 and 1.4):

1) development of reading fluency and automaticity in word recognition;

2) expansion of passive vocabulary;

3) application of metacognitive knowledge and reading strategies;

4) attraction of students' attention to the content of the text;

5) increase of motivation;

6) the Integrated Skills and Content–based teaching;

7) creation of a favourable environment for learning;

8) encouragement to read and listen outside of class.

Methodological, linguistic and psychological principles.

The task set is based on the following principles.

1) The principle of activity.

The main idea of this principle is that learning should be active, that is, to stimulate the student's independent activity. This means that the student must be involved in the learning process and should not receive information

passively. First of all, this is achieved through tasks aimed at critical and creative thinking.

2) The principle of skills interaction.

This principle means that all skills should be involved in the learning process: reading, writing, speaking and listening. Despite the fact that the main focus of the tasks is on the receptive skills, the productive skills are not ignored, but are developed in the introductory part of the lesson, as well as in tasks aimed at critical and creative thinking. This approach allows students to develop their communicative competence and ensures a more complete assimilation of the material.

3) The principle of nurturing education.

Nurturing education is aimed at developing not only knowledge and skills, but also a value attitude towards the world around us. It helps develop the student's personality, their emotional sphere, moral and ethical qualities. This principle is reflected in the choice of the book "The Adventures of Huckleberry Finn", which raises the problems of early adolescence.

4) The principle of accessibility.

This principle suggests that learning should be accessible to all students, regardless of their individual characteristics and abilities. For this purpose, a variety of methods and techniques are used that make it possible to differentiate learning depending on the needs and capabilities of each student. Students with a higher level of communicative competence can do comprehension tasks from memory, while students with a lower level can use the text.

5) The principle of communicativeness.

The principle implies that the goal of language learning is not only the mastery of grammar and vocabulary, but also the development of communication skills. This principle is based on the understanding of language as a means of communication, and not just as a set of rules and words. To implement the principle of communication in the set of tasks, various methods and techniques are used, for example, dialogues, discussions, project assignments which allow students to apply their knowledge and skills in practice.

6) The principle of concentrism.

Concentrism involves planning lessons and organising material in such a way that each lesson is a logical continuation of the previous one and prepares students for the next step in language learning. This principle is taken into account in maintaining a unified lesson structure. Each lesson begins with an introductory part, followed by the removal of lexical difficulties, parallel reading and listening, and completion of comprehension tasks. At the end of the lesson, students critically reflect on what they have read.

7) The principle of systematisation.

A systematic approach to teaching involves organising the educational process in the form of a system in which each element is connected to another one and has its own place and meaning. This allows students to see a holistic picture of the material being studied and better understand it.

8) The principle of visibility.

Visualisation in teaching means the use of various means and methods that help students better understand and remember the material being studied. The task set presents various illustrations from the book, images for semanticising unfamiliar vocabulary, as well as for performing creative tasks.

Principles of teaching extensive reading.

The following principles of teaching extensive reading are also taken into account (see Subsection 1.4.3):

1) correspondence of texts to the linguistic competence of students (texts contain familiar vocabulary and grammar);
2) copious reading;
3) natural purposes of reading (for pleasure, obtaining information, general understanding);
4) teacher assistance (e.g. explaining strategies, monitoring reading progress);
5) the teacher as a model reader for students.

Some of them were implemented in the first half of the training:

1) individual reading (not in a group and silently);
2) variety of texts (a wide range of topics);
3) free choice of a book by students.

Content.

In accordance with the components of content identified by I. L. Kolesnikova and O. A. Dolgina (Kolesnikova, Dolgina, 2008, p. 61), we choose the following aspects to be mastered in the "Home Reading" course:

1) background knowledge about the book "The Adventures of Huckleberry Finn" and its author Mark Twain;
2) the receptive skills;
3) the receptive micro skills;
4) the language (lexical) material;
5) the speech material in the form of the text of the book (for reading and listening).

Criteria for selecting research material.

When selecting research materials, we analysed a number of online libraries that provide access to audiobooks, taking into account such criteria as:

1) the possibility of free access to materials and their downloading;
2) the presence of the text corresponding to the audiobook;
3) adaptation of the text according to levels of foreign language proficiency (for more details see Appendix A).

The Oxford Learner's Bookshelf website was chosen for further work, as it meets the above criteria. The site presents a collection of audiobooks, the Oxford Readers Collection, which is intended for students with the level of communicative competence A2–B1.

While choosing a book, we used the following criteria for selecting texts.

1) Content that matches students' interests.

    The text should be engaging and clear in terms of the content to students. It should cover topics that are relevant to teenagers and fit their worldview.

2) Level of difficulty corresponding to the level of communicative competence of students.

    The text must be accessible and understandable in terms of the language to students, so it is necessary to take into account their level of language proficiency.

3) Problematic nature of the text (for fiction) and / or its relevance (for popular science literature).

    The text should have a deep meaning or address topics that are relevant to students. For example, fiction can address important issues in life

and relationships, while non-fiction texts can report modern scientific discoveries or environmental issues.

4) Motivational value of the text.

The text should motivate students to read and develop their interest in literature. It should evoke emotions and create a positive attitude towards reading. For example, it could be a book that inspires one to achieve goals or says about the importance of friendship and family values.

Research material.

The audiobook "The Adventures of Huckleberry Finn" from the Oxford Bookworms series published by Oxford University Press was chosen as material for the task set. The information about the book is given in Table 1.

Table 1. Book information

"The Adventures of Huckleberry Finn"	
Author	Mark Twain
Level	Stage 2
Number of chapters	5
Number of pages	41
Overall number of words	6180
Number of unique words	700

According to the division of tasks for listening and reading into three groups (pre-reading or preparing for the perception of the audio text; while-reading or accompanying the perception of the audio text; post-reading or based on the listened text (see more details in Sections 1.2 and 1.4)), we have designed corresponding types of tasks to develop the receptive skills and micro skills.

The designed set of tasks for the book "The Adventures of Huckleberry Finn", aimed at sharpening the foreign language receptive skills and subskills, is based on original tasks, including integrative ones. The use of integrative tasks allows us to solve the following problems (see Subsection 1.6.1):

1) development of auditory recognition and word recognition micro skills in connected speech;

2) increase in reading speed;

3) improvement of concentration, maintenance of interest with the help of sound effects;

4) adaptation to the pace and rhythm of fluent oral speech;

5) comprehension of the semantic division of the text.

Lesson planning.

Table 2 shows lesson planning for 12 lessons. Two lessons are allocated for reading each chapter.

Table 2. Lesson planning

Lesson №	Topic	Pages
1	Book introduction	
2	Chapter 1	1–4
3		5–9
4	Chapter 2	10–13
5		14–16
6	Chapter 3	17–18
7		19–22
8	Chapter 4	22–25
9		25–28
10	Chapter 5	28–35
11		36–41
12	Summary	

Lesson structure.

All lessons (except for the introductory and final lessons) have the same structure. Each lesson contains the following stages:

1) Lead-in;

2) Vocabulary;

3) Reading and Listening;

4) Critical thinking.

Lessons 3, 5, 7, 9, 11 also contain the Creative thinking stage.

The first stage Lead-in introduces students to the topic of the lesson. The purpose of this stage is to activate students' background knowledge, awaken interest in the topic and motivate them to learn. This stage is represented by one task.

Examples of tasks at this stage are below:

1. Discuss the questions.

– **Have you read the book "The Adventures of Huckleberry Finn" or Mark Twain's other books?**

– **Would you like to learn more about this adventure story?**

The task activates students' knowledge about the book and its author and increases motivation to learn its contents.

2. Look at the picture. Huck met someone. Can you guess who this man was?

Figure 1. Example of a task at the Lead-in stage

3. Read the statements. Which of these things happened in the story?

1. Huckleberry dresses up as a girl.
2. He comes across a group of hunters.
3. A stranger tells Huck the rumours about him.
4. Huck finds out that town men are going to look for Jim and him.

Activities 2 and 3 encourage students to make guesses about the content of the text based on illustrations / statements, thus improving their prediction skills.

The second stage Vocabulary is an essential part of preparing for reading and listening to the text, as it aids in increasing its overall understanding. At this stage, potential language (lexical) difficulties are removed by selecting unfamiliar words from a fragment of the text that will be read / listened to further.

Examples of tasks at this stage are:

1. **Match the words with the opposites (definitions / pictures / translations).**

be bright | be ill | be bored | be dark | be empty

_____	be excited
_____	be full / crowded
_____	be well
_____	be dull
_____	be light

2. **Match the words to make phrases.**

1. free	a. friend
2. true	b. talk
3. exciting	c. plan
4. big	d. man
5. long	e. clothes
6. clean	f. surprise

Tasks 1 and 2 are aimed at familiarising students with the unknown vocabulary.

3. **Find the words that match the definitions in the given passage.**

_____ to speak with a very loud voice

_____ to answer

_____ to put something or someone in a place where that thing or person cannot be seen or found

_____ to make a happy or friendly expression in which the corners of your mouth curve up

_____ to move something towards yourself, sometimes with great physical effort

_____ to smile while making sounds with your voice that show you think something is funny or you are happy

Task 3 is aimed not only at familiarising students with new vocabulary, but also at developing scanning, since students need to find the words in the text in a limited time.

4. **Study the words before reading. How are they related to the story?**

a stick   a hole   a wood

an axe   a sack   a corner
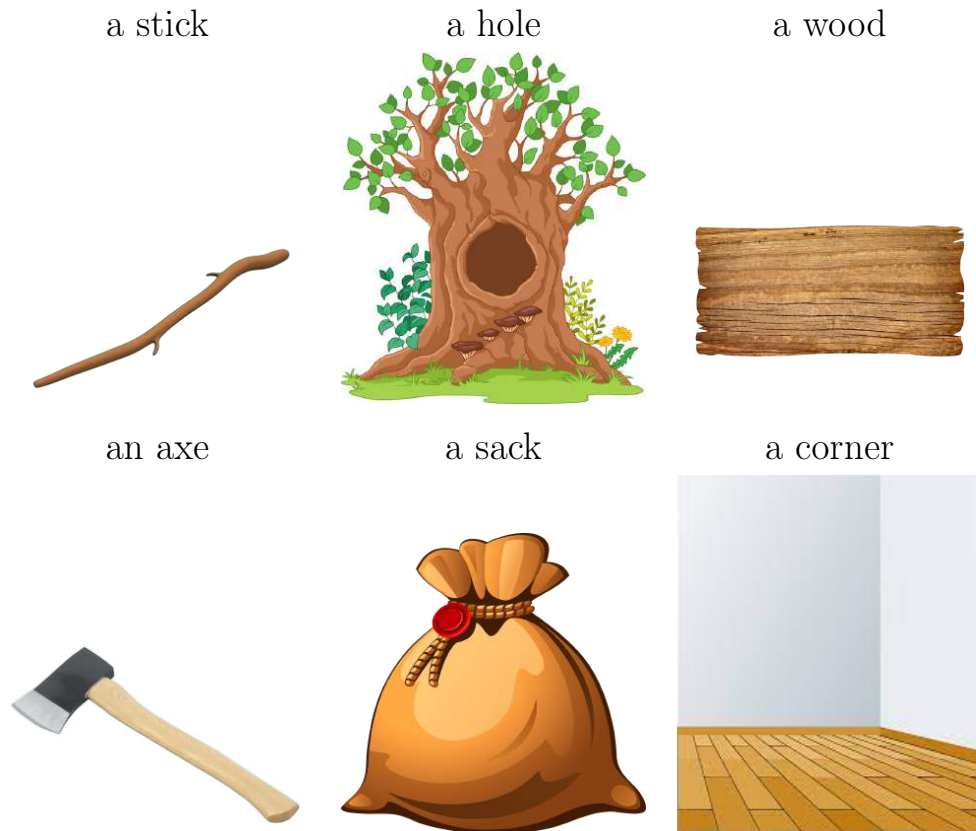
Figure 2. Example of a task at the Vocabulary stage

Task 4 illustrates unfamiliar words and enables students to use them in speech, employing anticipation skills.

The tasks at these stages are included in the group of pre-reading tasks or those that prepare for the perception of the audio text.

The third stage Reading and Listening, represented by three or four tasks, focuses on developing the receptive skills and subskills and monitoring the degree of understanding of what has been read and listened to.

Examples of tasks at this stage are below.

1. **Match the headings with the parts of the text.**

The sad old man | Who is Jim? | The Duke's secret

The French King's story | Services for the Duke

1. _____

Back on the raft we talked for a time and then the young man said, 'My friends, I think I can tell you my secret now. I'm really a duke. My grandfather was the son of the Duke of Bridgewater, but he left England and came to America. When the old Duke died, my grandfather's younger brother stole everything and made himself the Duke of Bridgewater'.

2. _____

Well, of course, we were all very unhappy for our friend the Duke, but he said, 'I'll be happier if you do things for me. Bring me my dinner!' So we did things for him, and he liked it.

3. _____

But the old man spoke very little and he looked unhappy, too. After a time, he said, 'You know, Bridgewater, I, too, have a secret.' And he began to cry.

'What do you mean?' the Duke asked. 'What's your secret?'

4. _____

And then the old man told us that he was really the first son of the King of France. He asked us all to go down on one knee when we spoke to him. We could call him 'Your Majesty', too. So that was what we did, and they were both happy. Of course, I knew that weren't really a duke and a king, but I didn't tell Jim. It's best if everybody is happy when you're living together on a raft.

5. _____

The King and the Duke were very interested in Jim. 'Is he a slave?' they wanted to know. 'Is he running away?'

I had to tell them something, so I said that Jim belonged to my uncle and was taking me to my family in New Orleans.

2. **Put the events in the correct order.**

   a. Huck saw a fire in the woods.
   b. Huck heard a noise up the river.
   c. Huckleberry found a place for sleeping and keeping things.
   d. Huck saw a boat with the citizens of Saint Petersburg.
   e. Huck decided to have a look around the island.
   f. Huck went by canoe to Jackson's Island.

3. **Divide the following statements into two groups.**
   – Tom and Sid lived with Aunt Polly.
   – Aunt Polly had a sister.
   – Mr and Mrs Phelps were Tom's uncle and aunt.
   – Tom was going to visit the Phelpses.

Things Huck had known about before   Things Huck hadn't known about before

_____

_____

_____

_____

Activities 1–3 centre on developing the ability to understand the main content of the text (skimming / reading for gist or skim listening).

4. **Who said this? Match the character (Tom or Huck) with his words.**

_____ "I'm not dead yet."

_____ "You take my bags and say they're yours."

_____ "Well, he's a prisoner here, and I'm going to help him escape."

_____ "I'll make a really good plan."

_____ "It's too easy. It's going to be a real escape, like a real adventure in a story–book."

5. **Match the parts of the sentences.**

1. Judge Thatcher put	a. for Huck in the trees.
2. The Widow Douglas invited	b. Huck to persuade him to go back.
3. Huckleberry had to	c. in a chair feeling unhappy.
4. Tom followed	d. "mee–yow" and answered in the same manner.
5. Miss Watson told	e. wear new clothes.
6. Huck was sitting	f. Huck's money in the bank.
7. Huck heard	g. Huck what he should do.
8. Tom Sawyer was waiting	h. Huck to live with her.

6. **Match the questions with the answers.**

1. What did the Duke and the King decide to do?

a. They decided to escape from the Duke and the King.

2. Did Jim and Huck like the men?

b. The King went off into a town.

3. How did the Duke and the King make money?

c. No, he didn't.

4. What did Jim and Huck decide?

d. No, they didn't.

5. What happened in the morning?

e. They got it out of people.

6. Did the King come back?

f. They decided to travel with Huck and Jim down the river?

Tasks 4–6 are directed at selective understanding of necessary and / or interesting information from the text (scanning or listening for partial comprehension).

7. **Put the characters' words in the correct order.**

1 Tom: "Jim is alright, isn't he? We did it, Aunt Sally. Me and Tom here. We helped Jim escape."

____ Aunt Polly: "You always were a terrible boy, Tom Sawyer, and I want to know — "

____ Aunt Sally: "But Polly dear, this isn't Tom. It's Sid. Tom was here a minute ago. Where is he?"

____ Tom: "You can't do that! Jim was old Miss Watson's slave, but she died two months ago. Before she died, she wrote that she wanted Jim to be free, and not a slave anymore."

____ Aunt Sally: "That slave is locked up again and he's going to stay there. And if I catch you again — "

____ Aunt Sally: "But Sid, why did you help him to escape if he is free already?"

____ Tom: "I wanted the adventure, of course! We made a really exciting plan and . . . Oh my! . . . AUNT POLLY!"

____ Aunt Polly: "Where's Huck Finn, you mean. Come out from under that bed, Huck Finn."

8. **Complete the sentences.**

1. After two months of living in a hut Pop . . .
2. One Pop was away for . . .

3. Judge Thatcher wanted to ...

4. Huck took a decision to ...

5. Huck's plan was to ...

6. One morning Pop ...

7. Huck was surprised to see ...

8. Huck was going to hide ...

9. **Choose the correct option.**

1. Huck learned
   a) to speak in public.
   b) to read and write.
   c) to sculpt in clay.

2. Huck and Jim
   a) were friends.
   b) were enemies.
   c) didn't speak.

3. Huckleberry found the footprints of
   a) Tom.
   b) his father.
   c) a boar.

4. Huck ran to Judge Thatcher's house to
   a) complain about the Widow Douglas.
   b) tell him about the gang.
   c) ask him to take the money.

5. Judge Thatcher
   a) bought the money.
   b) refused to take the money in any way.
   c) returned the money to Huck.

6. Pop entered the house through
   a) the door.
   b) the roof.
   c) the window.

7. Pop looked
   a) neat and tidy.
   b) unhappy.
   c) old.

8. When Pop learnt that his son went to school, he
   a) was glad.
   b) disapproved of it.
   c) was indifferent.

Tasks 7–9 are aimed at a complete and accurate understanding of the content of the text (reading or listening for detailed comprehension).

This stage also includes integrative tasks which require the use of the reading and listening skills simultaneously.

Examples of integrative tasks are as follows:

10. **Read and listen to the passage. Then read and listen to the text below and find 5 mistakes.**

    That afternoon, Pop locked me in and went off to town.

    "He won't be back tonight," I thought, so I began to work hard at my hole. Soon I could get out through it, and I carried food and drink and Pop's gun down the tree. Then I put back the wood to hide the hole, took the paper and went in the woods. There I shot a wild pigeon and took it back to the hut with me. Next, I broke down the door with an axe. I carried the pig into the hut and put some of its blood on the ground. Then I put some big potatoes in a sack and pulled it along behind me to the river. Last of all, I put some water and some of my hair on the axe. I left the axe in a corner of the hut and I took the pig down to the river.

11. **Read and listen to the passage filling in the gaps with the missing words / sentences.**

    Two or three days and nights went by and 1. _____ much happened. We travelled at night when it was 2. _____ and everybody was asleep. We didn't want anyone to 3. _____ Jim and ask questions about him.

    Then, one 4. _____, just after it was light, I found a 5. _____ canoe, so I got into it and went 5. _____ to the side of the river. I was looking 6. _____ when, suddenly, two men ran through the trees.

    "Help!" 7. _____ cried. "There are men and dogs trying to 8. _____ us. But we've done nothing wrong!"

One of the 9. _____ was about seventy years old; the other was about 10. _____, and they both had very old, dirty clothes. I said they could come with me, and we ran quickly back to the canoe.

These tasks stimulate students to simultaneously perceive oral and written speech, identify missing information and differences between the text and audio text.

The activities at the Reading and Listening stage are included in the group of while-reading or accompanying the perception of the audio text tasks.

The fourth stage Critical thinking, which includes one task, focuses on reflecting on what has been read and listened to and on engaging students' critical reasoning. This step helps students boost skills in analysing and evaluating information, teaches them to put forward their own arguments and draw justified conclusions.

An example of a task at this stage is below.

1. **Discuss the questions in groups.**
   – Did Huck stage (fake) his murder in a smart way? Why? / Why not?
   – Why did Huck think that nobody was going to look for him again?
   – Was Huck frightened at first when he saw a fire on the island?

The activity at this stage is a discussion in the form of a conversation or educational discussion. The questions addressed are problematic in nature, the answers to which are present implicitly or absent in the text, as they relate to a personal opinion / experience of the students. Such tasks develop the ability to draw inferences (identify implicit ideas; combine information from parts of the text and derive new or additional ideas), pose questions in an internal dialogue with the author, and perceive the text critically (judge the accuracy of a passage based on the reader's knowledge).

The additional fifth stage Creative thinking, which also includes one task, involves activating students' creativity. It is present in the lessons that end the reading of a chapter (lessons 3, 5, 7, 9, 11).

Examples of tasks at this stage are as follows:

1. **Choose a scene from the chapter (a place that you like or dislike, or think is attractive / interesting / scary). Make a picture of this scene. Write three or four phrases to describe it. Ask your groupmates to guess it.**

2. **Choose three or four characters from the book and make their posters. The poster includes a picture of a character and a few facts about him / her.**

Activities 1–2 enhance the development of students' imagination, as they should visualise the scene / characters of the book. Completing these assignments also involves the use of writing skills and monologue as well as dialogic speech, since students are required to comment on their work and interact with classmates to achieve a communicative goal.

3. **Write what Huckleberry could feel when the following things were happening**
  – he met the Duke and the King when they were running away from dogs;
  – the Duke asked to do things for him;
  – the Duke and the King asked about Jim;
  – he didn't find Jim near the river;
  – Mrs Phelps started talking to him;
  – Mr Phelps appeared.

4. **Choose one of the characters of the book (except Huck). Write the summary of Chapter 2 from this person's view.**

Tasks 3–4 allow students to improve their empathic abilities through creative work. By analysing the characters' feelings, schoolchildren learn to understand and identify their own emotional states and empathise with other people.

Creative tasks contribute to the development of students' thinking out of the box, as they require generation of new ideas, search for non-standard solutions and expression of their own opinions. In addition, such tasks contribute to activation of language practice, since students can use the language in real communicative situations. In general, creative tasks create a favourable atmosphere in the classroom, increase motivation for learning, and also perform an educational function.

The tasks at the stages of Critical thinking and Creative thinking are included in the group of post-reading tasks or ones based on the audio text.

Below is a sample of a complete lesson (Lesson 2) which consists of four stages and seven tasks.

Stage 1. Lead-in.

Task 1. Discuss the questions.
– Do you know that St Petersburg is situated not only in Russia?

– Where else is a town with the same name?

At the Lead-in stage, the questions related to the content of the text are discussed to awaken students' interest in the work.

Duration: 3–5 minutes.

Form of work: frontal.

Stage 2. Vocabulary.

Task 2. Match the words and phrases with the appropriate definitions.

to matter | a gang of robbers | for a while | a cave

a widow | to put out (the light) | a hill | a judge

Table 3. Lesson 2. Task 2

	for a long time
	a person who is in charge of a trial in a court
	to be important, or to affect what happens
	a group of criminals who work together
	to make a light stop shining
	a large hole in the side of a hill
	a woman whose husband has died and who has not married again
	an area of land that is higher than the surrounding land

The Vocabulary stage involves matching the words with the definitions to overcome potential language difficulties.

Duration: 5–7 minutes.

Form of work: individual and frontal.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage filling in the gaps.

You don't know about me if you haven't 1. _____ the book called "The Adventures of Tom Sawyer". 2. _____ Mark Twain wrote the book and most of 3. _____ is true. In that book robbers stole some 4. _____ and hid it in a very secret place 5. _____ the woods. But Tom Sawyer and I found it, and 6. _____ that we were rich. We got six thousand 7. _____ each − all gold.

In those days I never 8. _____ a home or went to school like Tom 9. _____ all the other boys in St Petersburg. Pop was 10. _____ drunk, and he moved around a lot, so 11. _____ wasn't a very good father. But it didn't 12. _____ to me. I slept in the streets 13. _____ in the woods, and I could do what 14. _____ wanted, when I wanted. It was a fine life.

Task 4. Read and listen to the passage. Match the parts of the sentences.

Table 4. Lesson 2. Task 4

1. Judge Thatcher put		a. for Huck in the trees.
2. The Widow Douglas invited		b. Huck to persuade him to go back.
3. Huckleberry had to		c. in a chair feeling unhappy.
4. Tom followed		d. "mee–yow" and answered in the same manner.
5. Miss Watson told		e. wear new clothes.
6. Huck was sitting		f. Huck's money in the bank.
7. Huck heard		g. Huck what he should do.
8. Tom Sawyer was waiting		h. Huck to live with her.

Task 5. Read and listen to the passage. Mark the sentences True, False or Not Given.

Table 5. Lesson 2. Task 5

1.	Tom and Huck met the other boys down the hill.	
2.	They walked to the secret place.	
3.	The secret place was dark and scary.	
4.	The boys made up the name of their gang together.	
5.	Tom suggested killing everyone who offended one of the gang.	
6.	They used blood to seal their vow (prove their words).	
7.	The "gang" was afraid that someone would know about it.	
8.	Tom didn't want to kidnap people for money.	

Task 6. Read and listen to the passage. Work in pairs. Take turns to ask and answer the questions.

– What was Tom going to do with women?

– What was the gang's future plans?

– Why did the boys refuse to begin on Sunday?

– How did Huck feel when he got back home?

– Why was Miss Watson angry with Huck?

– Why did the boys stop playing robbers?

The Listening and Reading stage is represented by the following integrative task:

– filling in the gaps (Task 3).

Task 3 aims to boost the receptive skills simultaneously. Students listen to and read an extract from the text, filling in the missing words. This task requires a full and accurate understanding of the content of the text (listening or reading for detailed comprehension).

This stage includes the following tasks:

– matching (Task 4);

– multiple choice questions with options True, False, Not Given (Task 5);

– answering questions in pairs (Task 6).

Tasks 4–5 are aimed at understanding the main content of adapted texts of different genres (skimming or skim listening).

Task 6 is directed at selective understanding of necessary or interesting information from the text (scanning or listening for partial comprehension).

Duration: 20–22 minutes.

Form of work: individual, pair and frontal.

Stage 4. Critical thinking.

Task 7. Discuss the questions in groups.

– Could Huck be a happy child? Why? / Why not?

– Why did the boys arrange a gang of robbers?

– Why didn't the widow scold Huck?

– Why couldn't the boys kill and rob people?

The Critical thinking stage includes one task: discussing the questions, answers to which are implicit in the text.

Duration: 8–10 minutes.

Form of work: group and frontal.

The full set of tasks is given in Appendix B and the answers for the tasks are provided in Appendix C.

In short, such characteristics of the task set as the purpose and target audience, types and formats of work, recommendations and principles of teaching, content of training and criteria for selecting material have been described. The examples of tasks at each stage of the lesson and a sample of a complete lesson with brief comments have been presented.

2.3 Testing the methodology for the receptive skills and subskills development in the teaching experiment

2.3.1 Description of the teaching experiment

The teaching experiment is intended for determining the influence of an audiobook in set with text on the receptive skills and subskills of the middle school students. The study hypothesises (see Introduction) that the use of a multimodal text as a means of teaching a foreign language has a positive effect on the development of students' receptive skills.

The study used empirical methods of observation, pedagogical testing and a teaching experiment which are necessary to diagnose, confirm the problem and test the way of solving it.

The experimental base for the research is the State Budgetary Educational Institution "Academic Gymnasium №56" in St. Petersburg. The experiment involves 2 groups of students (10 people in each) of the 6th form aged 11–12 years. All participants are native Russian speakers.

As multimodal text in teaching the experimental group (EG) in addition to the textbook, the Oxford Readers Collection of the Dominoes and Oxford Bookworms series from Oxford University Press has been used. The access to books is activated using a code on Oxford Learner's Bookshelf platform. The collection includes 25 works of fiction and popular science literature of level A2–B1. It presents books

of different genres — adventures, detective stories, thrillers, historical novels and others. A complete list of the books is in Appendix D.

The students in the control group (CG) used textbook "Collection of texts for Home Reading" (Zimina et al., 2021). This collection contains adapted linguistic and regional studies texts. Each text is accompanied by a glossary and tasks to teach both language and speech aspects.

The list of texts in the collection:
1) British emblems;
2) Eton College;
3) Oxbridge;
4) Bonfire Night;
5) Christmas Down Under;
6) Diwali;
7) Stonehenge;
8) The Giant's;
9) New Zealand;
10) The History of the Cape Town Minstrel Carnival.

The pre-test, midterm test and post-test were carried out using a standardised online diagnostic test for the English language eSELT 2 (Standardised English Language Tests). It is utilised to assess a level of English language proficiency during studies in general education institutions or to determine whether a level of English language proficiency corresponds to generally accepted levels on the European CEFR scale. eSELT 2 is intended for students with the level A1+ aged 11–12 years. The test includes three sections: Listening, Reading, Use of English.

The Listening section includes:
1) a task to match speakers with their images (1–5);
2) an open-ended task with answers to questions (6–15);
3) a multiple choice task with answer options in the form of images (16–20).

The Reading section contains:
1) a task to match headings with paragraphs (21–25);
2) a multiple choice task with answer options True, False, Not Stated (26–32).

The Grammar section consists of one task to fill in the gaps in the text with three answer options (33–40).

The plan of the teaching experiment is presented in Table 6.

Table 6. Research design

Data	Stage
01.2022	division into experimental (EG) and control (CG) groups (10 people each);
01.2022	the pre-test in both groups to determine a level of listening and reading;
02.2022–03.2022	the use of an individual audiobook in set with text as multimodal text in addition to the textbook in the experimental group and only the traditional textbook in the control group as part of the course "Home Reading";
03.2022	the midterm test in both groups to determine level of listening and reading;
03.2022	project presentations based on a book the students read;
04.2022–05.2022	the use of an audiobook in set with text as multimodal text in the experimental group and only the traditional textbook in the control group as part of the course "Home Reading";
05.2022	the post-test of listening and reading in both groups to determine the effectiveness of the designed methodology;
06.2022	analysis and interpretation of the results.

At the initial stage, the experiment participants were divided into the experimental and control groups, 10 people in each. Next, the pre-test was carried out in both groups to determine their level of listening and reading skills and micro skills.

In the first six weeks of the main stage, the EG group independently listened to and read the selected audiobooks in set with text (as multimodal text) during out-of-class time in addition to the textbook. Each student had chosen a book that suited his / her interests and level. Such works as "Ghosts International: Troll and Other Stories", "Dracula", "Robinson Crusoe", "Sherlock Holmes Short Stories", "The Curse of the Mummy" and "Chocolate" were selected. The students independently determined the number of chapters they needed to read for the lesson in order to evenly distribute the volume of the book for the six-week course. To listen to and read the book, the students used Oxford Books application for a phone and tablet,

or Oxford Learner's Bookshelf website (www.oxfordlearnersbookshelf.com) on the computer. The formative assessment was conducted by completing tasks for each chapter of the book, as well as by completing written tasks on the piece of text that had been read. In the CG group, training was handled only on the basis of the traditional textbook.

The midterm test was administered six weeks after the start of the trial training. Next, the students from the experimental group created a project based on the book they had read. The project is a presentation that includes the information about:

1) a title, author and genre of the book;
2) the main problem of the story and its relevance;
3) characters of the story and their features;
4) the main advantages and disadvantages of the book;
5) impressions and recommendations to other readers.

Over the next six weeks, the students from the EG group read and listened to one jointly selected audiobook ("The Adventures of Huckleberry Finn") during class time, completing tasks designed by the author of the study. The students in the CG group continued using the traditional textbook. The final stage of the experiment was the post-test of listening and reading skills and subskills in both groups to determine the effectiveness of the designed methodology. Upon completion of the experiment, analysis and interpretation of the results were carried out.

The duration of the experimental training was 12 weeks (February–May 2022) with one "Home Reading" lesson per week. This period does not include division into groups, tests, presentation of projects, statistical processing and analysis of the data obtained.

2.3.2 Discussion of the teaching experiment results

The following describes the results of the listening and reading pre-tests. The line graphs compare the indicators of the control and experimental groups. Then, the results of the pre-test, midterm test and post-test are provided. The graphs illustrate separately the dynamics of the CG and EG groups.

The figure below shows the results of the listening comprehension pre-test of the control and experimental groups (see Figure 3). For clarity, the results are arranged in order of increasing the percentage of the test completion (student number 1 has the lowest percentage, and number 10 has the highest one).
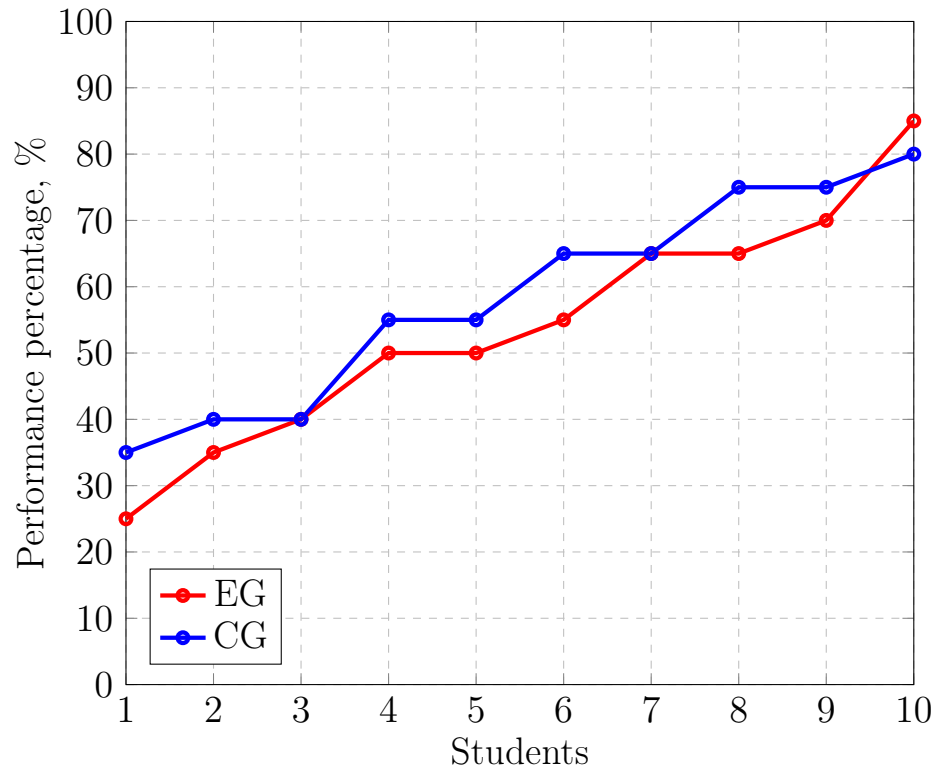

Figure 3. Results of the listening pre-test of the experimental and control groups

Figure 3 illustrates that the students of both groups have rather heterogeneous indicators: most of the results of the two groups are in the range from 40% to 70%.

The average percentage of performance (the true mean) of the experimental group is 54.0%, the value for the control group is 58.5%. The median of the results in the experimental group is 52.5% and it almost coincides with the true mean, equal to 54.0%. The median of the results in the control group is 60.0% and it is also close to the true mean (58.5%). The range (the difference between the minimum and maximum results) in the experimental group is 15.0% higher and amounts to 60.0%. It is worth noting that at the initial stage the level of listening skills and subskills in the EG group is lower than in the CG group, since the median differs by 7.5%, the true mean by 4.5%. The detailed findings are presented in Table 7.

Table 7. Analysis of the results of the listening pre-test

Group	Median, %	True mean, %	Range, %	Standard deviation, %
CG	60,0	58,5	45,0	15,3
EG	52,5	54,0	60,0	17,0

Figure 4 shows the results of the reading pre-test of both groups. For clarity, the results are arranged in order of increasing the percentage of the test completion (student number 1 has the lowest percentage, and number 10 has the highest one).
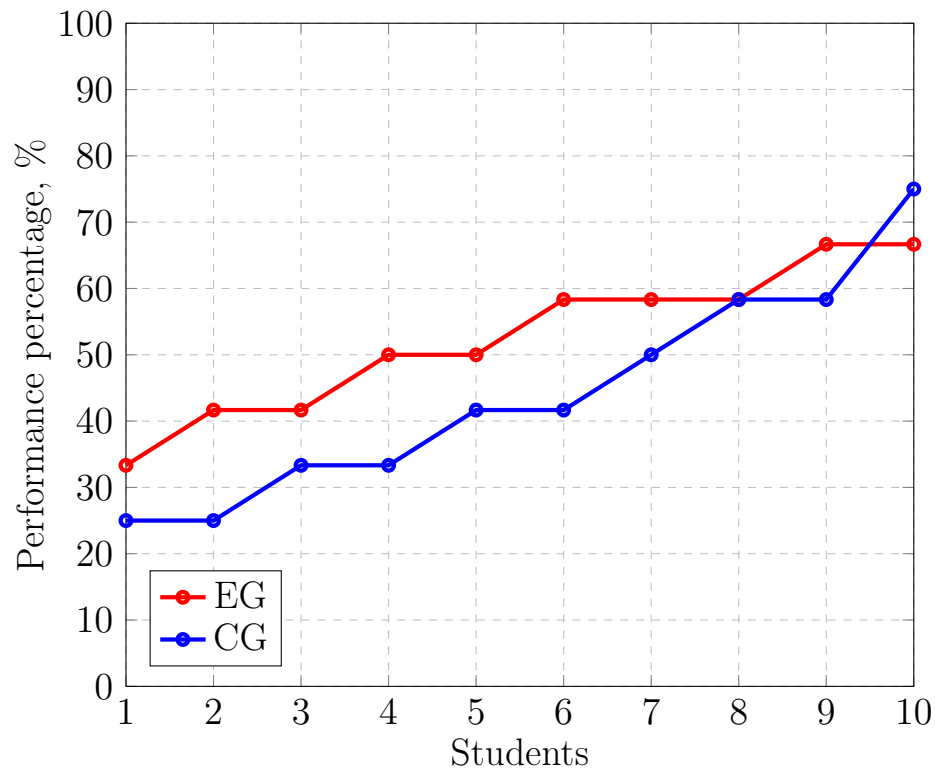

Figure 4. Results of the reading pre-test of the experimental and control groups

Comparing the indicators for the EG and CG groups in Figure 4, it is important to highlight that the results of the CG group are on average slightly lower than of the EG group. Most of the results from the experimental group are in the range from 40% to 60% and from 30% to 60% in the control group.

The average percentage of performance of the experimental group is 52.5%, the one of the control group is 44.2%. The median of the results in the EG group is 54.2% and it almost coincides with the true mean, equal to 52.5%. The median of the results in the CG group is 41.7% and it is also close to the true mean (44.2%). The range is 16.7% higher in the CG group and amounts to 50.0%. At the initial stage, the level of reading skills and subskills in the EG group is higher than in

the CG group. The median differs by 12.5%, the true mean by 8.3%. The detailed findings are presented in Table 8.

Table 8. Analysis of the results of the reading pre-test

Group	Median, %	True mean, %	Range, %	Standard deviation, %
CG	41,7	44,2	50,0	15,4
EG	54,2	52,5	33,3	10,6

The following graph depicts the CG group's results of the listening pre-test, midterm test and post-test in comparison (see Figure 5).
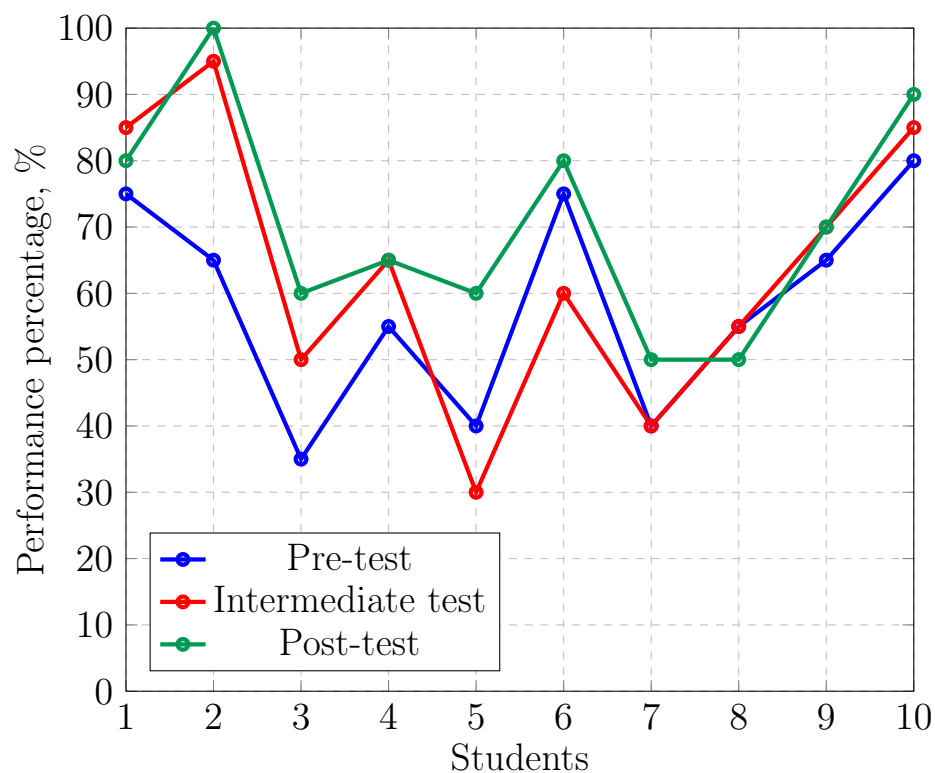

Figure 5. Comparison of the listening pre-test, midterm test
and post-test results of the control group

Most of the results are in the range from 40% to 80%. The median increased first by 2.5%, then by 5.0%, and it is equal to 67.5% in the end. The range, which increased by 20.0% in the midterm test, almost returned to the original value, reaching 50.0% in the post-test. The value of the true mean increased by 12.0% compared to the initial one and by 7.0% compared to the intermediate one, reaching 70.5%. In Figure 5 it is noticeable that in the post-test more than half of the students (six people) improved their indicators, two indicators did not change and two worsened compared to the midterm test.

Similarly, Figure 6 shows a comparison of the results of three listening tests of the EG group.
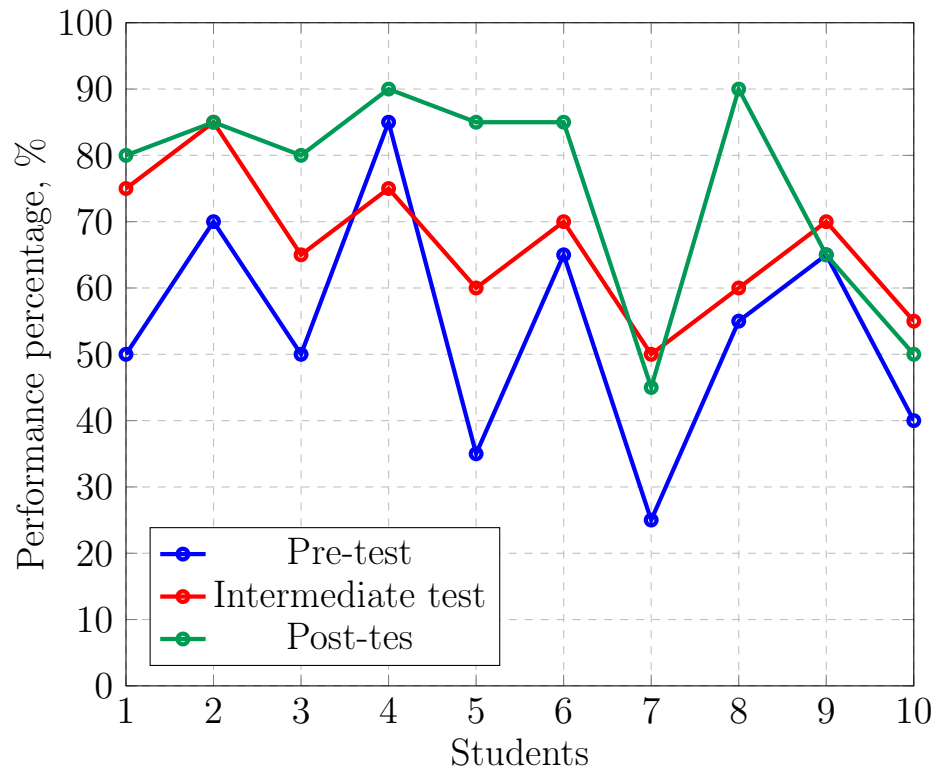

Figure 6. Comparison of the listening pre-test, midterm test and post-test results of the experimental group

Figure 6 suggests that the test results gradually improved from the pre-test to the midterm test and then to the post-test. Most of the results are in the range from 50% to 85%. The median grew first by 15.0%, then again by 15.0%, and is equal to 82.5% in the end. The range, which declined by 25.0% in the midterm test, then went up by 10.0% and is equal to 45.0%. The value of the true mean increased by 21.5% compared to the initial one and by 9.0% compared to the intermediate one, reaching 75.5%. According to the graph, in the post-test (compared to the midterm test), more than half of the students (six people) improved their performance, two performance indicators remained the same, and two indicators worsened.

The detailed statistical analysis of three tests for both groups is in Table 9.

Table 9. Analysis of the results of the listening pre-test, midterm test and post-test

Group	Test	Median, %	True mean, %	Range, %	Standard deviation, %
CG	Pre-test	60,0	58,5	45,0	15,3
	Intermediate test	62,5	63,5	65,0	19,8
	Post-test	67,5	70,5	50,0	15,9
EG	Pre-test	52,5	54,0	60,0	17,0
	Intermediate test	67,5	66,5	35,0	10,0
	Post-test	82,5	75,5	45,0	15,5

The statistical significance of the difference in the listening scores for both groups is confirmed using Student's t-test (Student, 1908). The data to calculate Student's t-test for the control and experimental groups is provided in Tables 10 and 11.

Table 10. Data for calculation of Student's t-test for the control group. Listening

Pre-test	$N_1 = 10$	$M_1 = 58,5$	$\sigma_1 = 15,3$
Post-test	$N_2 = 10$	$M_2 = 70,5$	$\sigma_2 = 15,9$

Table 11. Data for calculation of Student's t-test for the experimental group. Listening

Pre-test	$N_1 = 10$	$M_1 = 54,0$	$\sigma_1 = 17,0$
Post-test	$N_2 = 10$	$M_2 = 75,5$	$\sigma_2 = 15,6$

N_1, N_2 — the number of people in the group;
M_1 — the true mean (%) of pre-test performance;
M_2 — the true mean (%) of post-test performance;
σ_1 — the standard deviation in the pre-test;
σ_2 — the standard deviation in the post-test.

The Student's t-test value was calculated using the formula:

$$t = \frac{|M_1 - M_2|}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \tag{1}$$

The critical value of the Student's t-test with significance level of $\alpha = 0.05$ for a group of 10 people is 2.2.

The values for the post-test (in comparison with the pre-test) are 1.7 for the control group and 2.9 for the experimental group. The value for the experimental group is above the critical point, which confirms the significance of the increase in the level of the oral receptive skills and micro skills for this group, while the difference in the results of the control group is not statistically significant.

Figure 7 depicts a comparison of the results of the reading pre-test, midterm test and post-test for the control group.

Figure 7. Comparison of the reading pre-test, midterm test
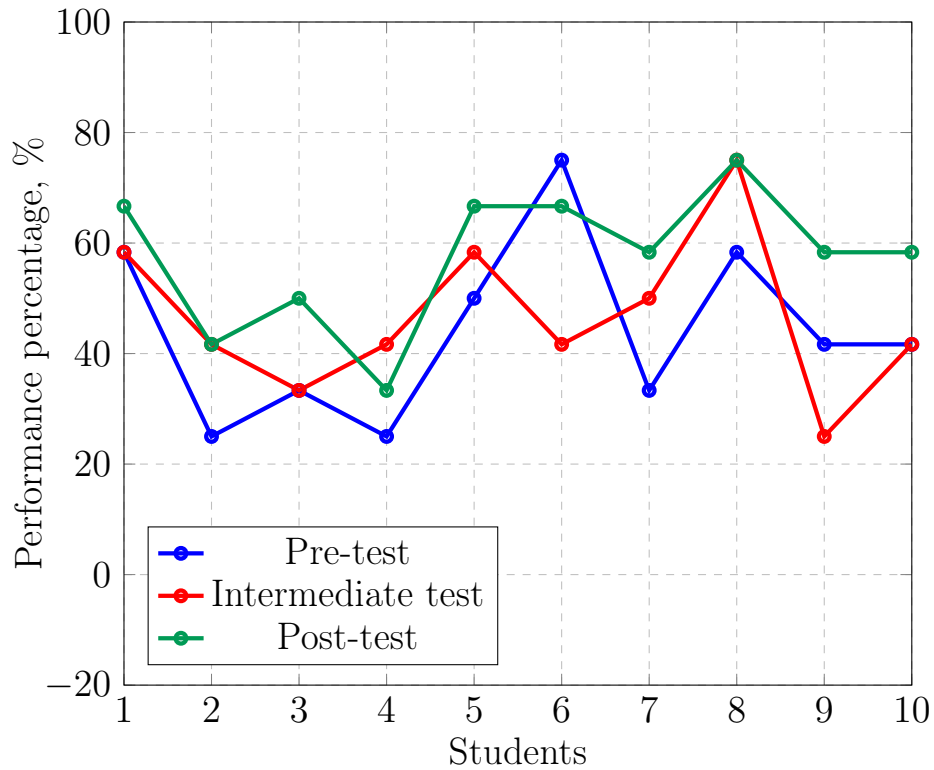and post-test results of the control group

As can be seen in Figure 7, in general, the students' results are in the range from 30% to 70%. The median value in the post-test rose by 16.3% compared to the pre-test and midterm test, reaching 58.0%. The range ultimately decreased by 8.3% compared to the initial value of 50.0%, which coincides with the intermediate value

and is equal to 41.7%. The true mean, which grew by 2.5% in the midterm test and then by another 10.8% in the post-test, rose to 57.5%. The graph demonstrates that in the post-test seven students improved their scores, two maintained, and one decreased them compared to the midterm test.

Figure 8 shows the dynamics of the reading test results in the experimental group.
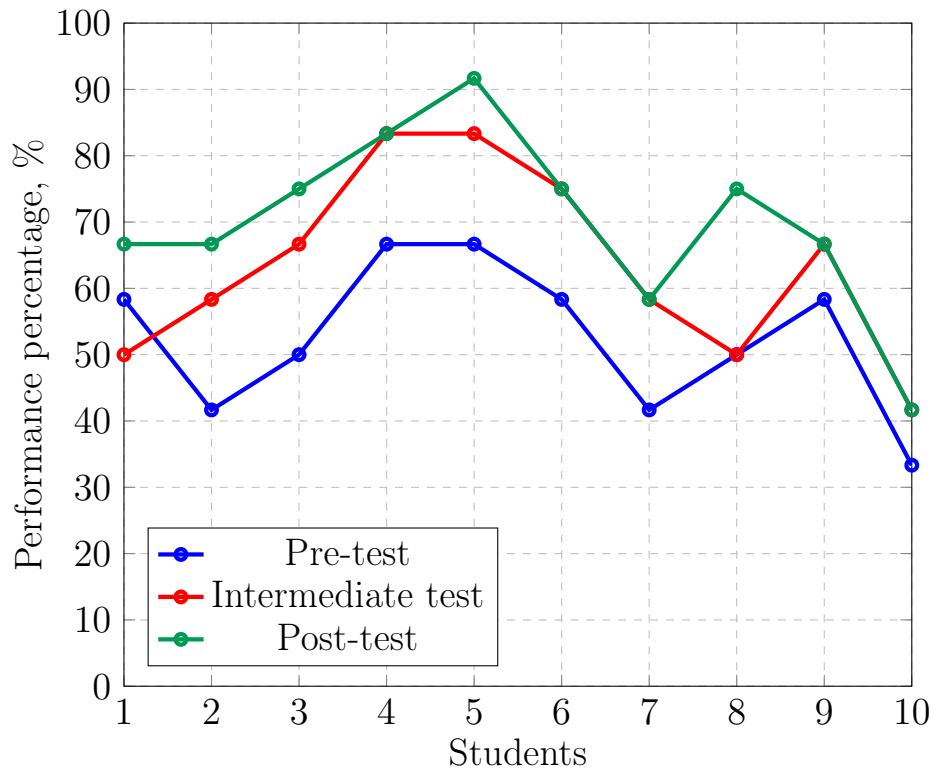
Figure 8. Comparison of the reading pre-test, midterm test and post-test results of the experimental group

According to Figure 8, the students' results vary from 45% to 85%. The median value in the post-test increased by 16.8% compared to the pre-test, by 8.5% compared to the intermediate one and reached 71.0%. The range gradually grew, first by 8.4%, then by 8.3% and finally equalled 50.0%. The true mean, which went up by 10.8% in the midterm test and by another 6.8% in the post-test, rose to 70.1%. Six students progressed, two maintained their scores, and two worsened them in the post-test compared to the midterm test.

The detailed statistical analysis of three tests for both groups is presented in Table 12.

Table 12. Analysis of the results of the reading pre-test, midterm test and post-test

Group	Test	Median, %	True mean, %	Range, %	Standard deviation, %
CG	Pre-test	41,7	44,2	50,0	15,4
	Intermediate test	41,7	46,7	50,0	13,5
	Post-test	58,0	57,5	41,7	12,1
EG	Pre-test	54,2	52,5	33,3	10,6
	Intermediate test	62,5	63,3	41,7	13,5
	Post-test	71,0	70,1	50,0	13,0

The statistical significance of the difference in the reading scores for both groups is also confirmed using the Student's t-test method. As stated earlier, the critical value of the Student's t-test with significance level of $\alpha = 0.05$ for a group of 10 people is 2.2. The data to calculate Student's t-test for the control and experimental groups are provided in Tables 13 and 14.

Table 13. Data for calculation of Student's t-test for the control group. Reading

Pre-test	$N_1 = 10$	$M_1 = 44,2$	$\sigma_1 = 15,4$
Post-test	$N_2 = 10$	$M_2 = 57,5$	$\sigma_2 = 12,1$

Table 14. Data for calculation of Student's t-test for the experimental group. Reading

Pre-test	$N_1 = 10$	$M_1 = 52,5$	$\sigma_1 = 10,6$
Post-test	$N_2 = 10$	$M_2 = 70,1$	$\sigma_2 = 13,0$

The values for the post-test (in comparison with the pre-test) are 2.2 for the CG group and 3.3 for the EG group. Both values are above the critical point, which confirms an increase in the level of reading skills and micro skills in both groups (Talikina, 2022a,b).

Figure 9 demonstrates the comparison of both groups' results of all listening tests which clearly reflects the group dynamics.
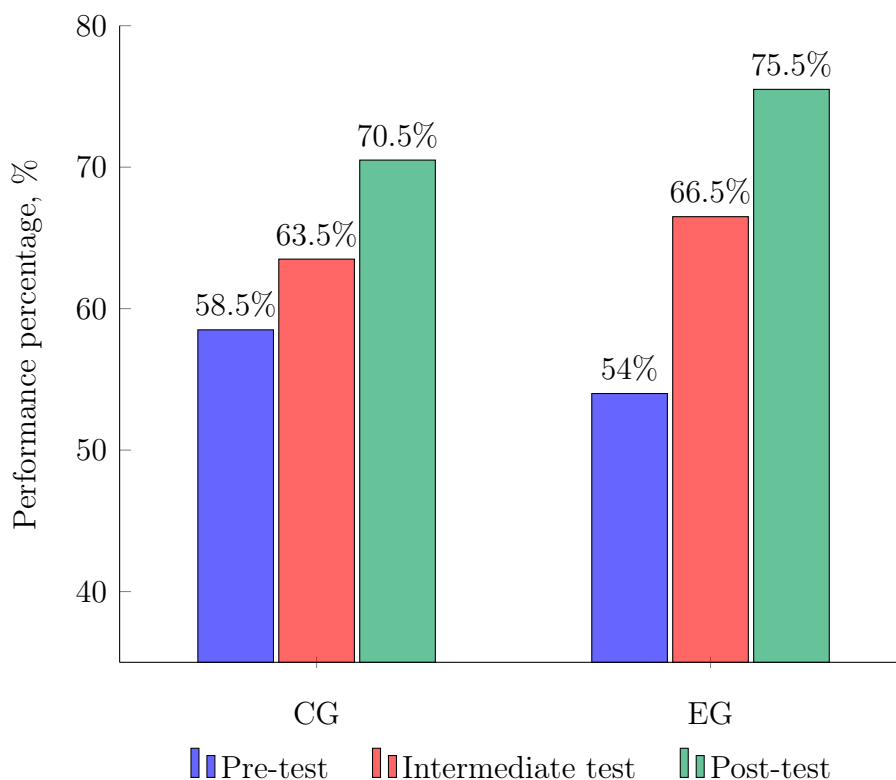

Figure 9. Analysis of the results of the listening pre-test, midterm test and post-test

The graph shows that at the initial stage the level of listening was lower in the experimental group (by 4.5%). However, during the trial training, a significant, stable increase is observed there. The comparison of the intermediate results of the experimental training in both groups suggests that the level of listening skills and subskills dramatically rose in the experimental group and slightly increased in the control group. The average percentage of tasks completed (the true mean) in the EG group grew by 21.5%, while it grew by 12.0% in the CG group. The analysis of the results allows us to conclude that the use of audiobooks in the educational process remarkably influenced the development of listening. These conclusions are consistent with the findings of the studies by G. Kartal and H. Simsek (2017) and M. M .K. Mohamed (2018). This can be explained by the fact that the students of the experimental group perceived oral speech in larger volumes and with greater interest thanks to sound effects and expressive reading of actors. The presence of text facilitates perception of oral speech flow and can serve as support when teaching students listening. Besides, the students of the experimental group could be more motivated to work with audiobooks due to using the application on a phone, tablet

or website on a computer. We can argue that using multimodal text in the framework of the Integrated Skills teaching notably accelerates the dynamics of listening skills and micro skills development (by 21.5% in the EG group compared to 12.5% in the CG group).

Figure 10 compares the results of all reading tests of both groups to visually reflect the group dynamics.
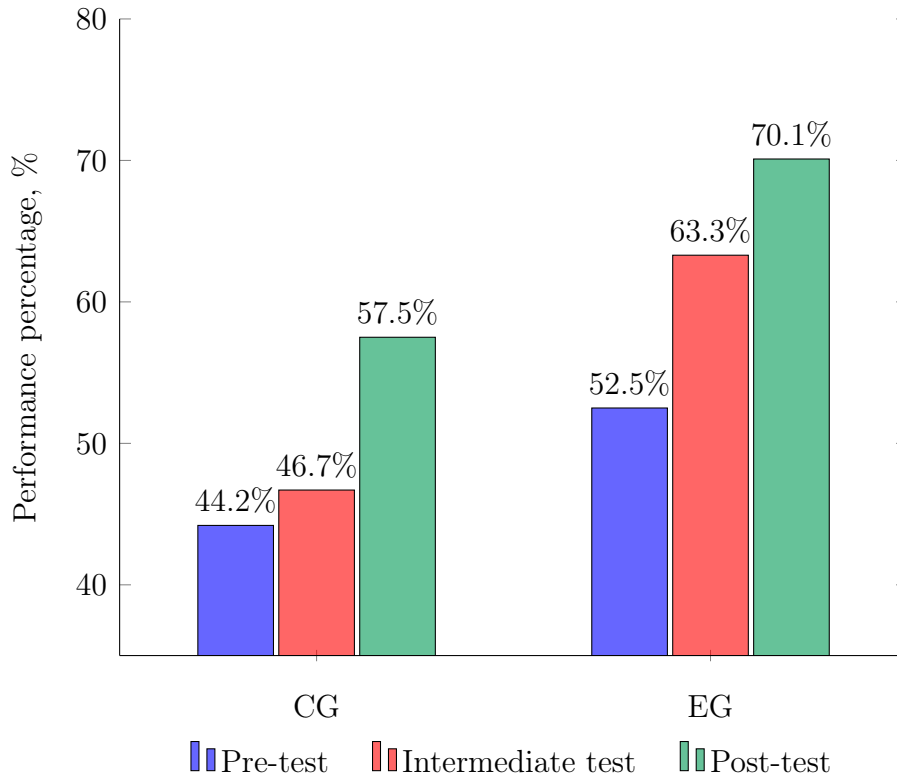

Figure 10. Analysis of the results of the reading pre-test, midterm test and post-test

The graph shows that the level of reading skills and subskills was initially lower in the control group. The comparison of the intermediate scores of the experimental training in both groups allows us to come to the conclusion that it increased in the experimental group and practically did not change in the control group. This increase might be due to the fact that at this stage the students of the EG group underwent the more intensive training, since they used both the textbook and audiobooks. However, the results of the post-test illustrate that the average percentage of tasks completed increased by 13.3% in the CG group and it was almost equal to the EG group, in which this figure rose by 17.6%. Consequently, the level of reading skills and micro skills changed more significantly in the experimental group (Talikina, 2023a). We believe that continuation of the study is required with refined input conditions of the experiment (speaking speed, presence of background noise, etc.).

In summary, the hypothesis for the positive impact of multimodal text on the development of students' receptive skills and subskills has been fully proven.

An important contribution of the experiment is the study of the influence of multimodal text on both receptive skills in Russian–speaking schoolchildren studying English.

Conclusions on Chapter 2

1) The focus group of the research (students of the 5th, 6th and 7th forms aged 10 to 13 years) belongs to early adolescence according to the classification of V. A. Averin. J. Piaget's states that representatives of this age category move from the period of concrete operations to the one of formal operations. During this stage, significant changes occur in their thinking process.

2) Based on the psychological and pedagogical characteristics of students in Forms 5–7, the recommendations for organising their educational activity are proposed. Among them are introducing research activities and tasks to stimulate different types of thinking, providing choice and independence, and focusing on interaction with peers.

3) The set of tasks based on the adapted version of the book "The Adventures of Huckleberry Finn" by M. Twain has been designed for the trial training within "Home Reading" course. The set includes 12 lessons and takes into account the characteristics of the focus group that is the 6th form students with English language proficiency level A2–B1. A distinctive feature of the set is the presence of integrative tasks.

4) The testing of the methodology to develop students' receptive skills and subskills has been carried out in a teaching experiment. An audiobook in set with text has been chosen as a multimodal medium. The level of the receptive skills and micro skills has been measured using the online diagnostic test in English eSELT 2. The participants of the experiment are the 6th form students of "Academic Gymnasium №56" (12 girls and 8 boys) aged 11–12 years.

5) During the experiment, the students in the experimental group underwent the trial training in which they simultaneously read and listened to books with audio accompaniment. Three measurements of the level of development of students' listening and reading skills and subskills have been carried out to determine the effectiveness of using audiobooks combined with text.

6) The results of the pedagogical experiment demonstrate that books with audio accompaniment are especially effective in teaching listening, having a positive impact on the development of reading skills and micro skills as well.

Résumé

In the modern educational environment, increasing attention is paid to the development of students' receptive skills and micro skills which are an essential component of communicative competence and successful learning in general. One of the promising tools for sharpening these skills and micro skills is the use of multimodal text (e.g. books with audio accompaniment) in the educational process of secondary school.

This study is devoted to the problem of teaching foreign language receptive skills to middle school students using an audiobook in set with text.

The paper describes the receptive skills in detail. Their definitions, proposed by both Russian and foreign researchers, have been given. Their mechanisms have been studied (common ones for listening and reading are perception and recognition, anticipation, short-term and long-term memory work, analysis and synthesis). The micro skills, skills and strategies that are necessary for mastering the receptive skills have also been studied. In foreign linguodidactics, strategies, rather than micro skills and skills, received more elaboration. The types of listening and reading and the goals of teaching them have been identified. At the present stage, most authors highlight the importance of the pragmatic aspect in setting learning goals. Moreover, the recommendations have been presented for material selection which are based on such criteria as authenticity, feasibility, information value and the others. Common types of exercises for development of the receptive skills are distinguished in accordance with the stage of work on the text. The types of receptive skills assessment have been described. To evaluate a level of reading competence, the use of communicative testing is relevant, while for evaluating listening competence, the metacognitive approach, dynamic assessment, and the use of video materials are up-to-date. In addition, eye-tracking technology provides cutting-edge opportunities for reading research.

Listening and reading combine such characteristics as reactivity, the product of perception, the focus on receiving a speech message, lack of external expression and the others and are distinguished by the dominant modality, the nature and volume of perception, control of the rhythm and tempo of perception.

Simultaneous development of reading and listening skills and subskills is possible when using multimodal text. To gain a deeper understanding of this teaching

tool, the terms "modality", "multimodality" (of perception), and "multimodal text" have been reviewed and defined. The concepts "multimodal text" and "polycode text", which are used interchangeably by some authors, have been separated. While multimodal text is based on involvement of two or more sensory channels, a polycode text is built on interaction of various semiotic codes (colour, font, images, etc.). The findings of using one type of multimodal text, namely text with audio accompaniment, in teaching foreign languages in various teaching experiments have been studied. It has been found that listening to text is not always more effective than traditional reading. However, the authors point out such benefits of multimodal text as developing auditory recognition subskills, increasing reading speed, enhancing concentration and interest.

Next, the Integrated Skills teaching has been examined. The concepts "Integrated approach" and "Integrative approach" have been separated. The Integrated Skills teaching was developed due to the emergence of the Communicative approach. The main characteristics of this type of training are involvement of all skills and simultaneity of their development. The advantages of this training include transfer of subskills from one skill to another, authentic language learning and activation of all speech mechanisms. To implement the Integrated Skills approach, the conditions such as common language material and similar skills, subject content and psychological mechanisms are necessary.

The psychological and pedagogical features of the research focus group — students of the 5th, 6th and 7th forms — have been given. It has been determined that students in Forms 5–7 are representatives of early adolescence. Based on the background research in the field of developmental psychology, it has been found out that these students are characterised by multiple changes in thinking and perception, and at the same time their environment undergoes changes. The recommendations have been proposed for organising their learning (including introducing research activities and reflection, encouraging independence and providing opportunities for choice).

We have designed a methodology for using an audiobook in set with text, taking into account the characteristics of the target category of students. This methodology is based on simultaneous perception of the text and its audio version, performing comprehension tasks, including integrative ones, as well as completing tasks involving critical and creative thinking. The set of tasks is based on an adapted

book of level A2–B1 and is designed for 12 lessons of the "Home Reading" course for schools with in-depth study of the English language.

The designed methodology has been tested in a teaching experiment. The participants are the 6th form students (20 people). "Academic Gymnasium №56" in St. Petersburg has been chosen as the base for the experiment. In addition to the audiobooks in set with text, the online diagnostic test has been used to assess a level of receptive skills and micro skills. The total duration of the experiment is six months, three months of which have been spent on the trial training.

The pre-test illustrates that the level of listening skills and subskills was lower whereas the level of reading skills and subskills was higher in the experimental group. According to the post-test, the control group progressed in reading almost the same as the experimental group (in the experimental group the true mean increased by 17.6%, while it rose by 13.3% in the control group). However, the EG group showed a notably higher result in listening (the true mean increased by 21.5% compared to the pre-test in the EG group, and it went up by 12.5% in the CG group).

The teaching experiment allows us to conclude that training based on multimodal text is effective in the development of the receptive skills, especially listening. Therefore, we believe that a book with audio accompaniment has linguodidactic potential. Thus, the hypothesis put forward has been proven, since the use of an audiobook combined with text has led to a statistically significant rise in the level of the receptive skills in the experimental group. Moreover, the audiobook has helped to draw the schoolchildren's attention to fiction in general and to the culture of the country the language of which is studied, in particular.

The research materials can be used both in practical training of secondary students in the receptive skills, and as reference information when studying the phenomenon of multimodality in teaching foreign languages.

Further prospects for the research are seen in the use of eye-tracking technology while students simultaneously listen to and read the text, as well as in the design of a textbook for secondary school students that takes into account the features of teaching with the help of multimodal text and includes integrative tasks. An important contribution of the paper is the study of the influence of multimodal text on both receptive skills in Russian-speaking students.

Glossary of Terms

Listening: the process of perceiving an oral message in order to build the meaning inherent in it.

Integrated Skills training in the receptive skills: training aimed at the simultaneous development of reading and listening skills and micro skills.

Polycode text: text that is built on the internal interaction of symbols and signs of different codes with each other.

Multimodality: interaction of several ways of transmitting information (modalities).

Multimodal text: text, the perception of which involves the use of different sensory channels.

Reading: the process of decoding signs to reconstruct meanings.

References

1) Akhmolina, V. Yu. Multimodality of Perception in Teaching Foreign Languages / V. Yu. Akhmolina et al. // Theoretical and Applied Aspects of Modern Linguistic Education at a Non-linguistic University. — Khabarovsk : Far Eastern Law Institute of the Ministry of Internal Affairs of the Russian Federation, 2016. — P. 59—63. — (In Russ.)

2) Alekseeva, S. V. Word Recognition at Early Stages of the Reading Process: an Experimental Study Based on the Russian language : PhD thesis on Philological Sciences : 10.02.19 / Alekseeva Svetlana Vladimirovna. — Saint Petersburg, 2018. — 230 p. — (In Russ.)

3) Almabekova, O. A. Integrated Approach to Teaching Professionally-Focused Foreign Languages / O. A. Almabekova // Bulletin of Krasnoyarsk State Pedagogical University named after V. P. Astafyev. — 2012. — № 1. — P. 12—18. — (In Russ.)

4) Avdeeva, E. A. Influence of Digital Environment on the Cognitive Function of Schoolchildren and Students / E. A. Avdeeva, O. A. Kornilova // Cardiovascular Therapy and Prevention. — 2022. — Vol. 21, S3. — P. 43—50. — (In Russ.)

5) Averin, V. A. Psychology of Children and Teenagers / V. A. Averin. — 2nd edition, revised. — Saint Petersburg : Mikhailov Publishing House, 1998. — 379 p. — (In Russ.)

6) Azimov, E. H. New Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Teaching) / E. H. Azimov, A. N. Shchukin. — Moscow : Publishing house ICAR, 2009. — 448 p. — (In Russ.)

7) Babaeva, V. T. The History of Methods of Teaching Foreign Languages / V. T. Babaeva, N. I. Akhmedova // A Science. Thought: Electronic Periodic Journal. — 2014. — № 3. — P. 18—29. — (In Russ.)

8) Babayan, V. N. Types of Exercises and Tasks at Various Stages of Working with Text in Practical Classes in English / V. N. Babayan, O. Yu. Bogdanova // Bulletin of the Yaroslavl Higher Military School of Air Defense. — 2014. — 2 (3). — P. 176—181. — (In Russ.)

9) Bandurka, T. N. Activation of Multimodality of Perception as a Factor in the Success of Teaching a Foreign Language : abstract of the dissertation of a Can-

didate of Psychological Sciences : 19.00.07 / Bandurka Tatyana Nikiforovna. — Irkutsk, 2001. — 18 p. — (In Russ.)

10) Bandurka, T. N. Awareness of Multimodality of Perception as a Way of Development of Subjectivity and Understanding of Spiritual-Moral Sources in Students / T. N. Bandurka // Educational Psychology. — 2013. — Vol. 6, № 4. — P. 59—66. — (In Russ.)

11) Barabanshchikov, V. A. Psychology of Perception: Organization and Development of the Perceptual Process / V. A. Barabanshchikov. — Moscow : Cogito-Center, 2006. — 241 p. — (In Russ.)

12) Barybina, E. B. Multimodality of perception as a factor in the development of perceptual abilities of a primary school teacher : abstract of the dissertation of a Candidate of Psychological Sciences : 19.00.07 / Barybina Elena Borisovna. — Kursk, 2005. — 24 p. — (In Russ.)

13) Bazhanov, A. E. Pupils' Reading Skills in German Evaluation at General Secondary School / A. E. Bazhanov, M. V. Razina, S. L. Furmanova // Foreign Languages at School. — 2021. — № 2. — P. 38—45. — (In Russ.)

14) Belikova, L. G. Implementation of the Principle of the Integrated Learning of Different Speech Activities / L. G. Belikova, I. N. Erofeeva // Relevant Problems of Teaching Philological Disciplines. Materials of Reports and Communications of the XXV International Scientific and Methodological Conference. — Saint Petersburg : Saint-Petersburg University of Industrial Technologies, Design, 2020. — P. 349—353. — (In Russ.)

15) Belozerova, L. A. Transformation of the Cognitive Sphere of "Digital Generation" Children: Experience Analysis / L. A. Belozerova, S. D. Polyakov // Izvestiya of Saratov University. New Series. Series: Educational Acmeology. Developmental Psychology. — 2021. — Vol. 10, 1 (37). — P. 23—32. — (In Russ.)

16) Bezukladnikov, K. E. Educational Research as a Means of Formation of Educational and Cognitive Competence of Students / K. E. Bezukladnikov, B. A. Kruze, E. S. Melekhina // Language and Culture. — 2019. — № 48. — P. 259—276. — (In Russ.)

17) Bobyleva, L. A. The Use of Communicative Techniques for Testing Foreign Language Reading Skills and Abilities / L. A. Bobyleva // Modern education in the Vitebsk region. — 2020. — 3 (29). — P. 12—14. — (In Russ.)

18) Bolshakova, L. S. About the Content of the Concept "Polycode Text" / L. S. Bolshakova // Vestnik of Novgorod State University. — 2008. — № 49. — P. 48—51. — (In Russ.)

19) Bozhovich, L. I. Stages of Personality Formation During Ontogenesis / L. I. Bozhovich // Psychology issues. — 1979. — Vol. 4. — P. 23—24. — (In Russ.)

20) Bredikhina, I. A. Methods of Teaching Foreign Languages: Teaching the Main Types of Speech Activity: a Textbook / I. A. Bredikhina. — Ekaterinburg : Ural University Publishing House, 2018. — 104 p. — (In Russ.)

21) Breigina, M. E. Reading Training / M. E. Breigina, A. V. Shchepilova // Methods of Teaching Foreign Languages: Traditions and Modernity / ed. by A. A. Mirolyubova. — Obninsk : Title, 2010. — P. 110—130. — (In Russ.)

22) Budnikova, A. S. Features of Listening Training as a Speech Activity / A. S. Budnikova, E. V. Ivanova // Scientific Notes. Electronic Scientific Journal of Kursk State University. — 2022. — 2 (62). — P. 180—184. — (In Russ.)

23) Bulueva, Sh. I. Prerequisites and Conditions for Development of Self-Regulation at the Stage of Early Adolescence / Sh. I. Bulueva, A. A. Tsamaeva // Current problems of Chechen and general philology ("Decheriev readings — 2020"): International scientific conference / ed. by A. A. Bekhoeva. — Grozny : Chechen State University, 2020. — P. 241—248. — (In Russ.)

24) Chernigovskaya, T. V. The Gaze of Schrödinger's Cat: Eye-Tracking in Psycholinguistics. Issue 2 / T. V. Chernigovskaya, T. E. Petrova. — Saint Petersburg : Publishing house of Saint-Petersburg University, 2018. — 228 p. — (In Russ.)

25) Demidova, I. G. Features of Personal Anxiety in Early Teens / I. G. Demidova // Humanitarian Scientific Bulletin. — 2020. — № 2. — P. 76—81. — (In Russ.)

26) Deybner, D. A. Teaching Reading and Development of Reading Skills in a Foreign Language / D. A. Deybner // Pedagogy and Psychology of Education. — 2018. — № 1. — P. 103—107. — (In Russ.)

27) Efremtseva, S. Diagnosis of the Dominant Perceptual Modality / S. Efremtseva // Socio-Psychological Diagnostics of Personality Development and Small Groups / ed. by N. P. Fetiskin, V. V. Kozlov, G. M. Manuilov. — Moscow : Publishing house of the Institute of Psychotherapy, 2002. — P. 237—238. — (In Russ.)

28) Elukhina, N. V. Teaching Listening in Line with the Communicative-Oriented Methodology / N. V. Elukhina // Foreign Languages at School. — 1989. — № 2. — P. 28—36. — (In Russ.)

29) English Language Syllabus for the 6th Form Students. — Approved by the minutes of the meeting of the Methodological meeting of the council of the "Academic Gymnasium №56" of St. Petersburg dated "30" August 2016. №1. — Saint Petersburg : "Academic Gymnasium №56", 2016. — 42 p. — (In Russ.)

30) Eryomina, V. V. Integrated Skills Training of Foreign Students in Speech Skills: Opportunities to Intensify the Educational Process / V. V. Eryomina, S. I. Eryomin // Bulletin of Volgograd State Technical University. New Educational Systems and Teaching Technologies at Universities. — 2006. — № 8. — P. 113—114. — (In Russ.)

31) Folomkina, S. K. Some Issues of Teaching Reading in a Foreign Language at a Non-linguistic University / S. K. Folomkina // "Inostrannye yazyki v vysshei shkole" ("Foreign Languages in Tertiary Education"). — 1971. — № 6. — P. 3—12. — (In Russ.)

32) Folomkina, S. K. Teaching Reading in a Foreign Language at a Non-linguistic University / S. K. Folomkina. — Moscow : Graduate School, 1987. — 205 p. — (In Russ.)

33) Folomkina, S. K. Teaching Writing / S. K. Folomkina, G. K. Levitskaya // Theoretical Foundations of Methods of Teaching Foreign Languages in Secondary School / ed. by A. D. Klimentenko, A. A. Mirolyubov. — Moscow : Pedagogy, 1981. — P. 267—328. — (In Russ.)

34) Galskova, N. D. Fundamentals of Methods of Teaching Foreign Languages: a Textbook / N. D. Galskova et al. — Moscow : KNORUS, 2017. — 390 p. — (In Russ.)

35) Galskova, N. D. Modern Methods of Teaching Foreign Languages: a Textbook for Teachers / N. D. Galskova. — 2nd edition, revised and expanded. — Moscow : ARKTI, 2003. — 192 p. — (In Russ.)

36) Genisher, E. Z. Listening Comprehension for Foreign Language Teaching / E. Z. Genisher // Vestnik Orenburg State University. — 2001. — № 1. — P. 57—60. — (In Russ.)

37) Gez, N. I. Theoretical and Experimental Research in the Field of the Integrated Skills Teaching of Types of Speech Activity / N. I. Gez // Integrated Skills Teaching of Types of Speech Activity in the Practice of Teaching Russian as

a Foreign Language / ed. by R. P. Nemanova. — Moscow : Graduate School, 1989. — P. 4—11. — (In Russ.)

38) Gez, N. I. Methods of Teaching Foreign Languages in Secondary School: a Textbook / N. I. Gez et al. — Moscow : Graduate School, 1982. — 373 p. — (In Russ.)

39) Glukhov, V. P. Fundamentals of Psycholinguistics: a Textbook for Students of Pedagogical Universities / V. P. Glukhov. — Moscow : AST: Astrel, 2005. — 351 p. — (In Russ.)

40) Govorun, S. V. Comparing Listening Comprehension Skills in Classroom and Real Life Situations / S. V. Govorun // Pushkin Leningrad State University Journal. — 2011. — 7 (3). — P. 159—166. — (In Russ.)

41) Govorun, S. V. Development of Listening Skills and Abilities in Students–Orientalists Studying English : PhD thesis on Pedagogical Sciences : 13.00.02 / Govorun Svetlana Viktorovna. — Saint Petersburg, 2015. — 270 p. — (In Russ.)

42) Govorun, S. V. Testing the Level of Development of Listening Skills and Abilities / S. V. Govorun // Current Issues in Language Testing. Issue 2 / ed. by I. Yu. Pavlovskaya. — Saint Petersburg : Publishing house of Saint-Petersburg University, 2017. — P. 334—348. — (In Russ.)

43) Grigorieva, V. P. Integrated Skills Training in Types of Speech Activity / V. P. Grigorieva, I. A. Zimnyaya. — Moscow : Russian Language, 1985. — 116 p. — (In Russ.)

44) Iriskhanova, O. K. To the Question of Communicative Thinking: Multimodal Dimension of Aspectuality / O. K. Iriskhanova // Cognitive Studies of Language. — 2017. — № 30. — P. 57—60. — (In Russ.)

45) Kapturova, E. S. On the Peculiarities of FL Auditive Competence Acquisition at the Advanced Tertiary Level / E. S. Kapturova // Scientific Notes of Orel State University: "Humanities and Social Sciences". — 2013. — 1 (51). — P. 411—415. — (In Russ.)

46) Kiriy, A. Yu. Formation of Educational Motivation of Students of Younger Adolescence / A. Yu. Kiriy, S. S. Ignatovich // Pedagogy: History, Prospects. — 2022. — Vol. 5, № 2. — P. 46—53. — (In Russ.)

47) Klimentenko, A. D. Theoretical Foundations of Methods of Teaching Foreign Languages at Secondary School / A. D. Klimentenko, A. A. Mirolyubov. — Moscow : Pedagogy, 1981. — 456 p. — (In Russ.)

48) Klyuchko, D. S. Characteristics of Cognitive Abilities Teenagers in the Digital Age: Problem Statement / D. S. Klyuchko // Collection of Articles of the International Scientific and Practical Conference "Science and Technology – 2023" / ed. by I. I. Ivanovskaya, M. V. Posnova. — Petrozavodsk : International Center for Scientific Partnership "New Science", 2023. — P. 360—365. — (In Russ.)

49) Kolesnikova, I. L. A Handbook of English-Russian Terminology for Language Teaching: a Reference Guide / I. L. Kolesnikova, O. A. Dolgina. — Moscow : Drofa, 2008. — 431 p. — (In Russ.)

50) Korabelnikova, L. Ch. Testing Communicative Types Auditing Texts on Speciality / L. Ch. Korabelnikova // Technologies for Teaching Russian as a Foreign Language and Diagnostics of Speech Development: Materials of the XIX International Scientific and Practical Conference. — Minsk : Belarusian State Medical University, 2017. — P. 177—180. — (In Russ.)

51) Koraeva, O. V. Representational System Bias Test / O. V. Koraeva // Current Issues in Language Testing. Vol. 2 / ed. by I. Yu. Pavlovskaya. — Saint Petersburg : Publishing house of Saint-Petersburg University, 2017. — P. 550—557. — (In Russ.)

52) Kozlova, E. D. Neurolinguistic Justification and Validation of the Methodology of Receptive Skills Development with the Help of an Audiobook / E. D. Kozlova // Scientific Result. Pedagogy and Psychology of Education. — 2023. — Vol. 9, № 3. — P. 82—91. — (In Russ.)

53) Kozyreva, O. A. Competence of a Modern Teacher: the Modern Problem of Defining the Concept / O. A. Kozyreva // Standards and Monitoring in Education. — 2004. — № 2. — P. 48—51.

54) Kuptsova, A. M. Physiology of Speech: an Educational and Methodological Textbook / A. M. Kuptsova et al. — Kazan : Westfalika, 2019. — 43 p. — (In Russ.)

55) Kushnir, A. M. The Principle of Conformity to Nature as a Methodological Basis for Designing Technologies and Educational Content / A. M. Kushnir // Journal of School Technology. — 2011. — № 3. — P. 12—22. — (In Russ.)

56) Kuznetsov, M. V. Methods of Language Skills Development in the Process of Their Combination at an Interactive Lecture / M. V. Kuznetsov // Language and Culture. — 2011. — Vol. 15, № 3. — P. 106—114. — (In Russ.)

57) Leaver, B. L. Teaching the Whole Class / B. L. Leaver ; trans. by O. E. Bichenkova. — Moscow : The New School, 1995. — 48 p. — (In Russ.)

58) Leontiev, A. A. Common Sense Pedagogy. Selected Works on Philosophy of Education and Educational Psychology / A. A. Leontiev ; ed. by D. A. Leontiev. — Moscow : Smysl, 2016. — 528 p. — (In Russ.)

59) Leontiev, A. A. Language, Speech, Speech Activity / A. A. Leontiev. — Moscow : Education, 1969. — 214 p. — (In Russ.)

60) Leontiev, A. N. General Concept of Activity / A. N. Leontiev ; ed. by A. A. Leontiev. — Moscow : Science, 1974. — P. 5—20. — (In Russ.)

61) Leontiev, A. N. Sensations and Perceptions as Images of the Objective World / A. N. Leontiev // Cognitive Processes: Sensations, Perception / ed. by A. V. Zaporozhets, B. F. Lomova, V. P. Zinchenko. — Moscow : Pedagogy, 1982. — P. 33—50. — (In Russ.)

62) Malkova, T. V. To the Question of Increasing the Effectiveness of Extracurricular Reading as a Means of Developing Foreign Language Communicative Competence / T. V. Malkova, N. V. Khismatulina, S. A. Pugacheva // Pedagogical Issues. — 2021. — Vol. 2, № 5. — P. 206—209. — (In Russ.)

63) Meshcheryakov, B. G. Large Psychological Dictionary / B. G. Meshcheryakov, V. P. Zinchenko. — Saint Petersburg : Prime-Euroznak, 2003. — 672 p. — (In Russ.)

64) Morgunova, N. S. To the Question of Growing Up and Personal Crisis of Younger Teenage Children / N. S. Morgunova // Healthcare, Education and Security. — 2020. — Vol. 21, № 1. — P. 87—95. — (In Russ.)

65) Moshnina, A. V. The System of Tasks Designed to Control Receptive Speech Activities at an English Lesson in the Secondary School / A. V. Moshnina // Scientific Review. International Scientific and Practical Journal. — 2019. — № 2. — P. 1—7. — (In Russ.)

66) Nekrasova, E. D. To the Question of Multimodal Perception of the Text (a Psycholinguistic Experiment) / E. D. Nekrasova // Tomsk State University Journal. — 2014. — № 378. — P. 45—48. — (In Russ.)

67) Nemanova, R. P. Integrated Skills Teaching of Types of Speech Activity as One of the Ways to Manage the Educational Process / R. P. Nemanova // Integrated Skills Teaching of Types of Speech Activity in the Practice of Teaching Russian as a Foreign Language. — 1986. — P. 18—24. — (In Russ.)

68) Order of the Ministry of Education of Russia dated 31.05.2021 №287 "On Approval of the Federal State Educational Standard for Basic General Education". — Registered by the Ministry of Justice of Russia 05.07.2021 №64101. — Moscow : Ministry of Education of Russia, 2021. — 126 p. — (In Russ.)

69) Osadchaya, T. Yu. Assessing Students' Listening Skills in a Higher Foreign Language Class / T. Yu. Osadchaya // Humanitarian and Pedagogical Education. — 2018. — Vol. 4, № 4. — P. 144—151. — (In Russ.)

70) Passov, E. I. Foreign Language Lesson: a Handbook for a Foreign Language Teacher / E. I. Passov, N. E. Kuzovleva. — Rostov-on-Don : Phoenix, 2010. — 640 p. — (In Russ.)

71) Pavlovskaya, I. Yu. Fundamentals of Methodology for Teaching Foreign Languages. Testology. / I. Yu. Pavlovskaya, N. I. Bashmakova. — 2nd edition, revised and expanded. — Saint Petersburg : Publishing house of Saint-Petersburg University, 2007. — 224 p. — (In Russ.)

72) Pavlovskaya, I. Yu. Integrated Skills Teaching of Receptive Skills of Non-linguistic University Students / I. Yu. Pavlovskaya, E. D. Talikina, A. P. Isakovich // Modern Trends in Development of the System of Foreign Language Training at a Non-linguistic University: Regional Practice. — Krasnoyarsk, 2022. — P. 144—147. — (In Russ.)

73) Perevalova, E. A. To the Question of Listening Methodology / E. A. Perevalova // Symbol of Science. — 2018. — № 1/2. — P. 156—159. — (In Russ.)

74) Pichugina, G. A. Organization of Polymodal Training in the Process of Studying the School Course of Chemistry / G. A. Pichugina, A. G. Kaibaliev // Scientific vector of the Balkans. — 2019. — Vol. 3, 2(4). — P. 22—24. — (In Russ.)

75) Polyakova, S. V. Some Aspects of Foreign Text Comprehension in Psychology of Reading / S. V. Polyakova // Tomsk State University Journal. — 2007. — № 303. — P. 202—204. — (In Russ.)

76) Potrikeeva, E. S. The Integrated Student Training in Speaking and Reading Foreign Languages at a Non-linguistic University / E. S. Potrikeeva, T. L. Akhmetzyanova, E. V. Suvorova // Modern Problems of Science and Education. — 2018. — № 4. — P. 70—81. — (In Russ.)

77) Rice, F. I. Psychology of Adolescence and Youth / F. I. Rice, K. I. Dolgin ; ed. by E. I. Nikolaeva. — 12th ed. — Saint Petersburg : Piter, 2010. — 816 p. — (In Russ.)

78) Rodina, M. Yu. To the Question of Creating a Set of Exercises for Teaching Foreign Students to Read and Understand Literary Texts / M. Yu. Rodina // Karpov Scientific Readings: a Collection of Scientific Articles. Part 1. Issue 8 / ed. by A. I. Golovnya, N. S. Kasyuk, O. E. Eliseeva. — Minsk : Belarusian State University, 2014. — P. 203—207. — (In Russ.)

79) Rogova, K. A. Reading as a Test Object / K. A. Rogova // Current Issues in Language Testing. Issue 2 / ed. by I. Yu. Pavlovskaya. — Saint Petersburg : Publishing house of Saint-Petersburg University, 2017. — P. 384—389. — (In Russ.)

80) Sedelkina, Yu. G. To the Question of Teaching Listening at Language Courses / Yu. G. Sedelkina, E. D. Talikina // Modern Problems of Linguodidactics and Methods of Teaching Foreign Languages / ed. by E. K. Timofeeva et al. — Saint Petersburg : LEMA Publishing House, 2020. — P. 130—140. — (In Russ.)

81) Shatilov, S. F. Methods of Teaching the German Language in Secondary School: a Textbook / S. F. Shatilov. — 2nd edition, revised. — Saint Petersburg : Enlightenment, 1986. — 223 p. — (In Russ.)

82) Shchukin, A. N. Methods of Teaching Verbal Communication in a Foreign Language. A Textbook for Teachers and Students of Language Universities / A. N. Shchukin. — Moscow : Publishing house ICAR, 2011. — 454 p. — (In Russ.)

83) Shulekina, Yu. A. Reading as a Process / Yu. A. Shulekina // Reading. Encyclopedic Dictionary / ed. by C. member of Russian Authors' Society Yu. P. Melentyev. — Moscow : Research, Publishing Centre "Science" of the Russian Academy of Sciences, 2021. — P. 386—387. — (In Russ.)

84) Smetannikova, N. N. Leading Foreign Theories of Reading of the Twentieth Century and Their Implementation in Methodology and Teaching Methods / N. N. Smetannikova // Reading. XXI century: Collective Monograph / ed. by V. Ya. Askarova. — Moscow : Interregional Centre for Library Cooperation, 2015. — P. 472. — (In Russ.)

85) Snegova, O. V. Reading as a Target Dominant for Increasing the Level of Language Training of Students at a Non-linguistic University / O. V. Snegova // Vestnik of Kostroma State University. Series: Pedagogy. Psychology. Sociokinetics. — 2012. — Vol. 18, № 3. — P. 149—153. — (In Russ.)

86) Solovova, E. N. Methods of Teaching Foreign Languages. Basic Course of Lectures: a Textbook for Students of Pedagogical Universities and Teachers /

E. N. Solovova. — 4th ed. — Moscow : Education, 2006. — 239 p. — (In Russ.)

87) Talikina, E. D. Methodology for Development of Students' Receptive Skills with the Help of an Audiobook / E. D. Talikina // Abstracts of the 51st International Scientific Philological Conference named after Lyudmila Alekseevna Verbitskaya. — Saint Petersburg, 2023a. — P. 1396—1397. — (In Russ.)

88) Talikina, E. D. Multimodality in Teaching Receptive Skills / E. D. Talikina // Foreign Languages at School. — 2021. — № 9. — P. 91—96. — (In Russ.)

89) Talikina, E. D. The Framework of Multimodal Teaching Reading Comprehension by means of an Audiobook: Testing Results / E. D. Talikina // Testology. — 2022a. — № 4. — P. 148—160. — (In Russ.)

90) Talikina, E. D. The Framework of Multimodal Teaching Reading Comprehension by means of an Audiobook: Testing Results / E. D. Talikina // Abstracts of the 50th International Scientific Philological Conference named after Lyudmila Alekseevna Verbitskaya. — Saint Petersburg, 2022b. — P. 669. — (In Russ.)

91) Talikina, E. D. To the Question of the History of Methods for Teaching Listening Comprehension / E. D. Talikina // World of Science. — 2023b. — Vol. 11, № 2. — P. 1—7. — (In Russ.)

92) Tereshchenko, Yu. A. Diagnostics of the Development of Reading Skills in English among Primary School Students / Yu. A. Tereshchenko // International Scientific Research 2017. Collection of Materials of the XXVI International Scientific and Practical Conference. — Astrakhan : Science Center "Olympus", 2017. — P. 451—455. — (In Russ.)

93) Vikulina, M. A. Listening and Reading in the Formation of Foreign Language Intercultural Competence / M. A. Vikulina // Language and Culture. — 2017. — № 40. — P. 154—173. — (In Russ.)

94) Vygotsky, L. S. Prehistory of Written Speech / L. S. Vygotsky // Mental Development of Children in the Learning Process: Collection of Articles. — Moscow–Leningrad : State Educational, Pedagogical Publishing House, 1935. — P. 73—95. — (In Russ.)

95) Vygotsky, L. S. Thinking and Speech / L. S. Vygotsky ; ed. by V. Kolbanovsky. — Moscow–Leningrad : State Socio-Economic Publishing House, 1934. — 362 p. — (In Russ.)

96) Vysotskaya, E. A. Activation of the Polymodal Perception as a Factor of Improvement of Academic Achievement in Adolescents / E. A. Vysotskaya // Collection

of Articles of the X International Scientific and Practical Conference "European Research". — Penza : Science, Enlightenment, 2017. — P. 219—222. — (In Russ.)

97) Zaitseva, S. E. Methods of Teaching Listening / S. E. Zaitseva // International Scientific Journal "Innovative Science". — 2017. — Vol. 1, № 1. — P. 172—175. — (In Russ.)

98) Zhdanova, D. E. The influence of a Teenager's Sociocultural Identity Crisis on their Psychological State / D. E. Zhdanova // VII All-Russian Scientific and Practical Conference on Developmental Psychology (readings in memory of L.F. Obukhova) "Opportunities and risks of the digital environment." Collection of conference materials / ed. by T. A. Basilova, E. G. Dozortseva, T. A. Egorenko. — Moscow : Moscow State Psychological, Pedagogical University, 2019. — P. 293—296.

99) Zheleznova, E. G. Reading as a Way of Teaching English / E. G. Zheleznova // Scientific Bulletin of the Southern Institute of Management. — 2019. — № 1. — P. 110—114. — (In Russ.)

100) Zhinkin, N. I. Psychological Foundations of Speech Development / N. I. Zhinkin // In Defense of the Living Word: a Collection of Articles / ed. by V. Ya. Korovina. — Moscow : Education, 1966. — P. 5—25. — (In Russ.)

101) Zimina, Z. V. Collection of Texts for Home Reading / Z. V. Zimina et al. — Saint Petersburg : State Budgetary Educational Institution "Academic Gymnasium №56", 2021. — 38 p. — (In Russ.)

102) Zimnyaya, I. A. Experimental Study of Integrated Skills Teaching of Four Types of Foreign Language Speech Activity at a Non-linguistic University / I. A. Zimnyaya // Collection of Scientific Papers of Maurice Thorez Institute of Foreign Languages. — 1980. — № 154. — (In Russ.)

103) Zimnyaya, I. A. Psychological Aspects of Teaching to Speak a Foreign Language / I. A. Zimnyaya. — Moscow : Education, 1985. — 123 p. — (In Russ.)

104) Zimnyaya, I. A. Speech Activity and Psychology of Speech / I. A. Zimnyaya // Fundamentals of the Theory of Speech Activity / ed. by A. A. Leontiev. — Moscow : Science, 1974. — P. 64—72. — (In Russ.)

105) Zimnyaya, I. A. Integrated Skills Training in Types of Speech Activity / I. A. Zimnyaya, R. P. Nemanova, L. V. Petropavlova // Russian Language Abroad. — 1981. — № 5. — P. 56—62. — (In Russ.)

106) Adami, E. Introducing Multimodality / E. Adami // The Oxford Handbook of Language and Society / ed. by O. Garcia, N. Flores, M. Spotti. — Oxford : Oxford University Press, 2016. — P. 451—473.

107) Afflerbach, P. Clarifying Differences Between Reading Skills and Reading Strategies / P. Afflerbach, D. P. Pearson, S. G. Paris // The Reading Teacher. — 2008. — Vol. 61, № 5. — P. 364—373.

108) Ali, A. M. A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners / A. M. Ali, A. B. Razali // English Language Teaching. — 2019. — Vol. 12, № 6. — P. 94—111.

109) Anderson, J. R. Eye Movements Do Not Reflect Retrieval Processes: Limits of the Eye-Mind Hypothesis / J. R. Anderson, D. Bothell, S. Douglass // Psychological Science. — 2004. — Vol. 15, № 4. — P. 225—231.

110) Bao, D. Listening Strategies / D. Bao, C. Guan // The TESOL Encyclopedia of English Language Teaching / ed. by J. I. Liontas, T. I. Association, M. Delli-Carpini. — New York : John Wiley & Sons, 2019. — P. 1—6.

111) Bateman, J. A. Multimodality and Genre: A Foundation for the Systematic Analysis of Multimodal Documents / J. A. Bateman. — London : Palgrave Macmillan, 2008. — 331 p.

112) Bilonozhko, N. Effective Reading Strategies for Generation Z Using Authentic Texts / N. Bilonozhko, A. Syzenko // Arab World English Journal. — 2020. — Special Issue on the English Language in Iraqi Context, № 2. — P. 121—130.

113) Caruso, M. Teaching how to Listen. Blended Learning for the Development and Assessment of Listening Skills in a Second Language / M. Caruso, A. G. Colombi, S. Tebbit // Journal of University Teaching and Learning Practice. — 2017. — Vol. 14, № 1. — P. 84—103.

114) Chang, A. C.-S. Gains to L2 Listeners from Reading while Listening vs. Listening Only in Comprehending Short Stories / A. C.-S. Chang // System. — 2009. — Vol. 37, № 4. — P. 652—663.

115) Chang, A. C.-S. The Effect of Reading while Listening to Audiobooks: Listening Fluency and Vocabulary / A. C.-S. Chang // Asian Journal of English Language Teaching. — 2011. — Vol. 21. — P. 43—64.

116) Chen, M. Research on the Management Mode of College English Listening Teaching under Computer Multimedia Technology / M. Chen // Journal of Physics: Conference Series. — 2021. — Vol. 1992, № 3. — P. 032054.

117) Conklin, K. What Eye-Tracking Tells us About Reading-Only and Reading-while-Listening in a First and Second Language / K. Conklin et al. // Second Language Research. — 2020. — Vol. 36, № 3. — P. 257—276.

118) Corder, S. P. Language–Learner language / S. P. Corder // Language, Communication and Education / ed. by B. Mayor, A. K. Pugh. — Milton Keynes, Buckinghamshire : The Open University, 1978. — P. 280—290.

119) Cordón-García, J.-A. Leer Escuchando: Reflexiones en Torno a los Audiolibros Como Sector Emergente / J.-A. Cordón-García // Anuario ThinkEPI. — 2018. — T. 12. — C. 170—182.

120) Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. Common European Framework of Reference for Languages: Learning, Teaching, Assessment / Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. — Cambridge : Cambridge University Press, 2001. — 264 p.

121) Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors / Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. — Strasbourg : Council of Europe Publishing, 2018. — 235 p.

122) Day, R. Top Ten Principles for Teaching Extensive Reading / R. Day, J. Bamford // Reading in a Foreign Language. — 2002. — Vol. 14, № 2. — P. 136—141.

123) Disney. "The Adventures of Huck Finn" directed by Stephen Sommers / Disney. — 1993. — URL: https://movies.disney.com/the-adventures-of-huck-finn ; Accessed: 17.04.2023.

124) Dussias, P. E. Uses of Eye-Tracking Data in Second Language Sentence Processing Research / P. E. Dussias // Annual Review of Applied Linguistics. — 2010. — Vol. 30. — P. 149—166.

125) Erikson, E. H. Childhood and society / E. H. Erikson. — New York : Norton, 1963. — 445 p.

126) Goodman, K. S. Reading: A Psycholinguistic Guessing Game / K. S. Goodman // Journal of the Reading Specialist. — 1967. — Vol. 6, № 4. — P. 126—135.

127) Grabe, W. Teaching and Researching Reading / W. Grabe, F. L. Stoller. — 2nd ed. — Abingdon-on-Thames, Oxfordshire : Routledge, 2013. — 324 p.

128) Harmer, J. How to Teach English / J. Harmer. — 2nd ed. — London : Pearson Education Limited, 2012. — 288 p.

129) Hidri, S. Developing and Evaluating a Dynamic Assessment of Listening Comprehension in an EFL Context / S. Hidri // Language Testing in Asia. — 2014. — Vol. 4, № 1. — P. 1—19.

130) Hill, D. Survey. Graded Readers / D. Hill // ELT Journal. — 2001. — Vol. 55, № 3. — P. 300—324.

131) Hollenstein, N. Reading Task Classification Using EEG and Eye-Tracking Data / N. Hollenstein et al. — 2021. — URL: https://arxiv.org/abs/2112.06310 ; Accessed: 06.04.2023.

132) Honeyfield, J. Guidelines: A Periodical for Classroom / J. Honeyfield // Language Teachers. — 1988. — Vol. 10, № 2. — P. 25—33.

133) Huey, E. B. The Psychology and Pedagogy of Reading / E. B. Huey. — New York : The Macmillan Company, 1908. — 496 p.

134) Janusik, L. A. (Re)Discovering Metacognitive Listening Strategies in L1 Contexts: What Strategies are the Same in the L1 and L2 Context? / L. A. Janusik, T. Varner // International Journal of Listening. — 2020. — Vol. 36, № 3. — P. 175—186.

135) Al-Jawi, F. D. Teaching the Receptive Skills Listening & Reading Skills / F. D. Al-Jawi. — Mecca : UMM Al Qura University Press, 2010. — 29 p.

136) Jewitt, C. Technology, Literacy, Learning: A Multimodal Approach / C. Jewitt. — Abingdon-on-Thames, Oxfordshire : Routledge, 2008. — 175 p.

137) Just, M. A. A Theory of Reading: from Eye Fixations to Comprehension / M. A. Just, P. A. Carpenter // Psychological Review. — 1980. — Vol. 87, № 4. — P. 329—354.

138) Kaluger, G. Reading and Learning Disabilities / G. Kaluger, C. J. Kolson. — 2nd ed. — Merrill, Wisconsin : Columbus: Merrill Publishing Company, 1978. — 494 p.

139) Kartal, G. The Effects of Audiobooks on EFL Students' Listening Comprehension / G. Kartal, H. Simsek // The Reading Matrix. — 2017. — Vol. 17, № 1. — P. 112—123.

140) Kress, G. Multimodality: A Social Semiotic Approach to Contemporary Communication / G. Kress. — 2010.

141) Kress, G. Multimodality: Challenges to Thinking about Language / G. Kress // TESOL Quarterly. — 2000. — Vol. 34, № 2. — P. 337—340.

142) Kurilenko, V. Translational Reading: Definition, Types, Specifics / V. Kurilenko et al. // SHS Web of Conferences. — 2018. — Vol. 50. — P. 1033.

143) Lewis, B. Magic of NLP Demystified: A Pragmatic Guide to Communication / B. Lewis, F. Pucelik. — Revised edition. — Portland, Oregon : Metamorphous Press, 1990. — 176 p.

144) Lewkowicz, J. Testing Listening Comprehension: A New Approach? / J. Lewkowicz // Hongkong Papers in Linguistics and Language Teaching. — 1991. — Vol. 14. — P. 25—31.

145) Maulina, M. Technology-Based Media Used in Teaching Listening Skills / M. Maulina et al. // Exposure: Jurnal Pendidikan Bahasa Inggris. — 2022. — Vol. 11, № 1. — P. 85—99.

146) Michel, M. C. What Drives Alignment during Text Chat with a Peer vs. a Tutor? Insights from Cued Interviews and Eye-Tracking / M. C. Michel, B. O'Rourke // System. — 2019. — Vol. 83. — P. 50—63.

147) Michel, M. C. Eye-Tracking Research in Computer-Mediated Language Learning / M. C. Michel, B. Smith // Encyclopedia of Language and Education. Language, Education and Technology / ed. by S. L. Thorne, S. May. — 3rd ed. — New York : Springer International Publishing, 2017. — P. 453—464.

148) Mikulecky, B. S. Reading Skills Instruction in ESL / B. S. Mikulecky // On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages / ed. by P. Larson, E. Judd, D. S. Messerschmitt. — Houston, Texas : TESOL, 1984. — P. 261—277.

149) Mikulecky, B. S. Teaching Reading in a Second Language / B. S. Mikulecky. — London : Pearson Education, 2008. — 6 p.

150) Mohamed, M. M. K. Using Audiobooks for Developing Listening Comprehension among Saudi EFL Preparatory Year Students / M. M. K. Mohamed // Journal of Language Teaching and Research. — 2018. — Vol. 9, № 1. — P. 64.

151) Multimodal Composing in Classrooms Learning and Teaching for the Digital World / ed. by S. M. Miller, M. B. McVee. — 1st ed. — Abingdon-on-Thames, Oxfordshire : Routledge, 2013. — 176 p.

152) Myers, J. W. Holistic Language Learning at the Middle Level: Our Last, Best Chance / J. W. Myers, R. D. Hilliard // Childhood Education. — 1997. — Vol. 73, № 5. — P. 286—289.

153) Nakashima, K. The Interplay of Silent Reading, Reading-while-Listening and Listening-Only / K. Nakashima, M. Stephens, S. Kamata // The Reading Matrix. — 2018. — Vol. 18. — P. 104—123.

154) Nuttal, C. Teaching Reading Skills in a Foreign Language / C. Nuttal // Heinemann English Language Teaching. — 1996. — Vol. 1. — P. 282.

155) O'Rourke, B. Eyetracking in CALL–present and future / B. O'Rourke et al. // WorldCALL: Sustainability and Computer-Assisted Language Learning / ed. by A. M. G. Sanz et al. — London : Bloomsbury Publishing, 2015. — P. 285—298.

156) OECD. 21st-Century Readers: Developing Literacy Skills in a Digital World / OECD. — Paris : PISA, OECD Publishing, 2021. — 213 p.

157) Osada, N. What Strategy Do Less Proficient Learners Employ in Listening Comprehension? A Reappraisal of Bottom-Up and Top-Down Processing / N. Osada // Journal of the Pan-Pacific Association of Applied Linguistics. — 2001. — Vol. 5, № 1. — P. 73—90.

158) Oxford, R. Integrated Skills in the ESL/EFL Classroom / R. Oxford // The Journal of TESOL. — 2001. — Vol. 8, № 1. — P. 1—7.

159) Pardede, P. Integrated Skills Approach in EFL Classrooms: A Literature Review / P. Pardede // EFL Theory & Practice / ed. by P. Pardede. — Jakarta : UKI Press, 2019. — P. 147—159.

160) Pavlovskaya, I. Yu. Language Teaching Methodology (a Course of Lectures for Teachers and Students of English). Modern History of Language Teaching Methods. / I. Yu. Pavlovskaya. — St. Petersburg : St. Petersburg University Press, 2001. — 140 p.

161) Pellicer-Sánchez, A. Young Learners' Processing of Multimodal Input and its Impact on Reading Comprehension: an Eye-Tracking Study / A. Pellicer-Sánchez et al. // Studies in Second Language Acquisition. — 2020. — Vol. 42, № 3. — P. 577—598.

162) Piaget, J. The Theory of Stages in Cognitive Development / J. Piaget // Measurement and Piaget / ed. by D. R. Green, M. P. Ford, G. B. Flamer. — New York : McGraw–Hill, 1971. — P. 71—87.

163) Rayner, K. Eye Movements in Reading and Information Processing: 20 Years of Research / K. Rayner // Psychological Bulletin. — 1998. — Vol. 124, № 3. — P. 372—422.

164) Richards, J. C. Second Thoughts on Teaching Listening / J. C. Richards // RELC Journal. — 2005. — Vol. 36, № 1. — P. 85—92.

165) Roberts, L. Using Eye-Tracking to Investigate Topics in L2 Acquisition and L2 Processing / L. Roberts, A. Siyanova-Chanturia // Studies in Second Language Acquisition. — 2013. — Vol. 35, № 2. — P. 213—235.

166) Rost, M. Listening / M. Rost // The Cambridge Guide to Teaching English to Speakers of Other Languages / ed. by R. Carter, D. Nunan. — Cambridge : Cambridge University Press, 2013a.

167) Rost, M. Teaching and Researching Listening / M. Rost. — 2nd ed. — London : Pearson Education Limited, 2013b. — 424 p.

168) Shorasul, S. Issues on Teaching Listening in English Classes and its Principles / S. Shorasul // Religación: Revista de Ciencias Sociales y Humanidades. — 2019. — T. 4, № 19. — C. 252—255.

169) Spratt, M. The TKT: Course Modules 1, 2 and 3 / M. Spratt, A. Pulverness, M. Williams. — Cambridge : Cambridge University Press, 2016. — 264 p.

170) Stickler, U. Eye Movements of Online Chinese Learners / U. Stickler, L. Shi // CALICO Journal. — 2015. — Vol. 32, № 1. — P. 52—81.

171) Stickler, U. Using Eye-Tracking Technology to Explore Online Learner Interactions / U. Stickler, B. Smith, L. Shi // Language-Learner Computer Interactions. Theory, Methodology and CALL Applications / ed. by C. Caws, M.-J. Hamel. — Amsterdam : John Benjamins Publishing Company, 2016. — P. 163—186.

172) Strang, R. Developing Oral Expression / R. Strang // Language Arts in the Elementary School: Reading / ed. by H. D. Funk, D. Triplett. — Philadelphia, Pennsylvania : J. B. Lippincott Company, 1972. — P. 287—293.

173) Student. The Probable Error of a Mean / Student // Biometrika. — 1908. — Vol. 6, № 1. — P. 1—25.

174) Sulaiman, N. Students' Perceptions on Using Different Listening Assessment Methods: Audio-Only and Video Media / N. Sulaiman et al. // English Language Teaching. — 2017. — Vol. 10, № 8. — P. 93—99.

175) Tragant Mestres, E. Linguistic and Non-linguistic Outcomes of a Reading-while-Listening Program for Young Learners of English / E. Tragant Mestres, À. L. Baró, À. P. Garriga // Reading and Writing. — 2018. — Vol. 32, № 3. — P. 819—838.

176) Tusmagambet, B. Effects of Audiobooks on EFL Learners' Reading Development: Focus on Fluency and Motivation / B. Tusmagambet // English Teaching. — 2020. — Vol. 75, № 2. — P. 41—67.

177) Ur, P. A Course in Language Teaching: Practice and Theory / P. Ur ; ed. by M. Williams, T. Wright. — Cambridge : Cambridge University Press, 2009. — 375 p.

178) van Bon, W. H. J. A Comparison of Three Methods of Reading–while–Listening / W. H. J. van Bon et al. // Journal of Learning Disabilities. — 1991. — Vol. 24, № 8. — P. 471—476.

179) van Leeuwen, T. Multimodality and Identity / T. van Leeuwen. — Abingdon-on-Thames, Oxfordshire : Routledge, 2021. — 190 p.

180) Vassilieva, V. N. Integrative Use of "Techno-R" Remedial Technology and Gaming Technology in Teaching Foreign Language Listening / V. N. Vassilieva, A. V. Drugov // Journal of Research in Applied Linguistics. — 2019. — Vol. 10, S. — P. 463—472.

181) Widdowson, H. G. Teaching Language as Communication / H. G. Widdowson. — Oxford : Oxford University Press, 1978. — 168 p.

182) Wu, C.-J. Refined Use of the Eye-Mind Hypothesis for Scientific Argumentation Using Multiple Representations / C.-J. Wu, C.-Y. Liu // Instructional Science. — 2022. — Vol. 50, № 4. — P. 551—569.

List of Figures

List of Tables

List of Appendices

Appendix A. List of sources for audiobook search

Table A.1. Comparison of audiobook sources

Name of a source, website	Free access	Available text	Adaptation	Opportunity to download
English-e-reader [https://english-e-reader.net/]	✓	✓	✓	✓
LIT2GO [https://ouenglish.ru/english-story-audio]	✓	✓	✓	✓
Ouenglish [https://etc.usf.edu/lit2go/]	✓	✓	✓	×
Black Cat Cideb [https://www.blackcat-cideb.com/en/]	×	✓	✓	✓
LibriVox [https://librivox.org/]	✓	✓	×	✓
Storynory [https://www.storynory.com/]	✓	✓	×	✓
Oxford Learner's Bookshelf [https://www.oxfordlearnersbookshelf.com/]	×	✓	✓	×
Loyal Books [http://www.loyalbooks.com/]	✓	×	×	✓
Audio Literature Odyssey [http://nikolledoolin.com/]	✓	×	×	✓
Digitalbook.io [https://www.digitalbook.io/]	✓	×	×	✓

Appendix B. Tasks for the book
"The Adventures of Huckleberry Finn"

Lesson 1.

Stage 1. Lead-in.

Task 1. Discuss the questions.
− Have you read the book "The Adventures of Huckleberry Finn" or Mark Twain's other books?
− Have you watched the film about Huckleberry Finn?
− Would you like to learn more about this adventure story?

Stage 2. Reading.

Task 2. Mark the statements True or False.

Table B.1. Lesson 1. Task 2

1.	Mark Twain is a pseudonym (fictitious name).	
2.	He lived in the town where he had born.	
3.	One of his professions was a river–pilot.	
4.	"Mark twain" meant the depth of water under the boat.	
5.	"Huckleberry Finn" was the only famous book Mark Twain had.	
6.	The town of St Petersburg is a prototype of the author's home town.	
7.	Mostly he stayed in England and didn't visit other countries.	
8.	He had a happy life in his old age.	

See the answers in Appendix C in Table C.1.

Stage 3. Critical thinking.

Task 3. Discuss the questions in pairs.
− Did Mark Twain have a hard childhood? Why? / Why not?
− Why did the author make his stories biographic?
− Why did he become famous all over the world?

Stage 4. Predicting.

Task 4. Look at the pictures. Guess what will happen in the story.

Figure B.1. Lesson 1. Task 4

Task 5. Watch the trailer of "The Adventures Of Huck Finn" (Disney, 1993). Which of the events are there in the trailer?

Stage 5. Summary.

Task 6. Discuss the questions.
– What have you learnt about Mark Twain today?
– Are you looking forward to reading the book?

Lesson 2.

Stage 1. Lead-in.

Task 1. Discuss the questions.
– Do you know that St Petersburg is situated not only in Russia?
– Where else is a town with the same name?

Stage 2. Vocabulary.

Task 2. Match the words and phrases with the appropriate definitions.

to matter | a gang of robbers | for a while | a cave | a widow | to put out (the light) | a hill | a judge

Table B.2. Lesson 2. Task 2

	for a long time
	a person who is in charge of a trial in a court
	to be important, or to affect what happens
	a group of criminals who work together
	to make a light stop shining
	a large hole in the side of a hill
	a woman whose husband has died and who has not married again
	an area of land that is higher than the surrounding land

See the answers in Appendix C in Table C.2.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage filling in the gaps.

You don't know about me if you haven't 1. _____ a book called "The Adventures of Tom Sawyer". 2. _____ Mark Twain wrote the book and most of 3. _____ is true. In that book robbers stole some 4. _____ and hid it in a very secret place 5. _____ the woods. But Tom Sawyer and I found it, and 6. _____ that we were rich. We got six thousand 7. _____ each — all gold.

In those days I never 8. _____ a home or went to school like Tom 9. _____ all the other boys in St Petersburg. Pop was 10. _____ drunk, and he moved around a lot, so 11. _____ wasn't a very good father. But it didn't 12. _____ to me. I slept in the streets 13. _____ in the woods, and I could do what 14. _____ wanted, when I wanted. It was a fine life.

See the answers in Appendix C.

Task 4. Read and listen to the passage. Match the parts of the sentences.

Table B.3. Lesson 2. Task 4

1. Judge Thatcher put		a. for Huck in the trees.
2. The Widow Douglas invited		b. Huck to persuade him to go back.
3. Huckleberry had to		c. in a chair feeling unhappy.
4. Tom followed		d. "mee–yow" and answered in the same manner.
5. Miss Watson told		e. wear new clothes.
6. Huck was sitting		f. Huck's money in the bank.
7. Huck heard		g. Huck what he should do.
8. Tom Sawyer was waiting		h. Huck to live with her.

See the answers in Appendix C in Table C.3.

Task 5. Read and listen to the passage. Mark the sentences True, False or Not Given.

Table B.4. Lesson 2. Task 5

1.	Tom and Huck met the other boys down the hill.	
2.	They walked to the secret place.	
3.	The secret place was dark and scary.	
4.	The boys made up the name of their gang together.	
5.	Tom suggested killing everyone who offended one of the gang.	
6.	They used blood to seal their vow (prove their words).	
7.	The "gang" was afraid that someone would know about it.	
8.	Tom didn't want to kidnap people for money.	

See the answers in Appendix C in Table C.4.

Task 6. Read and listen to the passage. Work in pairs. Take turns to ask and answer the questions.

- What was Tom going to do with women?
- What was the gang's future plans?
- Why did the boys refuse to begin on Sunday?
- How did Huck feel when he got back home?
- Why was Miss Watson angry with Huck?
- Why did the boys stop playing robbers?

Stage 4. Critical thinking.

Task 7. Discuss the questions in groups.
- Could Huck be a happy child? Why? / Why not?
- Why did the boys arrange a gang of robbers?
- Why didn't the widow scold Huck?
- Why couldn't the boys kill and rob people?

Lesson 3.

Stage 1. Lead-in.

Task 1. Huck met someone. Look at the picture. Can you guess who this man was?

Figure B.2. Lesson 3. Task 1

Stage 2. Vocabulary.

Task 2. Match the words with the pictures (1–4).

a slave ____; a toe____; a pocket ____; a hut ____ .

Figure B.3. Lesson 3. Task 2

Stage 3. Reading and listening.

Task 3. Read and listen to the passage. Choose the correct option.

1) Huck learned
   a) to speak in public.
   b) to read and write.
   c) to sculpt in clay.

2) Huck and Jim
   a) were friends.
   b) were enemies.
   c) didn't speak.

3) Huckleberry found the footprints of
   a) Tom.
   b) his father.
   c) a boar.

4) Huck ran to Judge Thatcher's house to
   a) complain about the Widow Douglas.
   b) tell him about the gang.
   c) ask him to take the money.

5) Judge Thatcher
   a) bought the money.
   b) refused to take the money in any way.
   c) returned the money to Huck.

6) Pop entered the house through
   a) the door.
   b) the roof.
   c) the window.

7) Pop looked
   a) neat and tidy.
   b) unhappy.
   c) old.

8) When Pop learnt that his son went to school, he
   a) was glad.
   b) disapproved it.
   c) was indifferent.

See the answers in Appendix C.

Task 4. Read and listen to the passage. Work in pairs. Take turns to ask and answer the questions.

– Why was Pop annoyed that Huck went to school?
– How did Pop react when Huck started reading?
– Did Pop know that Huck was rich?
– What did Pop take from Huck?

Task 5. Read and listen to the passage filling in the gaps with the missing sentences.

a) He watched me all the time.
b) Then Pop got really angry and one day he caught me and took me a long way up the river in a boat.
c) But when Pop had money, he got drank again and made trouble in town.
d) The judge wouldn't give it to him.

The next day he was drunk, and he went to Judge Thatcher to get my money. 1. ____. But Pop didn't stop trying and every few days I got two or three dollars from the judge to stop Pop from hitting me. 2. ____. He was always coming to the widow's house, and she got angry and told him to stay away. 3. ____. I had to stay with him in a hut in the woods and I couldn't go out by myself. 4. ____. The widow sent a man to find me and bring me home, but Pop went with a gun, and the man ran away.

See the answers in Appendix C.

Task 6. Match the people with what you found out about them in Chapter 1.

Huckleberry Finn | Tom Sawyer | the Widow Douglas | Miss Watson | Judge Thatcher | Pop | Joe Harper and Ben Rogers | Jim

1) _____ wasn't a good father.
2) _____ kept Tom's and Huck's money in the bank.
3) _____ took Huck to live in her house.
4) _____ told Huck how to behave.
5) _____ started the gang of robbers.
6) _____ were the members of the gang.

7) _____ was Miss Watson's slave.

8) _____ first didn't have a home, then began to live with the widow and wear tidy clothes.

See the answers in Appendix C.

Stage 4. Critical thinking.

Task 7. Discuss the questions in pairs.
– What scene is the most interesting for you?
– Who are positive, negative and neutral characters?
– How can you describe each character in only two words?
– Do you sympathise Huckleberry?

Stage 5. Creative thinking.

Task 8. Choose a scene from the chapter (a place that you like or dislike, or think is attractive/interesting/scary). Make a picture of this scene. Write three or four phrases to describe it. Ask your groupmates to guess it.

Lesson 4.

Stage 1. Lead-in.

Task 1. Huck was locked in the hut. Predict what happened next.
– Did Pop let him ago?
– Did Huck try to escape?
– Did anybody help him?

Stage 2. Vocabulary.

Task 2. Study the words before reading. How are they related to the story?

a stick   a hole   a wood

an axe   a sack   a corner

Figure B.4. Lesson 4. Task 2

Stage 3. Reading and listening.

Task 3. Read and listen to the passage. Complete the sentences.
1) After two months of living in a hut Pop . . .
2) One Pop was away for . . .
3) Judge Thatcher wanted to . . .
4) Huck took a decision to . . .
5) Huck's plan was to . . .
6) One morning Pop . . .
7) Huck was surprised to see . . .
8) Huck was going to hide . . .

Task 4. Read and listen to the passage. Then read and listen to the text below and find 5 mistakes.

That afternoon, Pop locked me in and went off to town.

"He won't be back tonight," I thought, so I began to work hard at my hole. Soon I could get out through it, and I carried food and drink and Pop's gun down the tree. Then I put back the wood to hide the hole, took the paper and went in the woods. There I shot a wild pigeon and took it back to the hut with me. Next, I broke down the door with an axe. I carried the pig into the hut and put some of its blood on the ground. Then I put some big potatoes in a sack and pulled it along behind me to the river. Last of all, I put some water and some of my hair on the axe. I left the axe in a corner of the hut and I took the pig down to the river.

See the answers in Appendix C.

Task 5. Read and listen to the passage. Put the events in the correct order.

Table B.5. Lesson 4. Task 5

a.	Huck saw a fire in the woods.	
b.	Huck heard a noise up the river.	
c.	Huckleberry found a place for sleeping and keeping things.	
d.	Huck saw a boat with the citizens of Saint Petersburg.	
e.	Huck decided to have a look around the island.	
f.	Huck went by canoe to Jackson's Island.	

See the answers in Appendix C in Table C.5.

Stage 4. Critical thinking.

Task 6. Discuss the questions in groups.

– Did Huck stage (fake) his murder in a smart way? Why? / Why not?

– Why did Huck think that nobody was going to look for him again?

– Was Huck frightened at first when he saw a fire on the island?

Lesson 5.

Stage 1. Lead-in.

Task 1. Look at the pictures. Say what happened to Huck.

Figure B.5. Lesson 5. Task 1

Stage 2. Vocabulary.

Task 2. Match the words with the translations.

Table B.6. Lesson 5. Task 2

1. to hurt		a. прятаться
2. to sell		b. причинять боль
3. to hide		c. искать
4. to get away		d. отодвигать
5. to shoot		e. стрелять
6. to look for		f. привязывать
7. to pull back		g. продавать
8. to tie up		h. бежать, скрываться

See the answers in Appendix C in Table C.6.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage filling in the gaps.

Silently, I moved along the river in my 1. _____, under the darkness of the trees. And then I 2. _____. Through the trees I could see the light of a 3. _____. Afraid, I left my canoe and went nearer.

4. _____ was a man lying by the fire. Suddenly, 5. _____ sat up and I saw that it was 6. _____, Miss Watson's slave! I was really happy to 7. _____ him! "Hello, Jim," I cried, and I 8. _____ out from behind the tree.

Jim fell to his 9. _____. "Please, don't hurt me!" he cried. "I've always been 10. _____ to dead people!"

See the answers in Appendix C.

Task 4. Read and listen to the passage. Mark the statements True, False or Not Given.

Table B.7. Lesson 5. Task 4

1.	Jim got away because Miss Watson hurt him.	
2.	It was difficult for Jim to run away as a lot of people were near the river.	
3.	Jim felt sad that he had to leave Miss Watson.	
4.	Jim reached the island by boat.	
5.	Huck and Jim carried their things into the canoe.	
6.	Huck and Jim discovered sleeping bags in the river.	
7.	Huck got ill because of cold and rainy weather.	
8.	There was a dead man in the house.	

See the answers in Appendix C in Table C.7.

Task 5. Read and listen to the passage. Work in pairs. Take turns to ask and answer the questions with your partner.

Table B.8. Lesson 5. Task 5

Student A	Student B
What did Huck and Jim take from the island?	Where did Huck and Jim carry the things?
Where were the boys another night?	What did the boys find another night?
What was the raft made of?	How big was the raft?
What did Huck say about the raft?	What did Huck and Jim do with the raft?

Stage 4. Critical thinking.

Task 6. Discuss the questions in pairs.
– What did Huck and Jim feel when they met on the island?
– What kind of relationship did they have? Did Jim treat Huck as a peer or as a younger brother?
– What was life on the island like? Was it hard or rather exciting?

Stage 5. Creative thinking.

Task 7. Choose one of the characters of the book (except Huck). Write the summary of Chapter 2 from this person's view.

Lesson 6.

Stage 1. Lead-in.

Task 1. Read the statements. Which of these things happen in the story?
1) Huckleberry dresses up as a girl.
2) He comes across a group of hunters.
3) A stranger tells Huck the rumours about him.
4) Huck finds out that town men are going to look for Jim and him.

Stage 2. Vocabulary.

Task 2. Match the words with their opposites.

be bright | be ill | be bored | be dark | be empty

Table B.9. Lesson 6. Task 2

	be excited
	be full / crowded
	be well
	be dull
	be light

See the answers in Appendix C in Table C.8.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage. Put the events in the correct order.

Table B.10. Lesson 6. Task 3

a.	Huck and Jim got bored of routine life.	
b.	Huckleberry looked through the window and saw a woman.	
c.	Huck knocked on the door.	
d.	Huckleberry entered a little house.	
e.	The boy went to town by canoe.	
f.	Huck dressed up as a girl to go to town.	

See the answers in Appendix C in Table C.9.

Task 4. Read and listen to the passage. Match the parts of the sentences.

Table B.11. Lesson 6. Task 4

1. The stranger opened		a. with the woman's stories.
2. Huck introduced himself		b. talking about her troubles.
3. The woman asked		c. were wanted.
4. The woman started		d. different versions of Huck's murder.
5. Huck was getting bored		e. to wait for her husband.
6. There were		f. the door and looked at Huck.
7. Jim and old Finn		g. as Sarah Williams.
8. Old Finn left		h. town with two strangers.

See the answers in Appendix C in Table C.10.

Task 5. Read and listen to the passage filling in the gaps with the missing sentences.

   a) When I heard this, my hands began to shake.
   b) Sarah Mary Williams
   c) Oh, they'll soon catch him.
   d) I thought it was Sarah.
"And what about the slave?" I asked.

"1. ____. People want the three hundred dollars. I think he's on Jackson's Island, you know. I've seen smoke there. My husband's gone to get two of his friends and they're going over there with a gun later tonight."

2. ____. The woman looked at me strangely, but then she smiled and said kindly, "What did you say your name was?"

"M-Mary Williams."

"Oh," she said, "3. ____."

"Er ... well, yes, it is. 4. ____. Some people call me Sarah and some call me Mary, you see."

See the answers in Appendix C.

Stage 4. Critical thinking.

Task 6. Discuss the questions in groups.
– Was it a clever trick for Huck to dress up as a girl?
– Did the woman understand at once that Huck was lying?
– Why was she kind to him?
– Why did Huck's hands begin to shake?

Lesson 7.

Stage 1. Lead-in.

Task 1. In pairs, brainstorm some ideas how Huck and Jim could escape from the island and where they could go.

Stage 2. Vocabulary.

Task 2. Match the phrasal verbs with the translations (in the context).

to take smb in | to hurry back | to come up (out of the water)
to get out (the raft) | to fall off (the river boat) | to go away
to move off (down the river)

Table B.12. Lesson 7. Task 2

	торопиться обратно
	доставать
	удаляться, уезжать
	вынырнуть
	падать с
	приютить
	уходить

See the answers in Appendix C in Table C.11.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage. Complete the sentences.
1) The woman smiled because...
2) Huck told her...
3) The woman gave Huck...
4) Huck hurried back...and ...
5) Jim and Huck got out the raft...
6) When it was light, they...
7) When it was dark, they...
8) On the fifth night Jim and Huck...

Task 4. Read and listen to the passage. Then read and listen to the text below and find 5 mistakes.

We slept for most of that day and we began our journey again when it was dark. After some time, we saw lights on the Illinois side of the river and Jim got very sad. He thought it was Cairo. Jim got the canoe ready and I went off in to take a look at those clouds. But it wasn't Cairo.

After that, we went on down the road. It was very dark that night and it wasn't easy to see where we were going. Suddenly, a big lorry came at us very fast, and the next minute it was right over us. Jim and I jumped off the raft into the water. The boat hit the stone and went on up the river.

See the answers in Appendix C.

Task 5. Read and listen to the passage. Choose the correct option.
1) When Huckleberry came up out of the water
    a) he hardly could see anything.
    b) he felt scared.
    c) he lost Jim.
2) Huck thought that Jim
    a) wasn't alive.
    b) got lost.
    c) was somewhere nearby.
3) When Huck came up out of the water, he saw
    a) the jungle.
    b) an old house.
    c) a lot of people.
4) When Huck was asked for his name, he
    a) told the truth.
    b) didn't answer.
    c) lied.
5) The people who lived in the house
    a) didn't invite Huck.
    b) were hospitable.
    c) didn't pay attention to Huck.

6) One of the slaves asked Huck to
   a) follow him.
   b) run away home.
   c) hide.

7) In the trees Huck found
   a) a stranger.
   b) Tom Sawyer.
   c) Jim.

8) It was decided to
   a) stay with the family in the old house.
   b) travel.
   c) come back home.

See the answers in Appendix C.

Stage 4. Critical thinking.

Task 6. Discuss the questions in groups.
– Do you think Jim died?
– Why were the people in the house kind to Huck?
– What was there in the trees?
– What would you do when there was a crash if you were Huck?

Stage 5. Creative thinking.

Task 7. Look at the map. Make a route of Huck and Jim's journey. Where did they arrive? Where did they plan to arrive? Compare your route with your groupmates' one.

Figure B.6. Lesson 7. Task 7

Lesson 8.

Stage 1. Lead-in.

Task 1. Look at the title of the chapter ("The Duke and the King"). Who do you think the duke and the king are?

Figure B.7. Lesson 8. Task 1

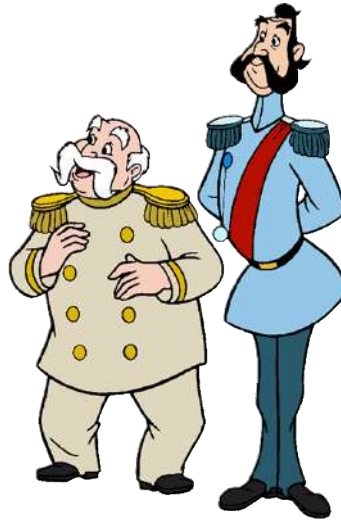**Stage 2. Vocabulary.**

Task 2. Complete the table with the forms of the verbs and their translations.

Table B.13. Lesson 8. Task 2

Verb	Past Simple	Past Participle	Translation
to find			
to get			
to run			
to steal			
to catch			
to come			
to leave			
to do			
to mean			
to tell			

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage filling in the gaps with the missing words.

Two or three days and nights went by and 1. _____ much happened. We travelled at night when it was 2. _____ and everybody was asleep. We didn't want anyone to 3. _____ Jim and ask questions about him.

Then, one 4. _____, just after it was light, I found a 5. _____ canoe, so I got into it and went 5. _____ to the side of the river. I was looking 6. _____ when, suddenly, two men ran through the trees.

"Help!" 7. _____ cried. "There are men and dogs trying to 8. _____ us. But we've done nothing wrong!"

One of the 9. _____ was about seventy years old; the other was about 10. _____, and they both had very old, dirty clothes. I said they could come with me, and we ran quickly back to the canoe.

See the answers in Appendix C.

Task 4. Read and listen to the passage. Match the headings with the parts of the text.

The sad old man | Who is Jim? | The Duke's secret
The French King's story | Services for the Duke

1. _____

Back on the raft we talked for a time and then the young man said, 'My friends, I think I can tell you my secret now. I'm really a duke. My grandfather was the son of the Duke of Bridgewater, but he left England and came to America. When the old Duke died, my grandfather's younger brother stole everything and made himself the Duke of Bridgewater'.

2. _____

Well, of course, we were all very unhappy for our friend the Duke, but he said, 'I'll be happier if you do things for me. Bring me my dinner!'

So we did things for him, and he liked it.

3. _____

But the old man spoke very little and he looked unhappy, too. After a time, he said, 'You know, Bridgewater, I, too, have a secret.' And he began to cry.

'What do you mean?' the Duke asked. 'What's your secret?'

4. _____

And then the old man told us that he was really the first son of the King of France. He asked us all to go down on one knee when we spoke to him. We could call him 'Your Majesty', too. So that was what we did, and they were both happy. Of course, I knew that weren't really a duke and a king, but I didn't tell Jim. It's best if everybody is happy when you're living together on a raft.

5. _____

The King and the Duke were very interested in Jim. 'Is he a slave?' they wanted to know. 'Is he running away?'

I had to tell them something, so I said that Jim belonged to my uncle and was taking me to my family in New Orleans.

See the answers in Appendix C.

Task 5. Match the questions with the answers.

Table B.14. Lesson 8. Task 5

1. What did the Duke and the King decide to do?		a. They decided to escape from the Duke and the King.
2. Did Jim and Huck like the men?		b. The King went off into a town.
3. How did the Duke and the King make money?		c. No, he didn't.
4. What did Jim and Huck decide?		d. No, they didn't.
5. What happened in the morning?		e. They got it out of people.
6. Did the King come back?		f. They decided to travel with Huck and Jim down the river?

See the answers in Appendix C in Table C.12.

Stage 4. Critical thinking.

Task 6. Discuss the questions in pairs.
– Why did Huck help the men?
– Why did the Duke and the King make up their stories?
– Why did Huck think that the men were bad if his lifestyle was far from perfect?
– How could Huckleberry and Jim get away from their new "friends"?

Lesson 9.

Stage 1. Lead-in.

Task 1. In this chapter the King let Huck and Jim down. What do you think he did?

Stage 2. Vocabulary.

Task 2. Find the words that match the definitions in the given passage.

Table B.15. Lesson 9. Task 2

	to speak with a very loud voice
	to answer
	to put something or someone in a place where that thing or person cannot be seen or found
	to make a happy or friendly expression in which the corners of your mouth curve up
	to move something towards yourself, sometimes with great physical effort
	to smile while making sounds with your voice that show you think something is funny or you are happy

See the answers in Appendix C in Table C.13.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage. Mark the statements True, False or Not Given.

Table B.16. Lesson 9. Task 3

1.	Huck and the Duke found the King in a museum.	
2.	The King looked sad.	
3.	When Huck returned, Jim was absent.	
4.	A boy told Huck what had happened to Jim.	
5.	Mr Phelps learnt about a runaway slave from the newspaper.	
6.	The Phelpses were going to keep Jim.	
7.	Mr Phelps was happy to catch the slave.	
8.	Huck was going to save Jim.	
9.	When it got light, Huck went off to the Phelpses' house.	
10.	A lot of dogs started barking when Huck appeared.	

See the answers in Appendix C in Table C.14.

Task 4. Read and listen to the passage. Work in pairs. Take turns to ask and answer the questions with your partner.

Table B.17. Lesson 9. Task 4

Student A	Student B
Who met Huck in front of the house?	When was Huck supposed to come?
What did the woman want to know?	Who went to town every day to meet Huck?
What happened when Huck wanted to tell the truth?	Was the man surprised to see the boy?
Did the man recognise Huck?	Who did the Phelpses mistake Huck for?

Task 5. Match the people with the actions they did in Chapter 4. The names can be used more than once.

Huck | a boy | a woman (Mrs Phelps) | Uncle Silas (Mr Phelps)
the Phelpses | the Duke and the King | Huck and Jim

1) _____ tried to escape from dogs.
2) _____ revealed their secrets about their families.
3) _____ asked questions about Jim.
4) _____ made plans how to get money out of people.
5) _____ fought about money.
6) _____ said what had happened to Jim.
7) _____ caught Jim and planned to return him to the owner.
8) _____ took the raft and hid it on the island.
9) _____ met Huck and took him by the hands.
10) _____ went to town every day to meet Huck.

See the answers in Appendix C.

Stage 4. Critical thinking.

Task 6. Discuss the questions in groups.
– When did the Duke and the King decide to report on Jim?
– Were the Phelpses honest people?
– Why did Mrs Phelps recognise Huck, but Mr Phelps didn't?
– How was Tom Sawyer related to the Phelpses?

Stage 5. Creative thinking.

Task 7. Write what Huckleberry could feel when the following things were happening
1) he met the Duke and the King when they were running away from dogs;
2) the Duke asked to do things for him;
3) the Duke and the King asked about Jim;
4) he didn't find Jim near the river;
5) Mrs Phelps started talking to him;
6) Mr Phelps appeared.

Lesson 10.

Stage 1. Lead-in.

Task 1. Read the words below and try to guess what Chapter 5 is going to be about.

Tom Sawyer | a boat | a good plan | Jim's escape | a real adventure | a hole | Pop Aunt Polly | secret letters | guns | the canoe | a free man | a bullet | a leg | a doctor

Stage 2. Vocabulary.

Task 2. Read the idioms. Figure out their meanings. Do these idioms sound similar in your language?
  – To fall through the floor.
  – One's mouth falls open.
  – To look white in the face.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage. Divide the following things into two groups.
  – Tom and Sid lived with Aunt Polly.
  – Aunt Polly had a sister.
  – Mr and Mrs Phelps were Tom's uncle and aunt.
  – Tom was going to visit the Phelpses.

Table B.18. Lesson 10. Task 3

Things Huck had known about before	Things Huck hadn't known about before

See the answers in Appendix C in Table C.15.

Task 4. Read and listen to the passage. Who said this? Match the character (Tom or Huck) with his words.

_____ "I'm not dead yet."

_____ "You take my bags and say they're yours."

_____ "Well, he's a prisoner here, and I'm going to help him escape."

_____ "I'll make a really good plan."

_____ "It's too easy. It's going to be a real escape, like a real adventure in a story–book."

See the answers in Appendix C.

Task 5. Read and listen to the passage. Then read and listen to the text below and find 8 mistakes.

And we sure had a lot of fun with that plan! We knew that Jim was locked up in a cellar outside the house. Every night we got out through our bedroom window and dug a hole right under the wall of the hut. It took us a week, and it was hard work. We talked to Jim secretly and told him about the plan, and he was really angry.

We also wrote secret letters to everybody. Tom said that people never do this in books. We wrote that there was a gang of slave–thieves coming up from the south. They wanted to steal Jim and get the three thousand dollars from his owner. Well, the Phelpses and their friends got very excited, and on the night of the escape I went into the sitting–room, and there was a crowd of men in there — all with guns!

I ran and told Tom, and he said that this was really terrible. "It's a real adventure now, all right," he said, very excited. "Perhaps, they'll come after us, and shoot, and we'll all get nervous!"

Well, there wasn't time to think about it because it all happened so quickly. We got Jim out through the hole under the door, and began to run down to the river. But the men heard us and came after us. They began to shoot, and so we ran as fast as we could to the bicycle. We got in it and went over to Spanish Island. My raft was there, and our plan was to escape on that and go on down river.

See the answers in Appendix C.

Stage 4. Critical thinking.

Task 6. Discuss the questions in pairs.
– Was it a good plan for Huck to pretend to be Tom? Why? / Why not?
– Why did Tom agree to help Huck free Jim?
– Why was their plan childish?

Lesson 11.

Stage 1. Lead-in.

Task 1. Huck and Tom freed Jim. What was going to be the end of the story?

Stage 2. Vocabulary.

Task 2. Match the words to make phrases.

Table B.19. Lesson 11. Task 2

1. free		a. friend
2. true		b. talk
3. exciting		c. plan
4. big		d. man
5. long		e. clothes
6. clean		f. surprise

See the answers in Appendix C in Table C.16.

Stage 3. Reading and Listening.

Task 3. Read and listen to the passage. Choose the correct option.
1) Tom felt happiest because he
   a) was glad that Jim was free.
   b) had a bullet in his leg.
   c) found some coins.
2) Jim wanted
   a) a doctor to examine Tom.
   b) an adventure to go on.
   c) to run away.
3) A doctor
   a) refused to visit the island.
   b) agreed to go over to the island.
   c) didn't want to examine Tom.

4) The doctor and other men

   a) left Tom in town.

   b) left Tom on the island.

   c) took Tom to the Phelpses.

5) The men brought Jim and

   a) punished him.

   b) thanked him.

   c) locked him up.

6) After this accident Huck

   a) was talkative.

   b) was angry.

   c) didn't talk to anyone.

See the answers in Appendix C.

Task 4. Put the characters' words in the correct order.

1 Tom: "Jim is alright, isn't he? We did it, Aunt Sally. Me and Tom here. We helped Jim escape."

____ Aunt Polly: "You always were a terrible boy, Tom Sawyer, and I want to know — "

____ Aunt Sally: "But Polly dear, this isn't Tom. It's Sid. Tom was here a minute ago. Where is he?"

____ Tom: "You can't do that! Jim was old Miss Watson's slave, but she died two months ago. Before she died, she wrote that she wanted Jim to be free, and not a slave anymore."

____ Aunt Sally: "That slave is locked up again and he's going to stay there. And if I catch you again — "

____ Aunt Sally: "But Sid, why did you help him to escape if he is free already?"

____ Tom: "I wanted the adventure, of course! We made a really exciting plan and . . . Oh my! . . . AUNT POLLY!"

____ Aunt Polly: "Where's Huck Finn, you mean. Come out from under that bed, Huck Finn."

See the answers in Appendix C.

Task 5. Read and listen to the passage filling in the gaps with the missing sentences.

 a) All my money back in St Petersburg will be in Pop's pockets by now.

b) She knew that it wasn't true, so she decided to come and find out what was happening.

c) Later, Tom, Jim and I had a long talk by ourselves.

So Tom and I had to explain everything. Aunt Polly said that Aunt Sally wrote and told her that Tom and Sid were there. 1. ____. But she said that it was true about Miss Watson and that Jim was a free man now.

We got Jim out of the hut and Aunt Sally and Uncle Silas were really nice to him. Tom talked and talked, and then he said, 2. ____ "Let's all three of us run away one night, and go and have adventures in the wild country down the south."

It sounded like a good plan to me. "The only thing is", I said, "I haven't got any money to buy the right clothes and things. 3. ____".

See the answers in Appendix C.

Task 6. Look at the pictures and retell Chapter 5.
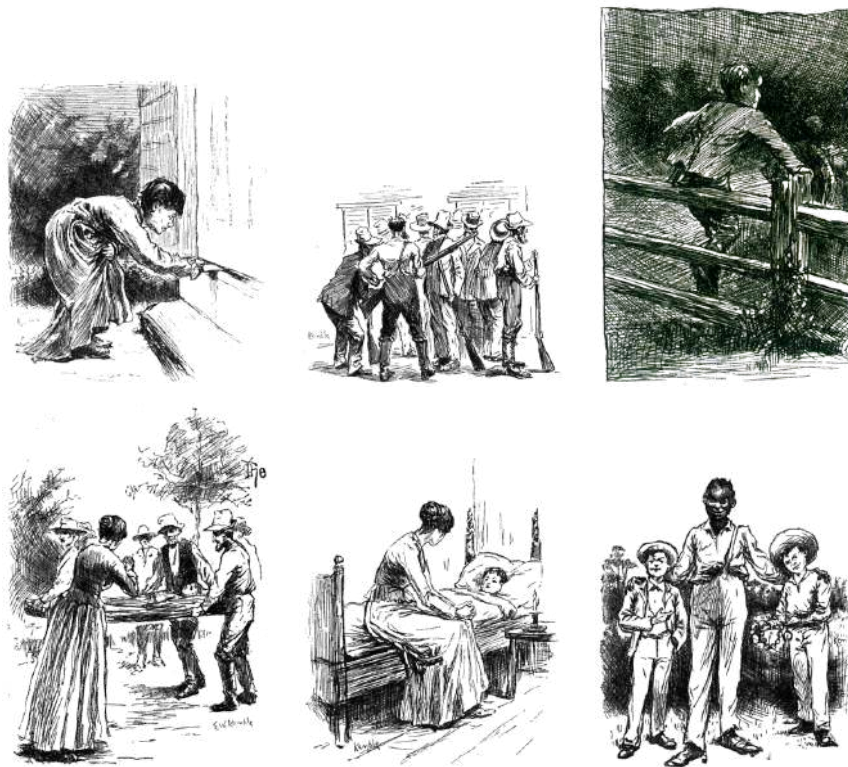
Figure B.8. Lesson 11. Task 6

Stage 4. Critical thinking.

Task 7. Discuss the questions in groups.
– Why didn't Jim run away when Tom got a bullet in his leg?
– Why did Huck "keep out of everybody's way" when Tom felt bad?
– Was Huck disappointed when he heard the news about Pop?
– Why didn't Huck want to live with Aunt Sally?

Stage 5. Creative thinking.

Task 8. Choose three or four characters from the book and make their posters. The poster includes a picture of a character and a few facts about him/her.

Lesson 12.

Stage 1. Lead-in.

Task 1. Do you remember the story well? Can you prove it?

Stage 2. Vocabulary revision.

Task 2. Write the words in the crossword.
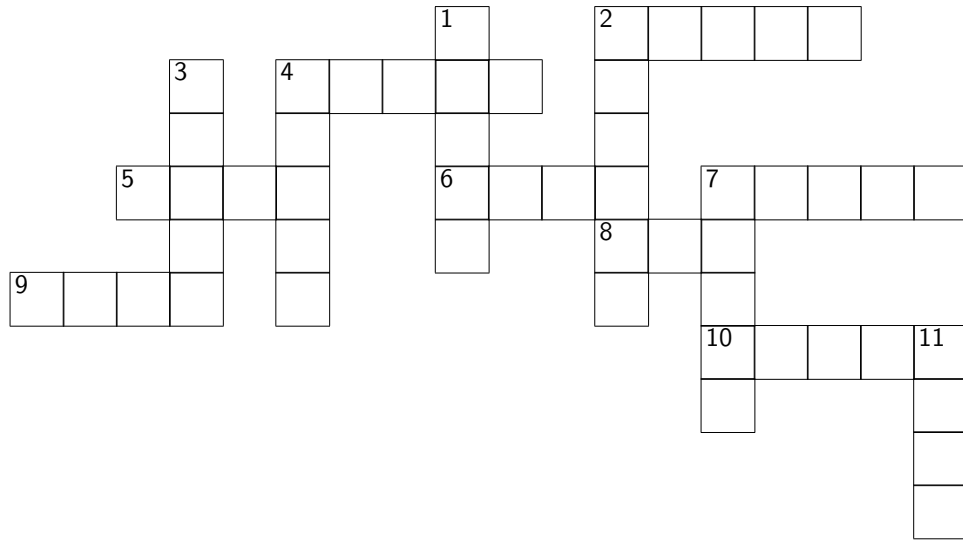
Figure B.9. Lesson 12. Task 2

Across.

2) the opposite of excited
4) to speak with a very loud voice
5) to put something or someone in a place where that thing or person cannot be seen or found
6) a group of criminals who work together
7) a person who is legally owned by someone else and has to work for that person
8) a small, simple building
9) an empty space in an object
10) to take hold of something, especially something that is moving through the air

Down.

1) a person who is in charge of a trial in a court
2) the opposite of dull
3) to make a happy or friendly expression in which the corners of your mouth curve up
4) to take something without the permission or knowledge of the owner and keep it
7) a thin piece of wood
11) to feel pain in a part of your body, or to injure someone or cause them pain

See the answers in Appendix C on figure C.1.

Stage 3. Summarising the story.

Task 3. Complete the summary with the missing names.

The story begins in the small town of 1. _____ on the Mississippi River. At the beginning Huck is rich because Tom Sawyer and he have found a treasure. He has no mother, and his father 2. _____ is a town drunkard so he lives with the Widow Douglas who is kind to him. It's difficult for Huck to live in a house, wear clean clothes and go to school.

One day Pop visits Huckleberry and asks to give him money. Huck doesn't want to do it and asks 3. _____ to buy all his money. Then Pop takes Huck to live with him in the woods. Huck is happy to live away from the 4. _____, but his father gets drunk too often and hits him. Huck decides to stage his murder and run away.

Huck meets up a runaway slave 5. _____. They start to travel down the 6. _____ river on a raft. On their way Huck and Jim meet two men (the 7. _____ and the King) who want to travel with them. When they stop in a town, the King lets Huck and Jim down and tells a local man that Jim is a runaway slave.

Jim is taken on a farm of the 8. _____. When Huck visits their place, they mistake him for Tom Sawyer. Then Tom comes and pretends to be 9. _____. Tom and Huck plan to free Jim and help him escape one night, but local men shoot Tom's leg. Jim refuses to escape, Huck finds a doctor and Tom is carried to the Phelpses' home.

10. _____ arrives and reveals the truth about Huck and Tom. She also says that Jim is a free man now. Huck, Tom and Jim plan new adventures.

See the answers in Appendix C.

Stage 4. Story reflection.

Task 4. Say what you think about the characters in the story.

Table B.20. Lesson 12. Task 4

		brave	
Huckleberry Finn		smart	
Tom Sawyer		crazy	
Jim		stupid	
Pop		kind	
Judge Thatcher	was	miserable	because ...
the Widow Douglas	were	cruel	
Miss Watson		dishonest	
Aunt Polly		fun	
the Duke and the King		generous	
the Phelpses		caring	
		loyal	

Task 5. Write the review on the book. Include the following information:
1) the author, the title and the genre;
2) interesting facts about the book;
3) brief summary;
4) the characters;
5) your favourite part of the story and character;
6) your recommendation.

Appendix C. Answer keys

Table C.1. Lesson 1. Task 2. Answers

1.	Mark Twain is a pseudonym (fictitious name).	T
2.	He lived in the town where he had born.	F
3.	One of his professions was a river-pilot.	T
4.	"Mark twain" meant the depth of water under the boat.	T
5.	"Huckleberry Finn" was the only famous book Mark Twain had.	F
6.	The town of St Petersburg is a prototype of the author's home town.	T
7.	Mostly he stayed in England and didn't visit other countries.	F
8.	He had a happy life in his old age.	F

Table C.2. Lesson 2. Task 2. Answers

for a while	for a long time
a judge	a person who is in charge of a trial in a court
to matter	to be important, or to affect what happens
a gang of robbers	a group of criminals who work together
to put out (the light)	to make a light stop shining
a cave	a large hole in the side of a hill
a widow	a woman whose husband has died and who has not married again
a hill	an area of land that is higher than the surrounding land

Lesson 2. Task 3. Answers.

You don't know about me if you haven't 1. _read_ a book called The Adventures of Tom Sawyer. 2. _Mr_ Mark Twain wrote the book and most of 3. _it_ is true. In that book robbers stole some 4. _money_ and hid it in a very secret place 5. _in_ the woods. But Tom Sawyer and I found it, and 6. _after_ that we were rich. We got six thousand 7. _dollars_ each — all gold.

In those days I never 8. _had_ a home or went to school like Tom 9. _and_ all the other boys in St Petersburg. Pop was 10. _always_ drunk, and he moved around

a lot, so 11. <u>he</u> wasn't a very good father. But it didn't 12. <u>matter</u> to me. I slept in the streets 13. <u>or</u> in the woods, and I could do what 14. <u>I</u> wanted, when I wanted. It was a fine life

Table C.3. Lesson 2. Task 4. Answers

1. Judge Thatcher put	f.	Huck's money in the bank.
2. The Widow Douglas invited	h.	Huck to live with her.
3. Huckleberry had to	e.	wear new clothes.
4. Tom followed	b.	Huck to persuade him to go back.
5. Miss Watson told	g.	Huck what he should do.
6. Huck was sitting	c.	in a chair feeling unhappy.
7. Huck heard	d.	"mee–yow" and answered in the same manner.
8. Tom Sawyer was waiting	a.	for Huck in the trees.

Table C.4. Lesson 2. Task 5. Answers

1.	Tom and Huck met the other boys down the hill.	T
2.	They walked to the secret place.	F
3.	The secret place was dark and scary.	NG
4.	The boys made up the name of their gang together.	F
5.	Tom suggested killing everyone who offended one of the gang.	T
6.	They used blood to seal their vow (prove their words).	T
7.	The "gang" was afraid that someone would know about it.	NG
8.	Tom didn't want to kidnap people for money.	F

Lesson 3. Task 3. Answers.

1) Huck learned
   b) to read and write.
2) Huck and Jim
   a) were friends.
3) Huckleberry found the footprints of
   b) his father.

4) Huck ran to Judge Thatcher's house to

   c) ask him to take the money.

5) Judge Thatcher

   a) bought the money.

6) Pop entered the house through

   c) the window.

7) Pop looked

   c) old.

8) When Pop learnt that his son went to school, he

   b) disapproved it.

Lesson 3. Task 5. Answers.

The next day he was drunk, and he went to Judge Thatcher to get my money. 1. _d_. But Pop didn't stop trying and every few days I got two or three dollars from the judge to stop Pop from hitting me. 2. _c_. He was always coming to the widow's house, and she got angry and told him to stay away. 3. _b_. I had to stay with him in a hut in the woods and I couldn't go out by myself. 4. _a_. The widow sent a man to find me and bring me home, but Pop went with a gun, and the man ran away.

Lesson 3. Task 6. Answers.

1) _Pop_ wasn't a good father.
2) _Judge Thatcher_ kept Tom's and Huck's money in the bank.
3) _the Widow Douglas_ took Huck to live in her house.
4) _Miss Watson_ told Huck how to behave.
5) _Tom Sawyer_ started the gang of robbers.
6) _Joe Harper and Ben Rogers_ were the members of the gang.
7) _Jim_ was Miss Watson's slave.
8) _Huckleberry Finn_ first didn't have a home, then began to live with the widow and wear tidy clothes.

Lesson 4. Task 4. Answers.

That afternoon, Pop locked me in and went off to town.

"He won't be back tonight," I thought, so I began to work hard at my hole. Soon I could get out through it, and I carried food and drink and Pop's gun down

the **canoe**. Then I put back the wood to hide the hole, took the **gun** and went in the woods. There I shot a wild **pig** and took it back to the hut with me. Next, I broke down the door with an axe. I carried the pig into the hut and put some of its blood on the ground. Then I put some big **stones** in a sack and pulled it along behind me to the river. Last of all, I put some **blood** and some of my hair on the axe. I left the axe in a corner of the hut and I took the pig down to the river.

Table C.5. Lesson 4. Task 5. Answers

a.	Huck saw a fire in the woods.	6
b.	Huck heard a noise up the river.	2
c.	Huckleberry found a place for sleeping and keeping things.	4
d.	Huck saw a boat with the citizens of Saint Petersburg.	3
e.	Huck decided to have a look around the island.	5
f.	Huck went by canoe to Jackson's Island.	1

Table C.6. Lesson 5. Task 2. Answers

1. to hurt	b	причинять боль
2. to sell	g	продавать
3. to hide	a	прятаться
4. to get away	h	бежать, скрываться
5. to shoot	e	стрелять
6. to look for	c	искать
7. to pull back	d	отодвигать
8. to tie up	f	привязывать

Lesson 5. Task 3. Answers.

Silently, I moved along the river in my 1. _canoe_, under the darkness of the trees. And then I 2. _stopped_. Through the trees I could see the light of a 3. _fire_. Afraid, I left my canoe and went nearer. 4. _There_ was a man lying by the fire. Suddenly, 5. _he_ sat up and I saw that it was 6. _Jim_, Miss Watson's slave! I was really happy to 7. _see_ him! "Hello, Jim," I cried, and I 8. _jumped_ out from behind the tree.

Jim fell to his 9. _knees_. "Please, don't hurt me!" he cried. "I've always been 10. _good_ to dead people!"

Table C.7. Lesson 5. Task 4. Answers

1.	Jim got away because Miss Watson hurt him.	F
2.	It was difficult for Jim to run away as a lot of people were near the river.	T
3.	Jim felt sad that he had to leave Miss Watson.	NG
4.	Jim reached the island by boat.	T
5.	Huck and Jim carried their things into the canoe.	F
6.	Huck and Jim discovered sleeping bags in the river.	F
7.	Huck got ill because of cold and rainy weather.	NG
8.	There was a dead man in the house.	T

Table C.8. Lesson 6. Task 2. Answers

be bored	be excited
be empty	be full / crowded
be ill	be well
be bright	be dull
be dark	be light

Table C.9. Lesson 6. Task 3. Answers

a.	Huck and Jim got bored of routine life.	1
f.	Huck dressed up as a girl to go to town.	2
e.	The boy went to town by canoe.	3
d.	Huckleberry entered a little house.	4
b.	Huckleberry looked through the window and saw a woman.	5
c.	Huck knocked on the door.	6

Table C.10. Lesson 6. Task 4. Answers

1. The stranger opened	f.	the door and looked at Huck.
2. Huck introduced himself	g.	as Sarah Williams.
3. The woman asked	e.	to wait for her husband.
4. The woman started	b.	talking about her troubles.
5. Huck was getting bored	a.	with the woman's stories.
6. There were	d.	different versions of Huck's murder.
7. Jim and old Finn	c	were wanted.
8. Old Finn left	h.	town with two strangers.

Lesson 6. Task 5. Answers.

"And what about the slave?" I asked.

"1. _c_. People want the three hundred dollars. I think he's on Jackson's Island, you know. I've seen smoke there. My husband's gone to get two of his friends and they're going over there with a gun later tonight."

2. _a_. The woman looked at me strangely, but then she smiled and said kindly, "What did you say your name was?"

"M-Mary Williams."

"Oh," she said, "3. _d_."

"Er ... well, yes, it is. 4. _b_. Some people call me Sarah and some call me Mary, you see."

Table C.11. Lesson 7. Task 2. Answers

to hurry back	торопиться обратно
to get out (the raft)	доставать
to move off (down the river)	удаляться, уезжать
to come up (out of the water)	вынырнуть
to fall off (the river boat)	падать с
to take smb in	приютить
to go away	уходить

Lesson 7. Task 4. Answers.

We slept for most of that day and we began our journey again when it was dark. After some time, we saw lights on the Illinois side of the river and Jim got very excited. He thought it was Cairo. Jim got the canoe ready and I went off in to take a look at those lights. But it wasn't Cairo.

After that, we went on down the river. It was very dark that night and it wasn't easy to see where we were going. Suddenly, a big steamboat came at us very fast, and the next minute it was right over us. Jim and I jumped off the raft into the water. The boat hit the raft and went on up the river.

Lesson 7. Task 5. Answers.

1) When Huckleberry came up out of the water
   c) he lost Jim.
2) Huck thought that Jim
   a) wasn't alive.
3) When Huck came up out of the water, he saw
   b) an old house.
4) When Huck was asked for his name, he
   c) lied.
5) The people who lived in the house
   b) were hospitable.
6) One of the slaves asked Huck to
   a) follow him.
7) In the trees Huck found
   c) Jim.
8) It was decided to
   b) travel.

Lesson 8. Task 3. Answers.

Two or three days and nights went by and 1. _nothing_ much happened. We travelled at night when it was 2. _dark_ and everybody was asleep. We didn't want anyone to 3. _see_ Jim and ask questions about him.

Then, one 4. _morning_ , just after it was light, I found a 5. _little_ canoe, so I got into it and went 5. _over_ to the side of the river. I was looking 6. _round_ when, suddenly, two men ran through the trees.

"Help!" 7. _they_ cried. "There are men and dogs trying to 8. _catch_ us. But we've done nothing wrong!"

One of the 9. _men_ was about seventy years old; the other was about 10. _thirty_ , and they both had very old, dirty clothes. I said they could come with me, and we ran quickly back to the canoe.

<center>Lesson 8. Task 4. Answers.</center>

1) The Duke's secret.
2) Services for the Duke.
3) The sad old man.
4) The French King's story.
5) Who is Jim?

Table C.12. Lesson 8. Task 5. Answers

1.	What did the Duke and the King decide to do?	f.	They decided to travel with Huck and Jim down the river?
2.	Did Jim and Huck like the men?	d.	No, they didn't.
3.	How did the Duke and the King make money?	e.	They got it out of people.
4.	What did Jim and Huck decide?	a.	They decided to escape from the Duke and the King.
5.	What happened in the morning?	b.	The King went off into a town.
6.	Did the King come back?	c.	No, he didn't.

Table C.13. Lesson 9. Task 2. Answers

to shout	to speak with a very loud voice
to reply	to answer
to hide	to put something or someone in a place where that thing or person cannot be seen or found
to smile	to make a happy or friendly expression in which the corners of your mouth curve up
to pull	to move something towards yourself, sometimes with great physical effort
to laugh	to smile while making sounds with your voice that show you think something is funny or you are happy

Table C.14. Lesson 9. Task 3. Answers

1.	Huck and the Duke found the King in a museum.	F
2.	The King looked sad.	NG
3.	When Huck returned, Jim was absent.	T
4.	A boy told Huck what had happened to Jim.	T
5.	Mr Phelps learnt about a runaway slave from the newspaper.	F
6.	The Phelpses were going to keep Jim.	F
7.	Mr Phelps was happy to catch the slave.	NG
8.	Huck was going to save Jim.	T
9.	When it got light, Huck went off to the Phelpses' house.	F
10.	A lot of dogs started barking when Huck appeared.	T

Lesson 9. Task 5. Answers.

1) The Duke and the King tried to escape from dogs.
2) The Duke and the King revealed their secrets about their families.
3) The Duke and the King asked questions about Jim.
4) The Duke and the King made plans how to get money out of people.
5) The Duke and the King fought about money.
6) A boy said what had happened to Jim.
7) The Phelpses caught Jim and planned to return him to the owner.

8) <u>Huck</u> took the raft and hid it on the island.

9) <u>A woman (Mrs Phelps)</u> met Huck and took him by the hands.

10) <u>Uncle Silas (Mr Phelps)</u> went to town every day to meet Huck.

Table C.15. Lesson 10. Task 3. Answers

Things Huck had known about before	Things Huck hadn't known about before
Tom and Sid lived with Aunt Polly	Aunt Polly had a sister
	Mr and Mrs Phelps were Tom's uncle and aunt
	Tom was going to visit the Phelpses

Lesson 10. Task 4. Answers.

<u>Huck</u> "I'm not dead yet."

<u>Tom</u> "You take my bags and say they're yours."

<u>Huck</u> "Well, he's a prisoner here, and I'm going to help him escape."

<u>Tom</u> "I'll make a really good plan."

<u>Tom</u> "It's too easy. It's going to be a real escape, like a real adventure in a story-book."

Lesson 10. Task 5. Answers.

And we sure had a lot of fun with that plan! We knew that Jim was locked up in a **hut** outside the house. Every night we got out through our bedroom window and dug a hole right under the wall of the hut. It took us a week, and it was hard work. We talked to Jim secretly and told him about the plan, and he was really **pleased**.

We also wrote secret letters to everybody. Tom said that people **always** do this in books. We wrote that there was a gang of slave-thieves coming up from the south. They wanted to steal Jim and get the three **hundred** dollars from his owner. Well, the Phelps and their friends got very excited, and on the night of the escape I went into the sitting-room, and there was a crowd of men in there — all with guns!

I ran and told Tom, and he said that this was really **good**. "It's a real adventure now, all right," he said, very excited. "Perhaps, they'll come after us, and shoot, and we'll all get **killed**!"

Well, there wasn't time to think about it because it all happened so quickly. We got Jim out through the hole under the **wall**, and began to run down to the river. But the men heard us and came after us. They began to shoot, and so we ran as fast as we could to the **canoe**. We got in it and went over to Spanish Island. My raft was there, and our plan was to escape on that and go on down river.

Table C.16. Lesson 11.

Task 2. Answers

1. free	d	man
2. true	a	friend
3. exciting	c	plan
4. big	f	surprise
5. long	b	talk
6. clean	e	clothes

Lesson 11. Task 3. Answers.

1) Tom felt happiest because he
   b) had a bullet in his leg.
2) Jim wanted
   a) a doctor to examine Tom.
3) A doctor
   b) agreed to go over to the island.
4) The doctor and other men
   c) took Tom to the Phelpses.
5) The men brought Jim and
   c) locked him up.
6) After this accident Huck
   c) didn't talk to anyone.

Lesson 11. Task 4. Answers.

1 Tom: "Jim is alright, isn't he? We did it, Aunt Sally. Me and Tom here. We helped Jim escape."

 2 Aunt Sally: "That slave is locked up again and he's going to stay there. And if I catch you again — "

_3_ Tom: "You can't do that! Jim was old Miss Watson's slave, but she died two months ago. Before she died, she wrote that she wanted Jim to be free, and not a slave anymore."

_4_ Aunt Sally: "But Sid, why did you help him to escape if he is free already?"

_5_ Tom: "I wanted the adventure, of course! We made a really exciting plan and . . . Oh my! . . . AUNT POLLY!"

_6_ Aunt Polly: "You always were a terrible boy, Tom Sawyer, and I want to know — "

_7_ Aunt Sally: "But Polly dear, this isn't Tom. It's Sid. Tom was here a minute ago. Where is he?"

_8_ Aunt Polly: "Where's Huck Finn, you mean. Come out from under that bed, Huck Finn."

Lesson 11. Task 5. Answers.

So Tom and I had to explain everything. Aunt Polly said that Aunt Sally wrote and told her that Tom and Sid were there. 1. _b_ . But she said that it was true about Miss Watson and that Jim was a free man now.

We got Jim out of the hut and Aunt Sally and Uncle Silas were really nice to him. Tom talked and talked, and then he said, 2. _c_ "Let's all three of us run away one night, and go and have adventures in the wild country down the south."

It sounded like a good plan to me. "The only thing is", I said, "I haven't got any money to buy the right clothes and things. 3. _a_ ".
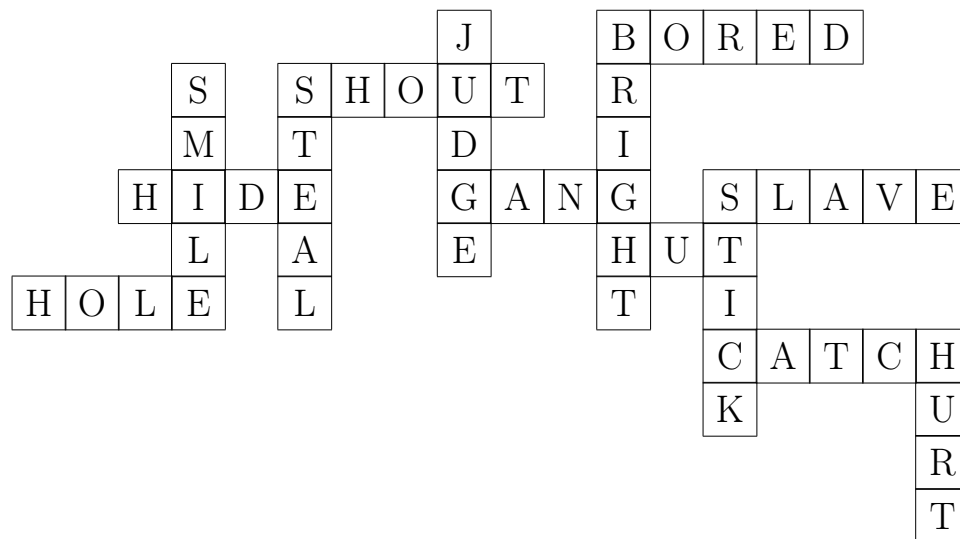

Figure C.1. Lesson 12. Task 2. Answers

Lesson 12. Task 3. Answers.

The story begins in the small town of 1. St Petersburg on the Mississippi River. At the beginning Huck is rich because Tom Sawyer and he have found a treasure. He has no mother, and his father 2. Pop is a town drunkard so he lives with the Widow Douglas who is kind to him. It's difficult for Huck to live in a house, wear clean clothes and go to school.

One day Pop visits Huckleberry and asks to give him money. Huck doesn't want to do it and asks 3. Judge Thatcher to buy all his money. Then Pop takes Huck to live with him in the woods. Huck is happy to live away from the 4. Widow Douglas, but his father gets drunk too often and hits him. Huck decides to stage his murder and run away.

Huck meets up a runaway slave 5. Jim. They start to travel down the 6. Mississippi river on a raft. On their way Huck and Jim meet two men (the 7. Duke and the King) who want to travel with them. When they stop in a town, the King lets Huck and Jim down and tells a local man that Jim is a runaway slave.

Jim is taken on a farm of the 8. Phelpses. When Huck visits their place, they mistake him for Tom Sawyer. Then Tom comes and pretends to be 9. Sid. Tom and Huck plan to free Jim and help him escape one night, but local men shoot Tom's leg. Jim refuses to escape, Huck finds a doctor and Tom is carried to the Phelpses' home.

10. Aunt Polly arrives and reveals the truth about Huck and Tom. She also says that Jim is a free man now. Huck, Tom and Jim plan new adventures.

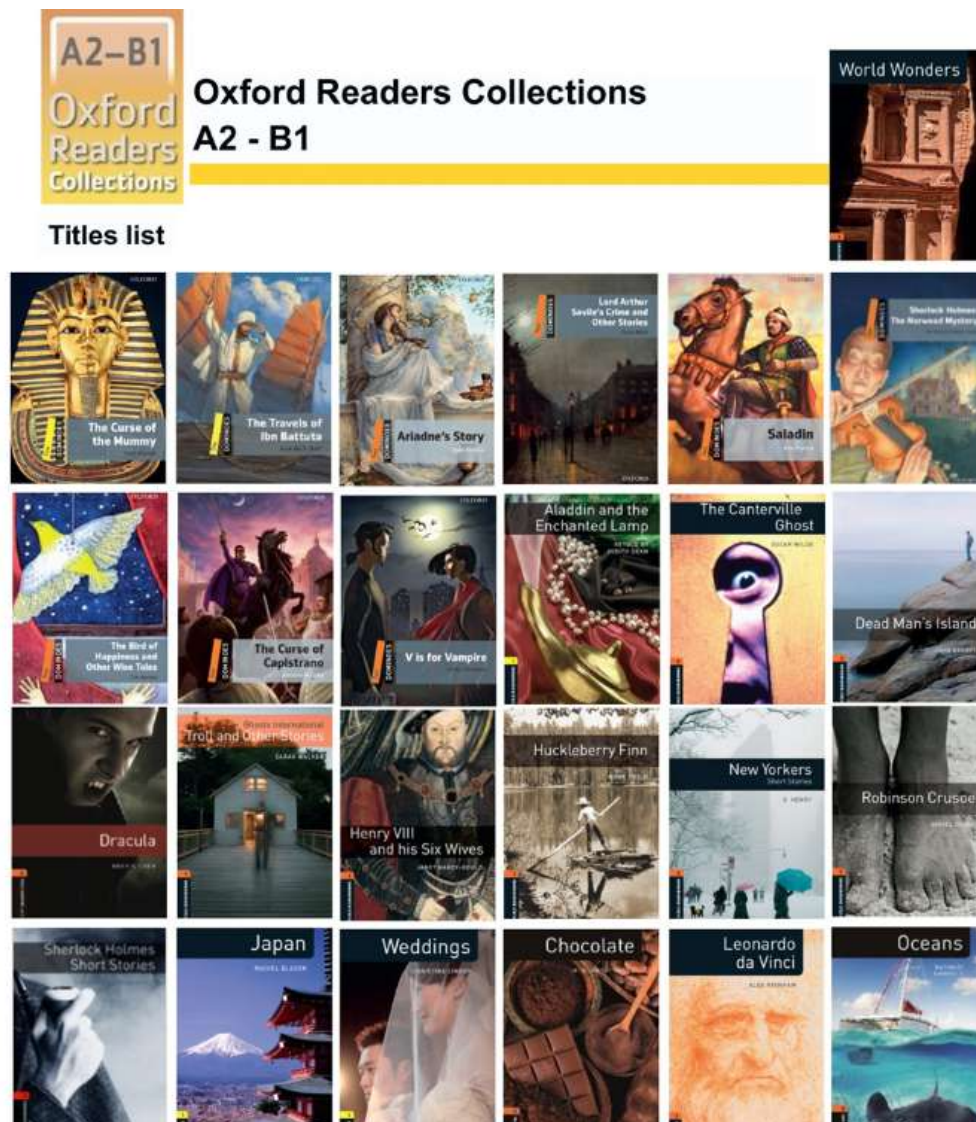## Appendix D. List of books in "Oxford Readers Collection"

Figure D.1. Oxford Readers Collection

1) Hannam J. The Curse of the Mummy. Oxford University Press. 56 p.
2) Hardy-Gould J. The Travels of Ibn Battuta. Oxford University Press. 45 p.
3) Hannam J. Ariadne's Story. Oxford University Press. 72 p.
4) Wilde O. Lord Arthur Savile's Crime and Other Stories. Oxford University Press. 72 p.
5) Prentice N. Saladin. Oxford University Press. 60 p.
6) Conan Doyle A. Sherlock Holmes: The Norwood Mystery. Oxford University Press. 72 p.

7) Herdon T. The Bird of Happiness and Other Wise Tales. Oxford University Press. 58 p.

8) McCulley. The Curse of Capistrano. Oxford University Press. 72 p.

9) Bowler B., Parminter S. V is for Vampire. Oxford University Press. 67 p.

10) Dean J. Aladdin and the Enchanted Lamp. Oxford University Press. 56 p.

11) Wilde O. The Canterville Ghost. Oxford University Press. 64 p.

12) Escott J. Dead Man's Island. Oxford University Press. 56 p.

13) Stoker B. Dracula. Oxford University Press. 64 p.

14) Walker S. Ghosts International: Troll and Other Stories. Oxford University Press. 64 p.

15) Hardy-Gould J. Henry VIII and his Six Wives. Oxford University Press. 64 p.

16) Twain M. Huckleberry Finn. Oxford University Press. 56 p.

17) Henry O. New Yorkers. Oxford University Press. 64 p.

18) Defoe D. Robinson Crusoe. Oxford University Press. 64 p.

19) Conan Doyle A. Sherlock Holmes Short Stories. Oxford University Press. 64 p.

20) Bladon R. Japan. Oxford University Press. 64 p.

21) Lindop C. Weddings. Oxford University Press. 64 p.

22) Hardy-Gould J. Chocolate. Oxford University Press. 64 p.

23) Raynham A. Leonardo da Vinci. Oxford University Press. 64 p.

24) Newbolt B. Oceans. Oxford University Press. 64 p.

25) Newbolt B. World Wonders. Oxford University Press. 64 p.