

Effective Ways of Teaching Reading Skills to B1 Level Learners

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Effective Ways of Teaching Reading Skills to B1 Level Learners

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Abstract: Some texts, like in philosophy, literature or scientific research, may appear more difficult to read because of the prior knowledge they assume, the tradition from which they come, or the tone, such as criticizing or parodizing. Philosopher Jacques Derrida, explained his opinion about complicated text: "In order to unfold what is implicit in so many discourses, one would have each time to make a pedagogical outlay that is just not reasonable to expect from every book. Here the responsibility has to be shared out, mediated; the reading has to do its work and the work has to make its reader." Other philosophers, however, believe that if you have something to say, you should be able to make the message readable to a wide audience.

Key words: language, strategie, reading, writing, native, english.

Introduction

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. So, the **importance** of this qualification paper is to help learners move past this idea and use top-down strategies as they do in their native language.

Reading skill leads to autonomous and independent learning. Having considered failed students who have had only just problems with failure on any kind of professional reading standardized tests as TOEFL or IELTS and recent reports on that the majority students tested in the U.K. are not fluent readers from proficiency examinations, the **actuality** of the research comprises the idea that it is not enough to tell students about these skills. Learners should make important gains in this area. According to set actuality the research shows such students what good readers do, how their minds work, how they make meaning from reading. And the only way to show them is to model—to do it ourselves.

To help pupils develop a set of reading strategies and match appropriate strategies to each reading situation **novelty was set** on effective language instructions showing students how they can adjust their reading behavior to deal with a variety of situations, types of input and reading purposes.

In order to ascertain actuality and novelty of this research we put forward the following **questions**:

1. How can extensive reading contribute to reading comprehension?
2. What strategies are used by students when they do ER?
3. What are the steps of extensive reading?
4. How can extensive reading be converted into productive skill?

The practical part of my work is going to rely on the assistance of two experiment groups from Foreign Languages department of Academic Lyceum at the Uzbek State University of world languages. Different

strategies, particularly, extensive reading for academic reading will be used in 109th group, tradition Grammar-translational approach will be applied for 111th group. The duration of experiment prolongs approximately for 2 months.

We suppose that when language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

The way to provide the priority of education, transform the education into the democratic and humanitarian fields, create intellectual-social oriented system is capable to open all the possibilities of the person was chosen during the first years of independence. The task was to train the young generation on the basis of national traditions and humanity values, patriots of their country with high moral qualities, as well as competent specialists possessing up-to-date knowledge and skills in chosen field, with initiative, and creative thinking. Modern requirements of knowledge consider various skills on the basis of the world standards, and the present research work is closely associated mainly with reading skills. The topic of research paper is *“Effective ways of teaching reading skills to B1 level learners”* and it examines what linguistic research says about the nature of reading skills, and then explores implications on reading strategies.

The researcher is going to refer to the following plan during reviewing sources:

1. Defining reading
2. Defining B1 level learners
3. The role of reading skills in B1 level classes
4. Diversity of methods of teaching reading skills
5. The effect of using different reading strategies.

According to P.Hench, the process of gaining knowledge is one of the primary objectives of reading skills. Educators teach various reading skills and strategies for readers to enhance their ability to take the words within a book or document and learn about something. Skilled readers are thinking readers (Hench 2010: 10). They know how to monitor their reading for comprehension and how to adjust if comprehension is lost. They prepare for reading tasks before starting to read, construct meaning as they read, and reflect on their reading when they finish. Although not all knowledge acquired from reading is new information, the reiteration of assumed and common knowledge is also aided by being reading properly and following along with what has been written. The knowledge objective of teaching proper reading skills helps students increase vocabulary, language, communication and recollection skills.

P.L.Griffith and J.Ruan overstated the case that readers must constantly make decisions that impinge on their comprehension of text: when to reread a portion of text, when and what type of inference to make, what information of importance to retain in memory and what information of lesser importance to discard, when to move on in the reading of text and at what rate (Griffith & Ruan 2008:5).

As C.Nuttal states that “the aims of reading program are to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar texts, at appropriate speed, silently and with adequate understanding.” As was stated in the article entitled “Strategies for developing reading skills”, reading skill has several strategies to achieve the purpose of reading (Nuttal 2008:14).

The students are able to enjoy reading some texts if they understood well, so it needs more comprehension, as the comprehension means the capability to give details about grammar and structure of a page of text, it also means the ability to sum up the thesis and argument of a whole book in a few sentences (A.J. Aebersold & M.L.Fied 2009: 8).

What is reading?

Reading as a part of language skills, makes the students are able to speak fluently and write well, and also comprehend the text. A.Brynes states: “Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, sentences, and paragraphs that encode the meaning”. Moreover, reading and the type of text have the purpose to determine the specific knowledge, skills

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and strategies that the reader need to apply to achieve reading comprehension. Because reading comprehension is more than decoding, it results when the reader knows which skill and strategies are suitable for the type of text, and understands how to relate them to complete the reading purpose (Bryners 2008: 2).

According to A.Brynes' definition, reading can be either language skill or process which determines the reader to use knowledge, skills and strategies. Reader knowledge, skills and strategies include:

1. *Linguistic competence* as the ability to recognize the elements of the writing system; understanding of vocabulary: comprehension of how words are structured into sentences.
2. *Discourse competence* it is the knowledge of discourse markers and how they fix parts of the text to one another.
3. *Sociolinguistic competence* as knowledge about different type of texts and their usual structure and content.
4. *Strategic competence* it is the ability to use top down strategies as well as knowledge of the language.

A skill and a strategy

Skill and strategy both are sounded similar, but in fact, they have different usage and function especially for teachers and learners. As L.Robb states that "skill has described a set of helpful tools (they include, but are not limited to: vocabulary in context, sequencing, making inferences, coping with unfamiliar words, and many more) that students practiced in order to improve reading" (Robb 1996:7). He also states that the understanding of skills and strategies are shades of the same thing, but representing different stages of development. A skill becomes a strategy when the learners can use it independently. When she can reflect on and understand how it works and then apply it to new reading materials when it occurs, the student has become a strategic reader.

Here are the other differences between skill and strategy which was taken from K.Sarasota:

SKILLS	STRATEGIES
Instructor decides what learner Needs	Learner's need are anticipated by Instructor
Skills are often taught in predetermined sequence	Self-direction/need is determined by learner
Skills are often practiced in Isolation	Strategies are taught in a meaningful Context
The emphasis is often on practice for practice's sake only	Strategies are student-centered rather than teacher-directed
An automatic response is usually Expected	Activities are purposeful, interactive, and independent
Applications to meaningful Contexts may not occur	Continual observation is practiced for Evaluation of what is needed

He states that reading strategies are used for the following reasons:

1. *Reading makes more sense for struggling readers when strategies are used;*
2. *Good readers use strategies naturally;*
3. *The use of strategies aides struggling readers to become proficient;*
4. *Strategies make reading more fun.*

While people are wondering when are the strategies used? It is answered by his statement (Sarasota 2001: 1). Strategies are used to assist students in:

1. *Predicting outcomes in a reading passage;*
2. *Summarizing material which has been read, both fictional and informational;*

3. *Questioning material being read;*
4. *Determining important ideas while reading;*
5. *Monitoring their reading;*
6. *Searching for clues;*
7. *Reading to confirm;*
8. *Reading a head or back for clues;*
9. *Self-correcting.*

Academic reading

Academic reading is complex, multi-level and different from other kinds of reading. Based on the course described below and the existing literature, I defined academic reading as purposeful and critical reading of a range of lengthy academic texts for completing the study of specific major subject areas. Academic reading is extended reading of a range of texts varying in length. Unlike the regular definition of extensive reading as close reading (Leki 2001: 202), academic extended reading requires: both extensive and intensive reading of texts that are discipline-specific, careful synthesizing of material from a number of sources (Carrell & Carson 1997: 14) and consciously finding authorial intentions and purposes (Huckin & Flower 1990: 24).

R.Spack points out that academic reading is often a process of actively engaging with what is read, gleaning information and then fitting this information by thinking things through and finally being able to interpret the content flexibly to suit the purposes of the academic writing assignment (Spack 1993: 18). However, in spite of the commonalties, exactly what counts as academic reading is subject to interpretation.

L.K.Cook & R.E.Mayer have defined "reading strategies" as behaviours that a reader "engages in at the time of reading and that it is related to some goals." Hence, they refer to something that the reader "does" (Cook & Mayer 1983: 90). Specifically, the reading strategies are observable behaviors during reading. In addition, according to M.A.Barnett, reading strategies are the mental operations involved when a reader purposefully approaches a text to make sense of what he reads (Barnett 1989: 11). Extending this notion, A.D.Cohen defines reading strategies as "mental processes that a reader consciously chooses to use in accomplishing reading tasks (Cohen 1990: 83). However, while he claims that reading strategies are consciously applied, M.A.Barnett states that they could either be conscious techniques controlled by the reader or unconscious processes applied automatically (Barnett 1989: 24).

Initially most comprehension teaching was based on imparting selected techniques that when taken together would allow students to be strategic readers however in 40 years of testing these methods never seemed to win support in empirical research. One such strategy for improving reading comprehension is the technique called SQ3R: Survey, Question, Read, Recite, and Review that was introduced by Francis Pleasant Robinson in his 1946 book *Effective Study*.

Between 1969 and to about 2000 a number of "strategies" were devised for teaching students to employ self-guided methods for improving reading comprehension. In 1969 Anthony Manzo designed and found empirical support for the ReQuest, or Reciprocal Questioning Procedure, it was the first method to convert emerging theories of social and imitation learning into teaching methods through the use of a talk rotation between students and teacher called cognitive modeling.

Since the turn of the 21st century, comprehension lessons usually consist of students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included "Round-robin reading", wherein teachers called on individual students to read a portion of the text. In the last quarter of the 20th century, evidence accumulated that the read-test methods were more successful assessing rather than teaching comprehension. Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein

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teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized by Albert Bandura.

A.U.S. Marine helps a student with reading comprehension as part of a Partnership in Education program sponsored by Park Street Elementary School and Navy /Marine Corps Reserve Center Atlanta. The program is a community out-reach program for sailors and Marines to visit the school and help students with class work.

In the 1980s Annemarie Sullivan Palincsar and Ann L. Brown developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text.

"Instructional conversations", or comprehension through discussion, create higher-level thinking opportunities for students by promoting critical and aesthetic thinking about the text. According to Vivian Thayer, class discussions help students to generate ideas and new questions. Dr. Neil Postman has said, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool" (Response to Intervention). There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-alouds" before, during, and after reading a text.

When a student can relate a passage to an experience, another book, or other facts about the world, they are "making a connection." Making connections help students understand the author's purpose and fiction or non-fiction story.

There are factors, that once discerned, make it easier for the reader to understand the written text. One is the genre, like folktales, historical fiction, biographies or poetry. Each genre has its own characteristics for text structure, that once understood help the reader comprehend it. A story is composed of a plot, characters, setting, point of view, and theme. Informational books provide real world knowledge for students and have unique features such as: headings, maps, vocabulary, and an index. Poems are written in different forms and the most commonly used are: rhymed verse, haikus, free verse, and narratives. Poetry uses devices such as: alliteration, repetition, rhyme, metaphors, and similes. "When children are familiar with genres, organizational patterns, and text features in books they're reading, they're better able to create those text factors in their own writing."

Visualization is a "mental image" created in a person's mind while reading text, which "brings words to life" and helps improve reading comprehension. Asking sensory questions will help students become better visualizers.

There are a wide range of reading strategies suggested by reading programs and educators. The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning. The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. The use of effective comprehension strategies that provide specific instructions for developing and retaining comprehension skills, with intermittent feedback, has been found to improve reading comprehension across all ages, specifically those affected by mental disabilities.

Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific

content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing.

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