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TEACHING READING IN ENGLISH LESSONS**

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ABSTRACT

This graduation paper searches to provide an alternative method of reading instruction in a continuing education class for banking. Rather than a teacher-centered approach that relies on textbooks for materials development, a student-centered approach has been utilized in order to encourage participation, allowing the learners to have more input in the learning process. The use of student-generated materials allows for an authentic medium of communication, enabling students to practice their language learning skills using topics of social and personal relevance. From a teaching perspective, this is extremely important; it can increase students' motivation, stepping away from generic texts, which may have no relevance for an individual student. When students create the materials from their own experiences, they have a point of origin, which they understand, and a sense of ownership in their own learning process. The use of the interactive reading model, student-generated, and authentic materials is explained followed by sample lesson plans to see how these approaches can be implemented within the classroom.

On the other hand, Reading entails more than decoding or fluency or comprehension. It makes use of multiple skills: oral language proficiency, phonological processing, working memory, word-level skills (decoding, spelling), and text-level skills, such as scanning, skimming, summarizing, and making inferences.

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I. INTRODUCTION

The president of our Republic of Uzbekistan Shavkat Mirziyoyev said that “In 15 higher educational institutions correspondence departments are opened, where more than 5 thousand teachers who graduated from colleges will be able to get higher education. In the educational system, based on innovative and creative approaches, specialized schools for in-depth study of exact sciences, bearing the names of Muhammad Khorezmi and Mirzo Ulugbek, have been created. Significant work is also being done to further improve the system of higher education. In particular, the Program for the Comprehensive Development of the Higher Education System in 2017-2021 was adopted. Due to the newly organized institutes and branches of higher educational institutions, the number of higher educational institutions reached 81, branches in the regions – 15, branches of foreign universities -7. Based on the needs of the real sector of the economy, in some institutions of higher education open and evening departments are open.” [1; 14]

Nowadays studying English is getting quite great importance in teaching system of our country. The first president of the Republic of Uzbekistan I.A.Karimov spoke about the role of science in teaching system of our country mentioned that “In modern conditions we cannot discuss the matter of progress divorced with the question of science development. Today it is important for us to form a Science Academy and Centers of Higher Education, new laboratories and organize correlated work with the advanced foreign centers of Science. Time tells us that this is one of the most important matter for today” [2; 3]. “We must to work out as quick as we can the methodology of studying foreign languages based on the national qualities of Uzbekistan” [3; 9].

It is widely recognized that reading is one of the most important skills for English as a foreign language (EFL) students to master. The ability to read and comprehend what one reads is crucial to success in our educational system. For academic success, for English language learning, or to expand students' knowledge of language, cultures and the world, reading comprehension has always played a central role in the curricula of the schools in this study. At present, reading comprehension is not the product of word recognition skills, grammar or world experience as separate entities, but it is considered a highly interactive process between the reader and the text, one that enables "the construction of meaning by making inferences and interpretations". The importance of teaching reading strategies has been widely recognized in the last two decades as it may be one of the most effective and practical means of helping students to overcome their reading difficulties. From an educational point of view, teachers have the responsibility to bring research done in the field into their classrooms, and familiarize their students with appropriate reading strategies that will help them to become better readers.

On the other hand, understanding that reading in a second language is quite difficult, I have begun to look for an alternative approach to teach reading in my classes that will be more helpful and motivating to students. Instead of using a teacher-centered approach that relies on textbooks for materials development, I believe that a student-centered approach will encourage participation by empowering the learners to be the primary source of reading materials. This will include allowing students an opportunity to discuss topics for lessons, activities, and so forth. In addition, using authentic sources while learning to read will be more motivating to students because they will be using materials that

they will eventually encounter in daily interactions and when they are working.

Medina [16;76] argues that, “For academic purposes, reading is most important because it is one of the most frequently used language skills in everyday life, as witnessed by the use of the Internet”

II. LITERATURE REVIEW.

Reading is fundamentally important for success. It opens the door to personal freedom or shuts the door to opportunity. Learning to read is a means to an end. If children have difficulty learning to read early, how can they be expected to excel in other subjects as well? The best prevention of reading difficulties, therefore, is early intervention strategies at the preschool, kindergarten level. Instead of heated debates on which approach is best suited for early reading success, educators should be discussing the most efficient method that produces the best results.

A. Interactive methods of activities in teaching foreign languages.

Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching.

As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods.

If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher.

Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions; express their ideas with a teacher.

The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks. Below some types of interactive methods are given: [5; 54]

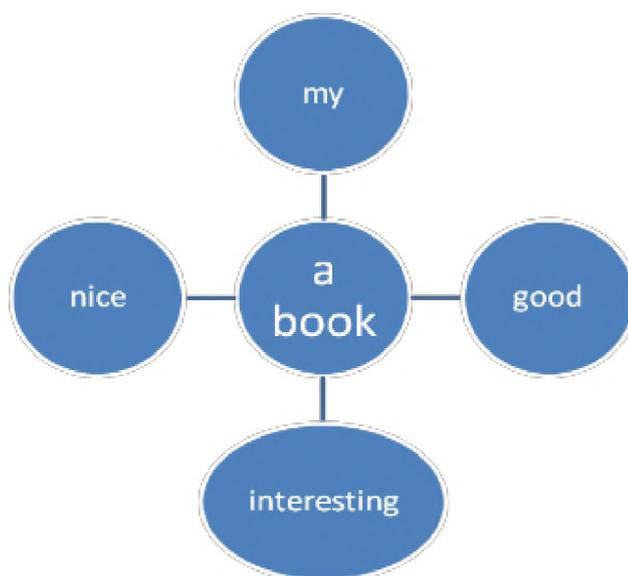
Brainstorming. It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

Discussion. This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion.

The forms of organizing group work are the following:

- a) a theme is selected (chosen);
- b) learners must have learnt the chosen problem;
- c) groups are formed;
- d) teacher gives instruction and announces the time;
- e) controls the activity of learners and if it is needed, helps and stimulated them.
- f) at the end of the discussion one representative of each group makes presentation.

Cluster. The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word. For example:



Then teacher gives a task to make up word combinations with the word “book”: my book, a good book, an interesting book, a nice book, etc. This method involves all the learners into active work and forms of

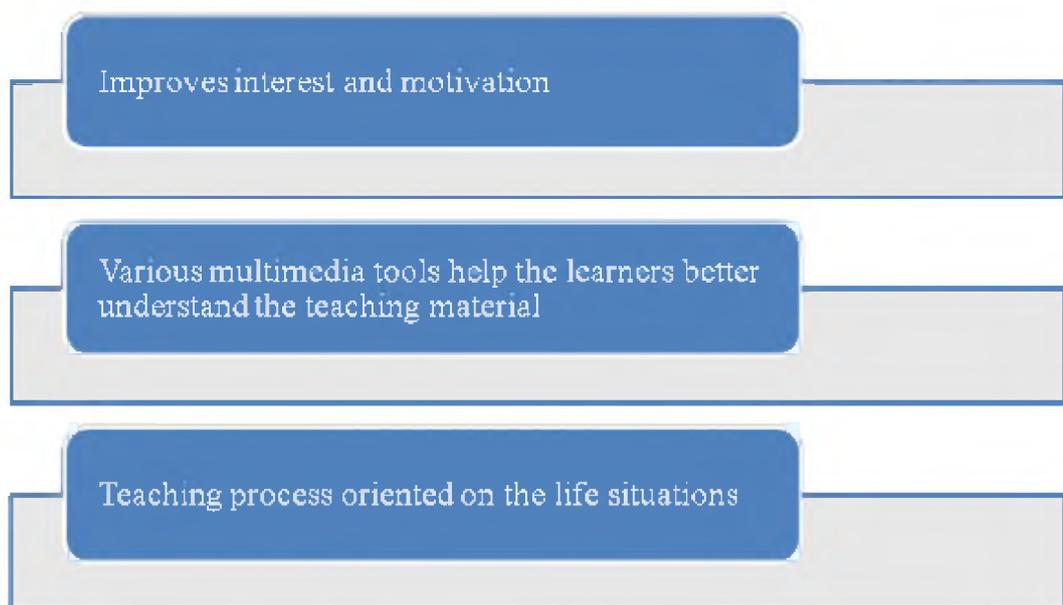
motivation. It can be effectively used in improving monologic speech habits and skills.

Role playing. Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits. During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situation are modeled here for teaching. When a teacher uses role playing method in teaching the foreign language he/she should follow the below given instructions:

1. Creating cordial atmosphere among the learners who take part in the play;
2. Learners should feel free themselves and this will help them to play their role perfectly;
3. Creating favorable conditions in the teaching process and using pros;
4. Taking into consideration the personal features of the learners.

Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems.

Advantages of using multimedia learning:



Positively influence on forming speech habits and skills.

An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students.

Reading research is just a little more than a hundred years old. Serious attempts at building explicit models of the reading process have a history of a little more than forty years. That reading is not a passive, but rather an active, and in fact an interactive, process has been recognized for some time in native language reading but it is only recently that second/foreign language reading has been viewed as an active rather than a passive process.

Early working second language reading assumed a rather passive, bottom-up, view of second language reading. It was viewed primarily as a decoding process of reconstructing the author's intended meaning via recognizing the printed letters and words, and building up a meaning for

a text from the smallest textual units at the bottom (letters and words) to larger units at the top (phrases, clauses, links). Problems of SL reading and reading comprehension were viewed as being essentially decoding problems, deriving meaning from print. [17; 43]

In the early seventies, Goodman's psycholinguistic model of reading (later named the top-down or concept-driven model) began to have an impact on views of second language reading. In this model the reader is active, makes predictions, processes information, and reconstruct a message encoded by a writer.

The top-down processing perspective into SL reading had a profound impact on the field, to an extent that it was viewed as a substitute for the bottom-up perspective, rather than its complement.

However, as schema theory research has attempted to make clear, efficient and effective reading (in L1 and L2) requires both top-down and bottom-up strategies operating interactively => Interactive model. Both top-down and bottom-up processes, functioning interactively, are necessary to an adequate understanding of second language reading and reading comprehension [7; 132].

A-The Top Down .The "top down" approach emphasizes readers bringing meaning to text based on their experiential background and interpreting text based on their prior knowledge (whole language).

Top = higher order mental concepts such as the knowledge and expectations of the reader.

Bottom = the physical text on the page.

The top-down model of reading focuses on what the readers bring to the process [Goodman, Smith, 12; 65]. The readers sample the text for information and contrast it with their world knowledge, helping to make

sense of what is written. The focus here is on the readers as they interact with the text.

This model starts with the hypotheses and predictions then attempts to verify them by working down to the printed stimuli. This view of reading was called the psycholinguistic guessing game.

Insights that are foundational to this top-down model: [12; 14]

1- Language, reading included, must be seen in its social context.

2- Competence must be separated from Performance:

Competence = what readers are capable of doing. It results in the reader's control of and flexibility in using the reading process. Performance = what we observe them to do. It is the observable result of the competence. => Researchers would be committing a serious error if they equated what readers do with what they are capable of doing.

3- Language must be studied in process.

4- Language must be studied in its human context.

Problems: 1- For many texts, the reader has little knowledge of the topic and cannot generate predictions.

2- Even if a skilled reader can generate predictions, this would take much longer than it would to recognize the words.

Limitations of top-down models: They tend to emphasize higher level skills as the prediction of meaning by means of context clues or background knowledge at the expense of lower skills like the rapid and accurate identification of lexical and grammatical forms. In making the perfectly valid point that fluent reading is primarily a cognitive process, they tend to deemphasize the perceptual and decoding dimensions of that process. This model is good for the skillful, fluent reader for whom perception and decoding have become automatic, not for the less

proficient, developing reader. Good reading is a more language-structured affair than the guessing-game metaphor seems to imply.

According to Widdows, a top-down model of reading is essentially a model of the fluent reader and does not account for all the needs of students who are acquiring reading skills. [22; 176]

Top-Down Applications: The content and quantity of texts that second language students are asked to read may be the most important determinants of whether, and to what degree, such students develop top-down reading skills. The materials should be interesting for the students; it should be assigned in substantial amounts over considerable periods of time.

Two approaches:

- The reading lab approach: students make their own choices of reading material from among a wide selection of appropriate texts. This approach allows each student to progress at his own rate, to develop schemata in some area of interest, and to compile a personal record of reading. Disadvantage: it limits group work and isolates reading from other parts of the curriculum.

- The content-centered approach: the teacher provides for interesting reading in sufficient quantity; a lot of information on a subject for the class as a whole to explore at some depth.

- pre- and post reading work (introductory lectures, films, discussions, oral/written presentations.

- student interest is stimulated

- natural blending of skills (listening, speaking, reading, writing)

- the students collectively pursue a common goal

- reading is no longer isolated

- reading is no longer taught as an end in itself but as a means to an end

B- The Bottom Up. The "bottom up" approach stipulates that the meaning of any text must be "decoded" by the reader and that students are "reading" when they can "sound out" words on a page. (Phonics) It emphasizes the ability to de-code or put into sound what is seen in a text. It ignores helping emerging readers to recognize what they, as readers, bring to the information on the page.

This model starts with the printed stimuli and works its way up to the higher level stages. The sequence of processing proceeds from the incoming data to higher level encodings.

Problems: - This model has a tendency to depict the information flow in a series of discrete stages, with each stage transforming the input and then passing the recorded information on to the next higher stage.

- An important shortcoming of this model is the fact that it is difficult to account for sentence-context effects and the role of prior knowledge of text topic as facilitating variables in word recognition and comprehension (because of lack of feedback).

According to Nuttall, the decoding model is inadequate because it underestimates the contribution of the reader who makes predictions and processes information. It fails to recognize that students utilize their expectations about the text, based on their knowledge of language and how it works. [19; 214]

Bottom-Up Applications: Teaching key vocabulary items and, in the area of grammar, teaching various cohesive devices.

Two areas of concern:

- Simply knowing the meanings of some set number of words does not ensure that a reader will be able, while reading, to process those words

both rapidly and accurately. =>teachers must help students develop identification skills (exercises for rapid recognition: word recognition and phrase identification + extensive reading over time).

- Rate building: good readers read fast; they do not, like many SL readers, try to read word by word, which destroys their chances of comprehending very much of the text. => The major bottom-up skill that readers of second language must acquire is the skill of reading fast. (paced and timed reading exercises: formal rate-building work should be limited to a few minutes per class). Major increases in reading rate can only follow from extensive reading in the language over time [6; 134].

Footnote: If a text contains too many difficult words, no strategy (top down or bottom up) can make such a text accessible to the reader. However, second language readers do of course encounter some unknown words in most texts. This is the best means of increasing their control of English vocabulary. SL readers, however, are frequently panicked by unknown words, so they stop reading to look them up in dictionaries, thereby interrupting the normal reading process. In response to this problem, many SL texts recommend various strategies for guessing the meaning of unknown words from context, by using semantic and syntactic clues or even morphological analysis.

Bottom-Up Implications for the SL Classroom: according to Carrell's idea.

- Grammatical skills: cohesive devices are very important.
- Vocabulary development:

Vocabulary development and word recognition have long been recognized as crucial to successful bottom-up decoding skills. However, schema theory has shed new light on the complex nature of the interrelationship of schemata, context, and vocabulary knowledge.

UNLIKE traditional views of vocabulary, current thinking converges on the notion that a given word does not have a fixed meaning, but rather a variety of meanings that interact with context and background knowledge. Knowledge of individual word meanings is strongly associated with conceptual knowledge -- that is, learning vocabulary is also learning the conceptual knowledge associated with the word. On the one hand, an important part of teaching background knowledge is teaching the vocabulary related to it and, conversely, teaching vocabulary may mean teaching new concepts, new knowledge. Knowledge of vocabulary entails knowledge of the schemata in which a concept participates, knowledge of the networks in which that word participates, as well as any associated words and concepts (=> structural analysis). Teachers must become aware of the cross-cultural differences in vocabulary and how meaning may be represented differently in the lexicons of various languages. Research specific to SL reading has shown that merely presenting a list of new or unfamiliar vocabulary items to be encountered in a text, even with definitions appropriate to their use in that text, does not guarantee the learning of the word or the concept behind the word, or of improved reading comprehension on the text passage [9; 158].

To be effective, an extensive and long-term vocabulary development program accompanying a parallel schemata or background-knowledge-development program is probably called for. Instead of pre-teaching vocabulary for single reading passages, teachers should teach vocabulary and background knowledge concurrently for sets of passages to be read at some later time. [9; 97]

C- The Interactive Approach. For those reading theorists who recognized the importance of both the text and the reader in the reading

process, an amalgamation of the two emerged the interactive approach. Reading here is the process of combining textual information with the information the reader brings to a text. The interactive model stresses both what is on the written page and what a reader brings to it using both top-down and bottom-up skills. It views reading as the interaction between reader and text. The overreliance on either mode of processing to the neglect of the other mode has been found to cause reading difficulties for SL learners.

In this model, good readers are both good decoders and good interpreters of text, their decoding skills becoming more automatic but no less important as their reading skill develops

According to Rumelhart's interactive model: [21; 120]

1- linear models which pass information only in one direction and which do not permit the information contained in a higher stage to influence the processing of a lower stage contain a serious deficiency. Hence the need for an interactive model which permits the information contained in a higher stage of processing to influence the analysis that occurs at a lower stage.

2- when an error in word recognition is made, the word substitution will maintain the same part of speech as the word for which it was substituted, which will make it difficult for the reader to understand. (orthographic knowledge)

3- semantic knowledge influences word perception. (semantic knowledge)

4- perception of syntax for a given word depends upon the context in which the word is embedded. (syntactic knowledge)

5- our interpretation of what we read depends upon the context in which a text segment is embedded. (lexical knowledge)

To properly achieve fluency and accuracy, developing readers must work at perfecting both their bottom-up recognition skills and their top-down interpretation strategies. Good reading (that is fluent and accurate reading) can result only from a constant interaction between these processes.

B. Some specific features of teaching reading skills.

Reading classes are often very quiet. Of course, people are reading, and we generally don't hold conversations and read at the same time. And we teachers usually like quiet classrooms, seeing the quiet as indicative of learning taking place. This is true in many cases, of course, but there are some drawbacks to these quiet reading classes: they are not interactive, and it's been shown that interaction between students and students and teacher leads to greater processing of the material and therefore more learning.

In additions, it's difficult to impossible to assess learning taking place without some talking; indeed, it's hard to tell if students in a silent classroom are even reading and not daydreaming or actually nodding off!

Finally, these quiet non interactive classes are simply boring, and boredom is not an incentive for students to come to class and learn. However, there are several methods to address these concerns in reading classes by making them interactive and still teach reading [19;134]

Best Practices for Teaching Reading. 1. Assess level. Knowing your students' level of instruction is important for choosing materials. Reading should be neither too hard, at a point where students can't understand it and therefore benefit from it. If students don't understand the majority of the words on a page, the text is too hard for them. On the other hand, if the student understands everything in the reading, there is

no challenge and no learning. So assess your students' level by giving them short reading passages of varying degrees of difficulty. This might take up the first week or so of class. Hand out a passage that seems to be at your students' approximate level and then hold a brief discussion, ask some questions, and define some vocabulary to determine if the passage is at the students' instructional level. If too easy or too hard, adjust the reading passage and repeat the procedure until you reach the students' optimal level.

2. Choose the correct level of maturity. While it's important that the material be neither too difficult nor too easy, a text should be at the student's maturity level as well—it's inappropriate to give children's storybooks to adult or adolescent students. There are, however, edited versions of mature material, such as classic and popular novels, for ESL students, that will hold their interest while they develop reading skills.

3. Choose interesting material. Find out your students' interest. Often within a class there are common themes of interest: parenting, medicine, and computers are some topics that come to mind that a majority of students in my classes have shared interest in. Ask students about their interests in the first days of class and collect reading material to match those interests. Teaching reading with texts on these topics will heighten student motivation to read and therefore ensure that they do read and improve their skills.

4. Build background knowledge. As a child, I attempted, and failed, to read a number of books that were "classics": Louisa May Alcott's "Little Women" leaps to mind. It probably should have been a fairly easy read, but it was so full of cultural references to life in mid-nineteenth century New England that I gave up in defeat each time. It was not at my independent reading level, even if the vocabulary and grammatical

patterns were, because of its cultural references. Why, for example, would young schoolgirls lust after limes, as the youngest daughter in the story, Amy, and her friends do? Cultural material like this would stop me abruptly. Clearly, this was not independent reading for me because of its cultural references, and I needed help to navigate this text—to explain that limes, a citrus fruit, would have been rare and prized a century ago in New England with its freezing winters and before there were effective methods of transporting and storing fruit. Similarly, our students, many new to the U.S., would need equal help with such material. It is important for the teacher to anticipate which cultural references students might need explained or discussed. This is not easy, of course, but can become so through such techniques as related discussion before the reading (e.g., “Who knows what the American Civil War was? When was it? Why was it fought?” or “Where is New England? Have you ever been there? What is the climate like?”) A discussion before the reading on its topics builds background knowledge and the comprehensibility of the text as well as giving the teacher an idea of where students’ background knowledge needs to be developed more.

5. Expose different discourse patterns. The narrative form is familiar to most students. In addition, it is popular to teachers. It is easy to teach: we’ve been reading and hearing stories most of our lives. However, reports, business letters, personal letters, articles, and essays are also genres that students will have to understand as they leave school and enter the working world. We understand the discourse pattern of a story: that is, its pattern of organization. It is related chronologically, for the most part; it is in the past with past tense verb forms; it is structured around a series of increasingly dramatic events that build to a climax or high point, and so forth. The discourse pattern of an essay for example,

may be less familiar but still important to understanding the text: that it is built around a series of topics related to one main idea or thesis. Knowing the discourse pattern lets the reader know what to expect, and therefore increases comprehensibility.

6. Work in groups. Students should work in groups each session, reading aloud to each other, discussing the material, doing question and answer, and so forth. Working in groups provides the much needed interactivity to increase motivation and learning. Students may choose their own groups or be assigned one, and groups may vary in size.

7. Make connections. Make connections to other disciplines, to the outside world, to other students. Act out scenes from the reading, bring in related speakers, and or hold field trips on the topic. Help students see the value of reading by connecting reading to the outside world and show its use there.

8. Extended practice. Too often we complete a reading and then don't revisit it. However, related activities in vocabulary, grammar, comprehension questions, and discussion increase the processing of the reading and boost student learning.

9. Assess informally. Too often people think "test" when they hear the word "assess." But some of the most valuable assessment can be less formal: walking around and observing students, for example, discuss the reading. Does the discussion show they really understand the text? Other means of informal assessment might be short surveys or question sheets.

10. Assess formally. There is also a place for more formal assessment. But this doesn't have to be the traditional multiple choice test, which frequently reveals little more than the test-takers skill in taking tests. The essay on a reading - writing about some aspect of Orwell's "Animal Farm," for example - demonstrates control of the

reading material in a way a multiple choice quiz cannot as the student really needs to understand the material to write about the reading's extended metaphor of the farm.

Teaching reading presents a unique set of challenges because it is a receptive language skill. However, if the instructor keeps in mind "receptive" doesn't have mean "passive" an interactive class that improves student reading can be developed. [20; 87]

Due to the lack of student engagement in the common lecture centered model, we explored a model of instructional delivery where our undergraduate and graduate classes were structured so that students had opportunities for daily interaction with each other. Specifically, we examined how students perceived the value of social interaction on their learning by reflecting on their classroom experiences at the end of each class period. Three literacy teacher preparation courses during a summer session were chosen for this study based on the highly interactive nature of each course. The findings reveal that students in all three courses perceived that social interaction improved their learning by enhancing their knowledge of literacy and teaching and their critical thinking and problem-solving skills.

Another factor that Gabb mentions is that learners whose language is more oral based than text-based have a difficult task becoming readers because they have to learn that "written language is not 'just speech written down'; written language is a special way of using language" [10;55]. Once they realize this and are given strategies to help them work with texts, then they can learn to become fluent readers. Teachers should encourage discussions with students to make them aware of the differences between speech and written text to make the transition easier.

Furthermore, Gabb has also found another problem which students more confident in oral language than print might have: a “lack of understanding about how the printed word makes various kinds of demands on a reader—demands that are very different from those required in speaking and listening” [10; 16]. He notes a few of the key differences between reading and listening: readers have the ability to skim a passage but listeners cannot skim; listening is done in real time and cannot be heard a second time, unless the listener asks something to be repeated, while readers can repeatedly refer back to the text; readers can use cognates (words that are similar in two languages) to help them understand texts, but this might not help when listening as cognates sometimes sound differently; and when listening, students have to contend with reduced sounds and blended words, which only add to the confusion [10; 2-3]

Furthermore, some teachers rely on the grammar translation method, the cognitive code learning, and the direct method, yet they are not expected to provide students with the skills that will enable them to be able to communicate adequately in English. Even though there is a great deal of criticism associated with the ALM and the grammar translation method, they are still used in Saudi Arabia for English instruction. The Ministry of Education often conducts studies in order to evaluate the effectiveness of the English teaching program, and they were surprised to discover that students do not seem to be learning much English and their achievement is decreasing. In one such study noted, some researchers state that: After thirty years of introducing the teaching of English in the country, the Ministry of Education in the studies that it conducts, discovers the weakness of the achievement of students. Among the sad results is that after six years spent in learning English, students

may not be able to write their names in English. Add to this, many of the sad occasions when university graduates work in an English speaking environment where the kind of job they have necessitates that they travel abroad and interact with English speakers. These people may not be able to introduce themselves in one English sentence. It will not be an exaggeration to say that some people may not be able to read the airline ticket and may ask someone who could to read it for them."

C. Main instructional strategies for teaching.

While some primary schools start formal instruction by including a nursery school for four-year-old children, the primary school of this study made the decision a few years ago to no longer offer nursery school and begin instruction for children at the age of five in kindergarten. Before presenting the instructional strategies used in kindergarten, an overview of the curriculum goals are noted. These goals are few:

1. recognize and recite letter names and sounds,
2. write letters of the alphabet,
3. learn nursery rhymes and songs,
4. begin to recognize high frequency words with a limited number of word families, and
5. follow directions and give simple responses. [23; 32]

As noted earlier, instruction is in English and learning to listen, speak, read and write in English is the goal. For the major part of the instructional time the following three strategies were used; "Demonstration", "Choral Drill", and "Look and Say"

Strategy 1: **Demonstration.** Demonstration includes the use of real objects, performing actions, using gestures, and facial expressions. It is used for presenting words like toy, bracelet, or hat. Demonstration can

be used for sentence patterns that stand for concrete ideas. For example, saying “I am looking at my watch,” or “I am cleaning the chalkboard” while performing these actions. The teaching strategy includes the teacher doing the demonstration and students practicing with feedback from the teacher. Kindergarten teachers used demonstration effectively in the teaching of nursery rhymes and songs. In a natural and enthusiastic voice, the teacher said the rhyme and used movement, hand patterns, and motions, pointing to something, touching a part, shaking something, or acting it out. The teacher spoke and acted out the line, and the children chimed in. The nursery rhymes or songs were recited and performed many times. During the classroom observations in kindergarten classes the children recited, with motions, the following: Jack and Jill, Bits of Paper, One, Two, Buckle my Shoe, Traffic Light, Chubby Cheeks and Five Little Monkeys. Demonstration was used for vocabulary development of these words; dancing, write, together, and boxing. Simple phrases were demonstrated; Ria’s water bottle, Varun’s backpack, Rahul’s uniform. This strategy was not limited to use in kindergarten; in fact, Demonstration was seen at all levels through Class V. Demonstration was, however, relied on more frequently in kindergarten and progressively used less through the class levels

Strategy 2: **Choral Drill**. In Choral Drill the children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns, and vocabulary lists. Children repeat the melody and rhythm. Sometimes it is in unison with the teacher and sometimes in an echo pattern. The technique differs from Choral Reading in that this is for oral language development. Print is not connected to the activity. An additional difference is in the frequency of use. Choral Reading is likely

to be used once or perhaps twice in the daily routine, while Choral Drill was used for nearly half of the instructional time in kindergarten.

This poem was heard:

School is over,
Oh, what fun!
Lessons finished,
Play begun.
Who'll run fastest,
You or I?
Who'll laugh loudest?

Let us try. (Children laughed loudly)

Strategy 3: **Look and Say**. Look and Say is the technique of students listening to the teacher and looking at the object or print, then repeating a word or sentence after the teacher. Children either watch as the teacher points to the words on the chalkboard or individually point to the print on a page or in a textbook. The reading textbook used in kindergarten has a page for each letter of the alphabet. Each page has several illustrations and gives the word that corresponded to the illustration; for instance, an illustration of a kite and the word kite. On the day of observation, all four kindergarten classes at the school had progressed to the page that presented the letter L. The Look and Say strategy started from the beginning of the reader: A is for Arm, A is for Apple, A is Art, A is for Ant, A is for Astronaut, An ape is an animal. B is for Bee, B is for Bird, B is for Birthday, B is for Butterfly, B is for Bunny, A boy on a bus.

The teacher read one phrase while the children listened, then the children pointed to the appropriate picture and repeated the phrase. This continued until they completed the new page for the week: L is for

Ladder, L is for Lamb, L is for Lady, L is for Lamp, L is for Leg, A leaf on a log. This exercise of starting from the first page of the reader and continuing to the current lesson was repeated three times. The teacher varied it only slightly by changing the rhythm and the volume. Teachers explained that Look and Say of the reading textbook had been a part of the routine of each day since the first day of school. While these three strategies have similarities, each relates to the principles of learning in different ways. What appears most obvious is that all three require the mental processes of rehearsal and recitation.

However, each strategy contributes to learning in uniquely different ways. Because understanding of the knowledge or concept has to happen first, Demonstration is important. Demonstration builds connections between new knowledge and what the child already knows. Teachers repeatedly pointed out how Demonstration was crucial. One teacher expressed it this way: Teacher B: First the children must have understanding. That is why I demonstrate and put things in the context of their every day lives. I am demonstrating and talking in short simple sentences. In the Demonstration strategy, recitation is “chiming in” and is just the beginning of rehearsal. The teacher is listening in or eavesdropping to be able to give feedback.

Choral Drill presented speaking aloud and verbatim memorization. This occurred in unison or in the form of echo recitation. The purpose was for transfer to the long-term memory. Current brain research supports the idea of speaking aloud [Haskell, Mayer, 13; 76]. Speaking generates more electrical energy in the brain than just thinking about something [Bower, Perry, 8; 87]. Choral drill is also a powerful way to cause over-learning to occur. Over-learning, that is, continuing to recite

after something is memorized, creates deeper memory traces that make for longer retention [Banich, Ridley Smith, 5; 42].

The Look and Say strategy builds on the two aforementioned strategies by promoting understanding, giving more recitation and rehearsal, and continuing the over-learning process. This strategy is more complex, however, in that it adds print to the learning dynamic. The recitation is still oral but the child is now looking at and pointing to the print. Researchers for this project also noted that it was with this strategy that teachers' strengthened retention by spacing the learning in intervals over time. After the alphabet lessons were completed, teachers reported that even though they did not repeat it every day, they did not stop this recitation, but continued to include it in their routine at least once a week. Toward the second half of the year the intervals were increased to two or three weeks. It is not uncommon for educators to label what was occurring here as rote learning, and therefore dismiss the activities as meaningless, or minimal at best. The learning that was occurring in these classrooms led the researchers to be less critical of this method of teaching content knowledge. While transfer of learning and being able to problem solve by creating, analyzing, and applying is the goal, this does not negate the need to create automaticity of important knowledge. What was observed lends support to the research of Amabile and Baer asserting that acquiring detailed content knowledge does not necessarily depress creativity and problem-solving. [4; 70]

These three research questions can be addressed together. Six more instructional strategies describe how teachers taught phonics, spelling, comprehension, and vocabulary development.

Strategy 4: **Pictorial Illustration.** Pictorial illustration is the use of blackboard drawings, diagrams, sketches, match-stick figures,

photographs, maps, and textbook illustrations. These are used for presenting words and structures that stand for concrete ideas. In Class I, illustrations in the reader are used for the words cake, snake, gate, face, table, chair, and crayon. After children are guided in reading a story called “Good Morning,” which presents two children greeting each other when arriving at school, the comprehension questions require the matching of illustrations. Children need to identify Manan’s yellow bag and Anu’s pink bag. While some of the illustrations look very similar to what might appear in other parts of the world, such as a toy train or yo-yo, many were uniquely related to life in India. In the story, “In the Morning,” Mama is shown cooking at a table top stove and wearing traditional Indian dress, and Grandma is working at a treadle sewing machine. Drawings of the breakfast foods also parantha, idlis, boiled eggs, and cheese sandwiches are labeled in English, matching the name that is most often used to describe the food item. A photograph of street vendor selling peanuts is used with the writing prompt in the follow up activity. The researchers observed teachers using paper figures and match stick figures to represent the activities of jumping and leaving. In Class V, the stories in the reader related primarily to the topics of environmental studies and science, but a few folktales were included. One folktale, “The Peasant, the Buffalo, and the Tiger,” shows expressive drawings of the a with burning pieces of straw and rope stuck to his skin and the buffalo laughing so that he bangs his head against a tree, knocking out his upper teeth. A science lesson, Plants Can Be Fun, shows a series of illustrations depicting the rooting of a sweet potato in a jar—first showing the new roots growing and then showing stems and purple-veined leaves growing. Several fifth-level teachers were observed engaging children in discussion of climbing Mt Everest. Children studied

the photographic images of Indians that had met the challenge of climbing Mt. Everest. [18; 67]

Strategy 5: Verbal Illustration. Teachers at each level used Verbal Illustration. Sometimes this was simply giving a phrase or sentence that showed the typical use of the word in context, as in “the sky is blue.” Often verbal illustration was used with pictorial illustration to link new knowledge to existing knowledge that had an analogous relationship. An example of this was a lesson to a group of class V children presented by a guest teacher from a local newspaper. To help the children to understand the concept of advertising and the influence of advertising, she framed the concept in a context that she believed the children would understand. She reminded the children of the slogan “Clean and Green Delhi” and showed a poster with the slogan. She spoke of the several beautiful traffic islands and roundabouts, landscaped gardens, manicured fountains, and tree-lined boulevards. She explained that the signs around the city “Clean and Green Delhi” that promote cleanliness were advertising. Children became sidetracked and talked about the failures of the campaign, describing many areas that were not clean and were in their opinion, “filthy and spreading disease.” The guest teacher brought the children back to the concept of advertising by asking if they knew of people that tried to keep Delhi clean. She continued by talking about their influence and how they could influence their friends, their relatives, especially grandparents, because grandparents love them so much.

Strategy 6: Association. Association was used for presenting vocabulary items. Teachers used Association for synonyms, antonyms, and simple definitions. For example, the following words were presented through Association:

blossom — flower (synonym)
diligent — hardworking (synonym)
fresh — stale (antonym)
lad – means a boy (definition)

This process of bringing ideas or events together in memory or conceptualizing is a strong strategy for English learners. However, it appeared that the teaching strategy went beyond helping children to make memory connections and actually was an approach to developing deeper understanding by giving examples and non-examples. Children were not left to trial and error in developing the new concept. Teachers, in a well-crafted manner, would name the concept and several synonyms for it and then sometimes present a definition. This led to an accurate communication of the concept and eliminates the possibility of confusion.

Strategy 7: **Questioning**. Questioning is another strategy that was used in lessons at all levels. It was used in the introduction. A teacher at level III used this example: The title of this lesson is “Beautiful Birds.” Can you give the names of some birds which you find near your house? Do you like to watch them? Do some of them sing? The most frequent use of questioning was, however, to lead students to discover patterns, put items into categories, and find labels for the categories. To do this, teachers typically used the chalkboard and wrote names of categories across the top. Teachers would begin by placing example items in the categories, and then ask questions such as: What belongs together? Can you find something that is similar to this? The questioning section of the lessons appeared to be for the purpose of developing thinking processes for concept formation. While using question to monitor comprehension was observed in two lessons, this was not the primary use. In Class III,

the teacher modeled for the children the creating of patterns of similarities. After writing the following sentences on the board, she modeled the thinking process: We will study common names and special names. First, listen to this: Pingu is a bear. Montu is a monkey. Neha is a girl. Now, look at this list of special names. When I ask for your response you will give a common name. [15; 31]

Teacher: Paris is?

Student: Paris is a city.

Teacher: Ganges is?

Student: Ganges is a river.

Teacher: A white rose?

Student: A white rose is a flower.

This use of analogy was evident to several questioning exercises. The teacher presented items that were similar in some respect but otherwise dissimilar. Opposites were used in this same manner: The teacher showed that a morpheme could be reformed or recreated by thinking about the known language patterns:

The opposite of lock is unlock.

The opposite of visible is invisible.

The opposite of possible is impossible.

What is the opposite of complete?

What is the opposite of friendly?

What is the opposite of lucky?

While these exercises that asked students to list, group, label and categorize were deliberate attempts to increase productive thinking, teachers did not neglect other aspects of learning that they valued. In each lesson, children were asked to repeat the pairs of opposites or other answers to the questions. This gave students opportunity to learn through

practice. The Questioning strategy resembled the strategies described in the classic work of Hilda Taba, in which she postulates that thinking can be taught. In Taba's inductive thinking model, questioning is used for concept formation, interpretation of data, and application of principle. While teachers were not observed taking students through each of these three processes, It was apparent that concept formation was a major goal of questioning. [14; 156]

Strategy 8: **Narration.** The technique of Narration was observed on one occasion. Narration could also be called Storytelling. The teacher reported that her purpose was to motivate the children to read the passage that would be assigned and then to write a response. The researchers were told by the principal that this particular teacher was very adept at Narration and used it frequently. She mentioned that other teachers also use Narration. The story told was a fairy tale with the moral that it is not good for children to be greedy. While motivation was mentioned as the goal, it could also be deduced that comprehension was a consideration. The teacher observed stopped twice during the story to monitor for understanding. She asked: Do you like the story? Do you understand?

Strategy 9: **Read and Say.** For the strategy of Read and Say, students read a paragraph written on the blackboard and responded orally to a set of written questions. Sometimes the passage and follow-up exercise were written on what was called a roll-up board. The roll-up board is heavy paper that can be written on and then rolled up and stored. The students read the exercise written on the roll up board and wrote responses in their notebooks. After writing the questions in their notebooks, they filled in the blank, matched A with B, or completed the sentences. After a given amount of time, the teacher asked children to read their written

responses and lead a discussion relating to their responses. During the week of observations, this strategy was observed at levels IV and V. Clearly, the focus was on comprehension of the passage. Discussion centered on understanding and finding meaning in the passage.

In the reading classroom, the teacher is a motivator/stimulator. The teacher should foster student expectations about the reading and arouse their interest to read. This can be done by asking them warm up questions or giving them a purpose for reading. In this way, students will enjoy learning language and develop a positive attitude towards reading.

Good readers are active readers. From the outset they have clear goals in mind for their reading. They constantly evaluate whether the text, and their reading of it, is meeting their goals. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals. As they read, good readers frequently make predictions about what is to come. They read selectively, continually making decisions about their reading -- what to read carefully, what to read quickly, what not to read, what to re-read, and so on. Good readers construct, revise, and question the meanings they make as they read. They draw upon, compare, and integrate their prior knowledge with material in the text. They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on. They monitor their understanding of the text, making adjustments in their reading as necessary. Good readers try to determine the meaning of unfamiliar words and concepts in the text, and deal with inconsistencies or gaps as needed. They evaluate the text's quality and value, and react to the text in a range of ways, both intellectual and emotional. Good readers read different kinds of text differently. For example, when reading narrative, good readers attend

closely to the setting and characters; when reading expository text these readers frequently construct and revise summaries of what they have read. For good readers, text processing occurs not only during 'reading' as we have traditionally defined it, but also during short breaks taken during reading, and even after the 'reading' itself has commenced. Comprehension is a consuming and complex activity, but one that, for good readers, is typically both satisfying and productive.

III. RESEACH PLAN

A. Statement of purpose

The goals of the research was not to determine the difference between different models of instruction, but to determine our students' perceptions of the value of the social interaction that was taking place in our classrooms on their learning.

The purpose of the undergraduate content area literacy course at our university is to teach future middle and high school teachers from every content area how to incorporate reading strategies into their daily lessons. In my classes, I define a reading strategy as something that provides students with the impetus to actually read and interact with a text and with others. For example, The ideal reading strategy, in my opinion, is one that naturally incorporates reading, writing, and social interaction. I also espouse Glasser's [11;97] idea that one of the basic human needs is to have fun, and I find reading strategies show students learning can be fun and enjoyable. For the reading strategies, the reading can be any type of text; writing can be any form from free writing to brainstorming lists to reflective writing; and social interaction can be anything from whole group discussions to turning to a neighbor to discuss to grouping students in any number of ways.

To provide an example of a reading strategy, one of the strategies I model in my class is the use of a combination of written and verbal learning logs. Students are asked to read the text, not for what they think will be on a test, but for what they find interesting or for something that draws their attention. On a piece of paper with a line drawn vertically down the center, students jot down on the left side what it was that piqued their interest (writing the page number

in the left margin), and then on the right side they explain why they found it interesting. Students are asked to write about at least three things of interest. The reading and writing for this activity is completed independently. The social interaction occurs the following class period when students take turns sharing with the class one thing from their learning log. By the time each student has shared something of interest from the text, and with me embedding points in the discussion that I want covered, we have had a fairly thorough discussion of the text. Through this strategy, students read the text, interact with the text through writing, and interact with others about the text.

The objective of this research, is to provide teacher trainers with the knowledge, and strategies that will enable them to gain insight into the changing concept of the reading process, and how to utilize the knowledge, and apply the strategies to facilitate the teaching - learning process.

Additionally, the research emphasizes the engagement of the children at the different stages, thereby making the task of teaching child-centered, rather than children being passive recipients.

A general English language program should focus on the four basic skills of reading, writing, speaking, and listening in addition to providing instruction in grammar and vocabulary. How this is done varies from school to school, resulting in different levels of integration. Sometimes a single textbook is used because each chapter addresses multiple skills. Other times a separate book is used for each skill area. Whatever the material is, the main objectives for reading remain the same:

-Read to activate and reinforce other skills (grammar, vocabulary, pronunciation, and writing). In the same way that oral

dialogues, short compositions, and listening activities do, reading can put into practice grammatical structures, new lexical items, and elements of pronunciation. Reading can also offer good writing models.

-Reading to become a better reader. Reading is a skill in itself, and the advantage of working with adult language learners is that they are usually literate in their native language. This means that they are able to transfer advanced reading skills to the second language classroom. Reading in English can activate and develop these skills, making the students better readers in both languages. Reading skills include: skimming, scanning, predicting, and reading for detailed comprehension.

-Read to develop critical thinking skills. This is important to address because when teaching English for general purposes, it can be easy to dismiss reading as an activity more suited for an academic environment. In all situations, critical thinking skills aid communication. From having a phone conversation to writing a business plan, people need to prioritize, make conclusions, draw comparisons, make inferences, etc. Reading can provide opportunities to utilize and sharpen such skills.

-Read for enjoyment. Students should ideally discover not only the usefulness but also the pleasure of being able to read in a second language.

B. Methods and techniques used during the lesson.

In the fact that during the lesson, different interactive approaches strategies, methods and techniques are used in order to enrich pupils' knowledge, skills in teaching reading.

The purpose of using interactive forms is to develop pupils' knowledge and teach them work reading activities correctly. One of them is role playing.

Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits. During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved.

Work in groups. Students should work in groups each session, reading aloud to each other, discussing the material, doing question and answer, and so forth. Working in groups provides the much needed interactivity to increase motivation and learning. Students may choose their own groups or be assigned one, and groups may vary in size.

Cluster. The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word.

Discussion. This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start

discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances

The Top Down .The "top down" approach emphasizes readers bringing meaning to text based on their experiential background and interpreting text based on their prior knowledge (whole language).

By this kind of methods and techniques, their lesson will be understandable and interesting for pupils.

Subject.

It is a common belief that Reading is fundamentally important for success. It opens the door to personal freedom or shuts the door to opportunity. Reading is necessary for each pupils. It also results in increased practice using the language. Most of learners learn English language better than other languages. During learning, especially in reading skills, learners learn with different methods and strategies which are called interactive forms. Without interactive forms in teaching reading, there is no understandings and good results.

This research paper consists of 3A grades of pupils who studied in school. There were 18 pupils in 3 A grades and 10 of them are girls and 8 of them are boys. Their level is A 2 level which is called elementary level. It involves from 1 till 5 grades because of there is no enough information about not only subject but also language. First of all, Teacher should give data about how to say weather, date, person's names, greeting and other things. In elementary level, simply sentences, vocabulary, easy grammar rules are taught. And, during observation period, 3 A grades of pupils were chosen because of being more active than other grades of pupils. So, they were very clever, intelligent, and respectful to each other very well.

In the following way, the list of pupils who studied at school and participated in the research paper

1	Asrorova Parvina Xasanovna	3 A	A2
2	Axmatjonov Xasanjon Malikjon O`g`li	3 A	A2
3	Axmatjonova Zuxra Malikjon qizi	3 A	A2
4	Abdumannonova Durdona Ahror qizi	3 A	A2
5	Asrorqulova Mohina Akbarovna	3 A	A2
6	Abduraxmonov Davron Davlatovich	3 A	A2
7	Amirqulova Shaxzoda Nematovna	3 A	A2
8	Abdug`aniyev Javohir Jonibekovich	3 A	A2
9	Baxtiyorov Javohir Zavqiyevich	3 A	A2
10	Eshonqulov Alijon Azamovich	3 A	A2
11	Djabborov Bobur Djasur o`g`li	3 A	A2
12	Mamatazimova Marjona Qobilovna	3 A	A2
13	Mamadaminova Parizoda Mamatkulovna	3 A	A2
14	Nasimova Intizor Zafarovna	3A	A2
15	Nasrullayev Donyorbek Anvar o`g`li	3 A	A2
16	Normamatova Safina Rustamovna	3 A	A2
17	Norqulova Amira Ulmasovna	3 A	A2
18	Negamatov Elshod Sanjar o`g`li	3 A	A2

Materials

Children should be provided with all the books and materials they need to interest and stimulate the wish to read.

Materials should include a variety of narrative and expository books of varying levels of difficulty, and those which meet the interest of the

individuals, and the selections made by the children. In addition, there should be newspaper articles and collection of materials - including stories, books, maps, jokes, riddles, recipes, local proverbs, poetry, and song lyrics written by teachers and children, and which can be sung to familiar tunes.

Besides them, during my lesson, I used authentic materials too. They are any texts written by native English speakers for native English speakers. There are two categories of authentic materials:

1. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick figure drawings, wordless signs, pictures from magazine, postcard pictures, wordless picture books, stamps, and others.

2. Authentic Printed Materials: newspaper articles, movie advertisements, various reports, lyrics to songs, telephone books, maps, TV guides, comic books, greeting cards.

Utilization of the interactive reading model also puts more of a responsibility on the teachers to act as facilitators of the reading process rather than monitors of performance. Teachers need to be as explicit as possible when teaching reading strategies because more often than not, reading strategies are a new concept for students. Therefore, the more background information and instruction about the strategies the teacher can give, the more likely the students will try to learn the strategies and use them while reading. If the students are shown how and when to use the strategies depending on the texts and purposes of their reading, then they will learn to make this a habit for future reading. Teachers should also make suggestions for classroom procedures that include the students reading authentic texts to experience that not all L2 texts are equal, finding out about students' backgrounds and interests in order to select reading material that they would like to read, having students read longer

texts, directing reader attention by having students reread texts from another point of view, and encouraging students to read texts in a neutral manner at first and forming their own opinions afterward.

During practice time, different strategies and methods were used for explaining more understandable and attractive for school children. I incorporated some of these bottom-up processing strategies into my lessons as well as other strategies, such as questioning the meanings of words, using dictionaries, questioning clauses or sentences, questioning grammatical structure, paraphrasing, rereading, crossword, making new words or sentences and others. They helped children to understand easily and complicated lessons. These strategies were utilized in my lessons and the following classroom techniques were shown to my students.

- ordering a sequence of pictures
- comparing texts and pictures
- matching, using illustrations
- completing missing words
- filling the gaps
- jigsaw reading
- showing different videos according to the theme.
- comparing several texts
- summarizing.

EQUIPMENT. Learning is accelerated when audiovisual equipment accompany the teacher's presentation. Very often these gadgets provide aid to independent learning by children. In this technological age, the use of the computer can improve the creativity and knowledge base of both teachers and children.

A tape recorder enhances listening activities, which would include oral reading, taping and listening to folk tales, other stories and assignments in the listening centre.

Television and radio sets enhance viewing, and listening to educational programmes. Additionally, teachers need to use multimedia presentations (the interaction of text, sound, video or graphics) whenever possible.

Computer stations are unique learning areas in the classrooms, as they provide opportunities for children to socially construct knowledge about literacy. The computer station should be a focal area of the classroom to encourage children to engage in a variety of creative and imaginative activities, including: print-outs of student work, book jackets, and classroom information.

Teachers, together with their pupils, can create “book boxes” and reading corners, where children are able to read from charts and read to each other.

Where schools are connected to the internet, this facilitates research, discussions and e-mail exchanges.

C. The procedure of the research

The main aim of the procedure of the research is to describe my teaching practice at school. The teaching practice consisted of two parts: passive and active practice and it occurred during two months. During this period, We attached to different English teachers who work at that school and observed their English lessons. And we tried to learn their strategies, teaching methods, learning styles, material designing which were used during the lesson. I directly participated in teaching process and tried to conduct my own lessons.

Before starting any kind of things, people put their aims in order to get high results or achieve high levels. So am I. I had put the main aim of the English language teaching to learn much more about teaching process. The development of a personality and upbringing of pupils are influenced to the aim. According to educational aim, I tried to develop pupils' logical thinking and level of knowledge in teaching reading. Besides them, I paid attention pupils' intellectual, sensory, motivated peculiarities in order to increase their level. In order to reach the cultural aim, I taught them how to develop their outlook with the help of new traditions and different life styles too.

During my active practice, I conducted demo lesson on the theme "Revision". First of all, I did pay attention that lesson should be well organized. To achieve main aim from the lesson, I made lesson plan beforehand. The main aims and tasks of the lesson:

Educational aim: to increase pupil's ideal-political knowledge to form their developing skills. And To motivate pupils to speak

Developmental aim: -to enable pupils to speak easily in English on several topics and to develop pupil's personal skills.

Method: visual, practical, demonstrative, communicative.

Involvement: group work and sometimes individual work.

Outcomes: pupils should learn how to speak and how to participate during the lesson.

Assessment: pupil's knowledge is assessed according to assessment criteria. And it is announced at the end of the lesson.

So, I divided into lesson plan some stages and explain it in the following way. My lesson plan is Revision. In this theme, last Unit is repeated. Duration of the lesson 45 minutes.

Organization moment. -Good morning dear pupils. How are you? Let's begin our lesson. A teacher asks the date, day, weather, and other question to open the lesson

- Who is on duty today?

-Who is absent today?

-What date is it today ?

-What is the weather like today?

Warming up. Different pictures will be shown pupils according to the theme in order to repeat last Unit and ask their names .Pupils will answer to me.

Checking home task. Yes good answer! what was your home task for today? Are you ready with home task? Now, I will check. Pupils give their home task for checking up. And teacher check all of them.

Explaining new theme. I will give pupils full information about trees, flowers, mountains, desert, and other themes which belong to last Unit. During repeating about theme, general questions are sometimes asked from pupils and they answer as they can. E.g.1. Do you have garden in your house?

2.If you have, What is your garden?

3.What kind of flowers have in there ?

Pupils are obliged to pay attention in order to get all information and answer to general questions. It consists of 15 minutes.

Practice of new theme. Dear pupils, now we will do some activities. *Activity 1.* This is group work. According to this, you should match the names and pictures of flowers on the boxes. I will give you five minutes to do this activity. Is it clear? Pupils will match the names and pictures of flowers. which are given by teacher.

After that, I am going to show different pictures which were prepared before, and they should find the name of the pictures. It is not so difficult for them. Because all of them are given in their text books. And I will show them these pictures step by step. And they will answer me fully. Pictures consists of various flowers pictures, mountain's picture, tree's picture, garden's picture, deserts and other pictures.

Extra class activities. I have an activity again. Are you ready to do? *Activity 2.* According to this, you should complete tasks in this paper. One group who finishes the task firstly, they will be winner. Is it clear? Yes, we are ready to do. Pupils complete tasks in this paper. All of them are completed, we do exercises which are given in the pupil's book.

Home task assessment. Home task is given by me. The volume of home task depends on pupil's knowledge and ability according to the theme. As a hometask, I will give to draw different pictures according to the theme. Is it clear?

Evaluation can be oral or in written form. It need to be a separate part of a lesson when a teacher concludes the result of student's success by giving the marks. I put 5 marks for the best participators during the lesson. That is why, are 5,..... are 4, and there is no low marks in the lesson. Because all of them are active pupils.

End of the lesson. Lesson is over. Good bye dear pupil.

By this kind of stage, I learnt the methods of teaching a foreign language and studied objectives, techniques of instruction, and methods of training and teaching foreign language material. And, during the lesson, I used various equipments which are divided into two parts. They are: didactic material: Teacher's book "Fly High 5", visual aids, chalk, blackboard, charts, pictures, cards. Technical equipment: Computer, screen, projector

Teaching material also play an important role in every lesson. That's why, I gathered all of interesting materials which depend on the theme such as text books, various articles, electronic teaching materials, funny and interesting activities and games and other things. In that way, I provided reading materials prior to a class that it encouraged informed discussion in the classroom.

D. Data analysis

My experience showed that one of the main aim of teaching process is to enhance pupils learning and outlooks. Teaching practice can help students to be a good teacher and it influences to achieve high levels in teaching foreign languages in future as a teacher.

The main intention of this steps is to analyze the teaching strategies and interactive methods in reading and class environment. And the research paper will discuss the interactive forms in teaching reading as a observer in this steps. During teaching practice, some lessons of teachers were observed and analyzed their teaching styles and levels.

During the lessons, most of interactive forms which depend on reading, were utilized such as role playing, pair work, group work and so on. Besides them, For being more understandable and interesting to pupils, teachers might utilized different strategies like videos, several visual aids, different hand-made posters and other things. They helped pupils to understand easily way the lessons of teachers. Pupils worked together understanding each other very well. By this kind of interactive forms, pupils' knowledge and understandings improved better than firstly. It is a good way to develop pupils' levels.

Furthermore, according to pupils' ages, levels and understandings, some pretests and posttests which belong to reading were given. The aim of this strategies is to define pupils' successful sides and lacking sides.

It means that their level of knowledge and behavior are different. It would have been better and more productive if the teachers also take into consideration the discipline of pupils and learn the psychology of them.

IV.DATA COLLECTION

Data collection is the process of gathering and collecting information from a variety of sources and to answer relevant questions and evaluate outcomes. It includes specific information and questionnaires about techniques of interactive forms in teaching reading and the process of collecting suitable data. And You can collect this information in a variety of ways such as interviews, surveys, experiments, observations, literature or works of art and others.

First step was about questionnaires which were taken from students and teachers. During teaching practice, questionnaires were distributed some teachers and pupils in order to clarify the levels and knowledge of pupils and teachers in reading skills. This questionnaires consisted of some questions which belong to reading. For being different levels and knowledge of pupils, given questions were not taken completely. For example, my pupils consisted of eighteen persons and five of the eighteen pupils of them were very active and energetic all of lessons, and nine of eighteen pupils of them were not bad, that is medium level, and others were bad levels. That's why, only some of questionnaires were come back and there was no other commentary.

For being more understandable and attractive for children interactive forms in reading, suitable teaching materials were chosen according to their interests, learning styles and levels. Small classes were compelling in getting knowledge, very keen on playing games, learning rhymes, role playing, doing and checking up home tasks and other entertaining functions. So that, to collect data, surveys which consist of internet, web, over the telephone, by mail, were used. Surveys are a method of gathering information from individuals or individually. This information is collected through use of standardized procedures so that every

participants is asked the same questions in the same way. Some of interactive activities were taken from internet. With the help of this way, the process of reading was more easier than usual. Because, when reading activities were being taken from internet, they were chosen according to age, level and knowledge of pupils. It is very necessary and important process to teach something for somebody. This is the second step of data collection.

A) Questionnaires for students and teachers.

The purpose of a Questionnaires is to define the information needed into a formalized set of questions and present these to one or more respondents to collect the desired responses and then finally interpret and analyze the data being collected. Questions which depend on interactive activities of teaching reading, were given for each students and teachers during the lesson. In this steps, questionnaire serve four basic purposes:

- to collect the appropriate data
- make data comparable and amenable to analyzes
- minimize bias in formulating and asking question
- to make questions engaging and varied.

Some teachers' and students' questions and their answers are given in this research paper.

V. RESULTS AND DISCUSSION

Reading is a bi-directional process that concerns both the Reader & the Text. The level of reader comprehension of the text is determined by how well the reader variables (interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risks) interact with the text variables (text type, structure, syntax, and vocabulary)

The purpose of this study is to determine the level of difference in reading skills. This study began by determining each student's readability skills. The levels were determined by examination of previously taken achievement tests and by evaluating word lists read by each pupils. Once the readability levels were determined, the study continued by presenting the pupils with a reading comprehension pretest. In this steps, the primary levels of pupils were checked by giving different and interesting reading activities. After defining the primary levels of pupils in pretest, the pupils were given reading comprehension posttest. This method is very useful to clarify the level and knowledge of pupils.

A. Pre-Presentation Results

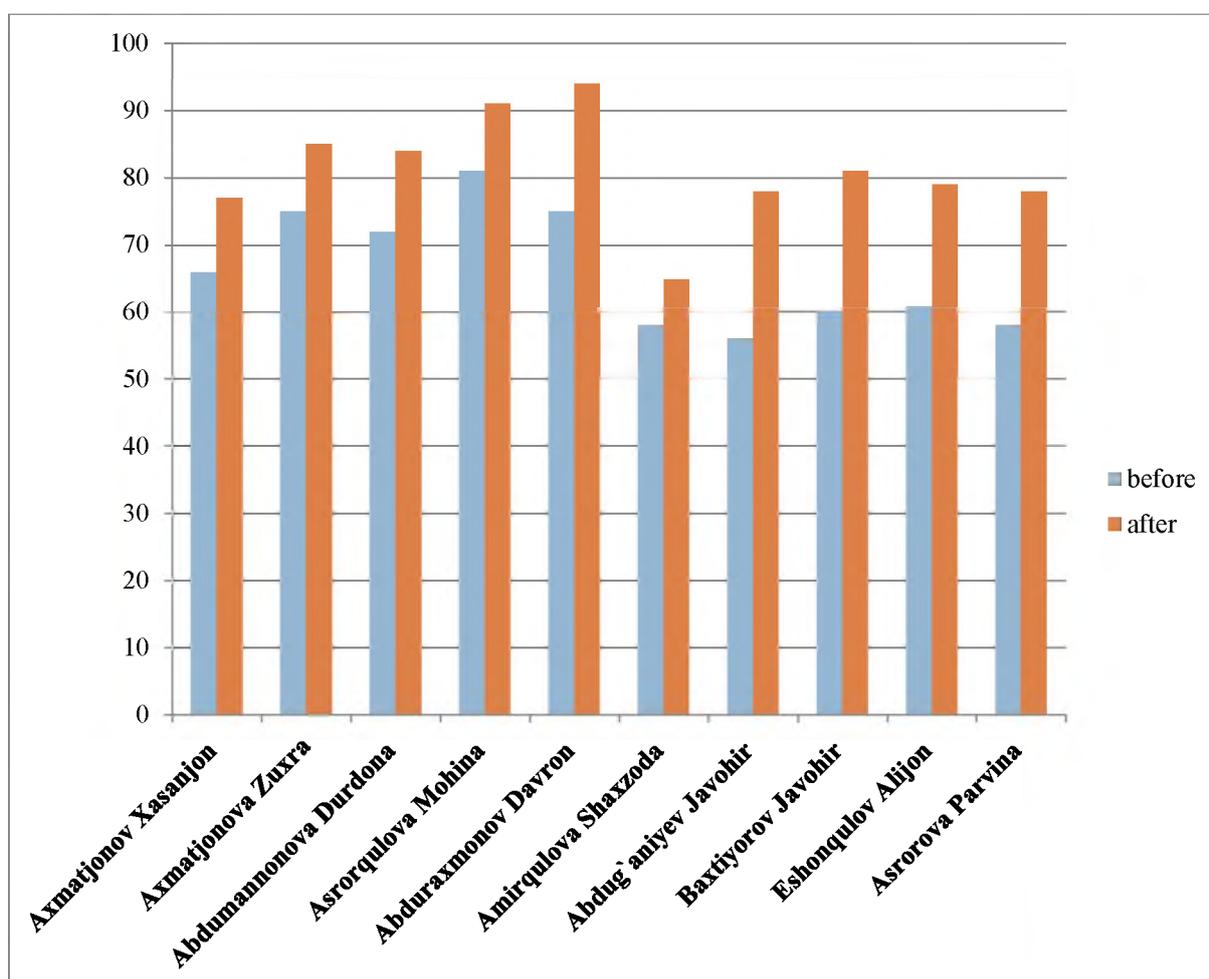
Actually, reading is very difficult and somehow terrible skills for some pupils. That is why, they make mistakes in this skills more times. When I used reading activities for my children in English lesson, they came across difficulties with them. For developing their knowledge in reading skills, some interactive forms were utilized according to their age, level too and pre-tests were taken during the lesson.

The aim of this pre-test is to define pupils' knowledge in reading and to know how to use interactive forms in teaching reading. That's

why, 30 reading tests were taken, and distributed to pupils. In the following way, the results if given test are given.

№	The names and surnames of pupils	Before	after
1	Asrorova Parvina	66	77
2	Axmatjonov Xasanjon	75	85
3	Axmatjonova Zuxra	72	84
4	Abdumannonova Durdona	81	91
5	Asrorqulova Mohina	75	94
6	Abduraxmonov Davron	58	65
7	Amirqulova Shaxzoda	56	78
8	Abdug`aniyev Javohir	60	81
9	Baxtiyorov Javohir	61	79
10	Eshonqulov Alijon	58	78
11	Djabborov Bobur	66	77
12	Mamatazimova Marjona	75	85
13	Mamadaminova Parizoda	72	84
14	Nasimova Intizor	81	91
15	Nasrullayev Donyorbek	75	94
16	Normamatova Safina	58	65
17	Norqulova Amira	56	78
18	Negamatov Elshod	60	81

The results of pre-tests and post-tests



B. Post - Presentation Results

In this steps, all of given pre-presentation results were discussed. As a result, most of pupils' level was low. In order to improve their degree, different interactive methods and forms were used such as discussion, various role playing, top-down approaches and so on. Besides them, some passive pupils were attracted different interactive forms by teacher because of lack of knowledge. Before practice process, some pre-tests were given from pupils in order to define pupils' knowledge. As you see in diagram, their first results are lower than second. Because, after their

level were defined, some methods were used. For example, passive pupils were paid attention more, different games were played according to reading skills, interactive forms were utilized more times and they learnt how to use techniques of interactive forms in teaching reading. As a result, their levels were changed good ways because of working hard and strictly. In diagram, pupils' first results and second results are given. The percentage of post-test differ from the results of pre-tests.

C. Results of Students' Questionnaire.

From observation we can see the most effective using interactive forms and their effects. According to pupils' answer, most of pupils do not have any idea and understanding about techniques of using interactive forms in teaching reading. Nearly half of pupils used interactive forms in their works and have some idea about it and they do paid attention their using too. But after using some interactive activities like role play, group work, pair work between them, their outlooks ideas changed. Because before distributing questionnaires, they thought that reading is very difficult skills among them. In pre-steps most pupils were afraid of making mistakes in reading activities. But during observation time, some understanding were given them. After this period, their results changed and showed good results. That's why, during the lesson, the variety of methods, activities, and understandings are very best way of doing reading activities and making good sentences too.

D. Results of Teachers' Questionnaire

These teaching strategies were used by the majority of English language teachers. As a result, most of pupils have positive effects. For example, Teachers explained the theme with presentation and used several visual aids so that the topic would be more understandable. By this strategies, the lesson were fruitful, because they developed pupils'

reading, speaking, listening skills and grammar, vocabulary as well. And pupils learned to correct their mistakes which were done during reading tasks. So they learned how to make reading tasks.

Besides them, first of all, teacher can organize the lesson. It is very important process in teaching. Before the lesson, lesson plan should be planned because of being more interesting and effective for pupils. If lesson plan is planned, all of activities will be done and the lesson is finished successfully. They helped pupils to understand easily way the lessons of teachers.

Furthermore, the use of body language is very important thing in the lesson for attracting pupils' attention. That's why, most of teachers used body languages correctly and normally. It was their positive sides as a future teacher.

The negative sides of all teachers' lessons, they do not pay attention to time management. Sometimes, lessons are finished before the bell rings, there is no enough time evaluating pupils and giving home task too in their lessons. Secondly, passive pupils are very important problem during the lesson. Some teachers can not appeal them with their lessons. And because of all of activities are group works, active pupils are taken into consideration and work only them.

As we know, successful and effective lesson depends on teachers. During preparing for the lesson, the teacher must design or select the appropriate activities and use them accordingly. This activities are suitable pupils' age, levels and knowledge.

DISCUSSION

The purpose of this study is to determine the level of differences in reading comprehension among school children. This study began by determining each pupils' readability level. The levels were defined by

examination of previously taken achievement tests and by evaluating word lists read by each pupil. Once the readability levels were determined, the study continued by presenting the pupils with a reading comprehension pretest. After taken pretest, all of results were discussed and defining their levels post-tests were given for pupils about reading comprehension.

In the review of research, it was determined that pupils who used reading strategies while reading demonstrated strong reading comprehension skills. Also pupils with strong reading comprehension tests, getting high comprehension scores. In this study, the results mirrored this statement. The results showed an increase in pupil comprehension , which was indicated by higher posttest scores for almost all of the pupils. There were no pupils' comprehension levels that diminished during the study.

VI. FINAL REFLECTIONS

As noted in the introduction, I believe that reading is the most important of the four skills and reading is the sign of an educated person, and it is used in our everyday lives, whether we realize it or not. **Reading** is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge.

This study has revealed some evidence to support the idea that effective instruction for English learners does the following develops proficiency in natural language or conversation through activities that are related to the children's everyday experiences, provides ample opportunity for learning, even over-learning, through recitation, repetition, and practice toward automaticity of knowledge and skills, and scaffolds for understanding and development of thinking skills through the methods of demonstration, modeling and questioning.

As far as we know teaching practice is rather complicated process than it is taught as a theory. The teaching practice is very useful and fruitful situation for all of future teachers. Because, during this period, students learn how to motivate with pupils, especially, with different levels and characters of pupils, how to control the classroom, how to work with young learners beforehand. And I was able to see that pupils' attention differs from each other according to their age and educational interest for learning new language. And conducting lesson is very difficult and

responsible work because of different level of pupils and variety of pupils' character. I was able to see that pupils' motivation varies according to their age and educational interests for learning a language. The teaching practice is very good experience for me as a future teacher.

Especially, during the teaching practice, I tried to teach interactive forms or activities in reading to pupils and worked with them. We utilized different interactive forms such as group work, pair work, Debate (between students), Debate (between students and Teacher), Think-Pair-Share and other activities. They help pupils to develop their not only reading skills but also other skills too.

Using the interactive reading forms with students allows the teacher to be facilitators of the reading process rather than monitors of performance. This is more engaging and encouraging for students and, hopefully, will allow students to progress with their reading skills in a more efficient when we read.

Additionally, the use of authentic materials also aids in the reading process by introducing students to materials that they may encounter outside of the classroom, as opposed to texts generated specifically for the classroom, which may be modified, unnatural and irrelevant for students. Using authentic listening-viewing materials, visual materials and printed materials is valuable to students because it is relevant to the learners' lives and the language is realistic to speech that native speakers will use. Interesting and attractive data or information is very necessary and essential object in teaching process for pupils who learn new topics in strange subject. To attract pupils' attention to new thing, it depends on us.

When students are the primary authors of the general texts that they will be reading, they should have an easier time with the readings than

with those featured in textbooks. This encourages students to read more and also increases reading performance. Students also have more control over what and how they are learning, which increases motivation and puts more of the responsibility in the hands of the students rather than the teacher.

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4. <http://uza.uz/uz/documents/chet-tillarni-organish-tizimini-yanada-takomillashtirish-chora-tadbirlari-togrisida-10.12.2012-24841>
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APPENDIX
APPENDIX A

No	Reading Strategy	Comment
1	Having a purpose	It is important for students to have a clear purpose and to keep in mind what they want to gain from the text
2	Previewing	Conducting a quick survey of the text to identify the topic, the main idea, and the organization of the text
3	Skimming	Looking quickly through the text to get a general idea of what it is about
4	Scanning	Looking quickly through a text in order to locate specific information.
5	Clustering	Reading clusters of words as a unit
6	Avoiding bad habits	Avoiding habits such as reading word-by-word.
7	Predicting	Anticipating what is to come.
8	Reading actively	Asking questions and then reading for answers
9	Inferring	Identifying ideas that are not explicitly stated
10	Identifying sentence structure	Identifying the subject and main verb in complex sentences.

APPENDIX B

Lesson Plan . Teaching Materials.

Date: 01.03. 2018.

Class: 3”A”.

Theme: Revision.

Practice teacher: Absamatova Gulmira.

Teaching tools: Teacher’s book “Fly High 5”, visual aids, chalk, blackboard, charts, pictures, cards, computes, tape recorder, DVD players, projectors.

Duration of the lesson 45 minutes.

Aim and tasks of the lesson:

Method: visual, practical, demonstrative, communicative.

Involvement: group work and individual work.

Outcomes: pupils should learn how to speak and how to participate during the lesson.

Assessment: pupil’s knowledge is assessed according to assessment criteria. And it is announced at the end of the lesson.

Educational aim: to increase pupil’s ideal-political knowledge to form their developing skills.

Developmental aim: to develop pupil’s personal skills.

№	Stages	Teacher	Pupils	Time
1.	Organization moment	<p>-Good morning dear pupils. How are you? Let's begin our lesson.</p> <p>- Who is on duty today? -Who is absent today? -What date is it today ? -What is the weather like today?</p>	<p>Good morning Good morning Good morning to you Good morning, dear teacher We are glad to see you! -pupil, who is on duty, answers teacher's questions</p>	3
2.	Warming up	I will show pupils different pictures according to the theme in order to repeat last Unit and ask their names.	Pupils will answer to me	5
3.	Checking home task	Yes good answer! what was your home task for today? Are you ready with home task? Now, I will check.	Pupils give their home task for checking up.	5
4.	Explaining new theme	<p>I will give pupils full information about trees, flowers, mountains, desert, and other themes which belong to last Unit. During repeating about theme, I sometimes ask general questions from pupils and they answer as they can. E.g.</p> <p>1. Do you have garden in your house? 2.If you have, What is your garden? 3.What kind of flowers have in there ?</p>	Pupils are obliged to pay attention in order to get all information and answer to general questions.	15

5.	Practice of new theme	Dear pupils, now we will do some activities. <i>Activity 1.</i> This is group work. According to this, you should match the names and pictures of flowers on the boxes. I will give you five minutes to do this activity. Is it clear?	Pupils will match the names and pictures of flowers which are given by teacher	7
6	Extra class activities	I have an activity again. Are you ready to do? <i>Activity 2.</i> According to this, you should complete tasks in this paper. One group who finishes the task firstly, they will be winner. Is it clear?	Yes, we are ready to do. Pupils complete tasks in this paper.	5
7	Home task assessment	Home task is given by me. The volume of home task depends on pupil's knowledge and ability according to the theme. As a hometask, I will give to draw different pictures according to the theme. Is it clear?	Yes. It is clear.	3
8.	Evaluation.	I put 5 marks for the best participators during the lesson. That is why , ... are 5,... are 4, and there is no low marks in the lesson. Because all of them are active pupils.	Thank you for your attention	2
9.	End of the lesson	Lesson is over. Good bye dear pupil.	Thank you for your lesson. Good bye.	

Teachers questionnaires

1. How many years have you been teaching?
2. How many years have you been a mentor for student teachers?
3. What can you do to increase pupils' reading ability in your classes?
4. Do you think, reading is one of most important skill or not in teaching?
5. What can you do to increase student motivation in your classes?
6. What do you need to be successful when adding technology tools into the classroom?
7. What kind of activities do you use for teaching some things in reading?
8. How much do you emphasize "pre reading" strategies in English Language Art classes?
9. How much do you emphasize "during reading" strategies in English Language Art classes?
10. How much do you emphasize "after reading" strategies in English Language Art classes?
11. For developing pupils' reading skills, what kind of interactive forms do you utilize?
12. What do you need to be successful when adding technology tools into the classroom?

Students questionnaires

1. Has this reading course helped improve your reading ability in English?

Yes _____ No _____ Why? _____

2. Do you think, reading skills is useful or not for you?

3. What did you learn in this course?

4. What do you know about techniques of using interactive forms in teaching reading?

5. What kind of activities and methods do you learn?

6. How often do you use interactive forms in reading?

7. Which of interactive activities do you like?

8. Do you feel more confident reading texts in English?

Yes _____ No _____ Why? _____

9. Which of the following genres did you like reading the best during

Short stories Greeting cards the course?

Labels on food, cooking recipes Advertisements

Comic strips/cartoons Forms/Applications

Newspapers Banking documents

10. Please write your opinion of using technology in a science class.