MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

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The English and Literature department.

Boyturayeva Nodira's qualification work on speciality 5220100, English philology on the theme:

"INSTRUCTIONAL ENHANCEMENTS TO IMPROVE STUDENTS' READING ABILITY"

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CONTENTS

INTRODUCTION

The developing and enlarging of science, culture, manufacture and international relations require the specialist to learn the foreign languages in the republic of Uzbekistan.

This qualification paper is dedicated to the problem of teaching reading and some instructional enhancements to implicit the reading skills for students, especially to the types of methods of teaching foreign language.

The qualification work deals to investigate the using of materials for extensive and intensive reading during the language teaching lessons and differentiate their replacement in language acquisition.

The subject of the qualification work is to develop the usage of methods of teaching reading in our educational system.

The object of the qualification paper is to study main methods of teaching reading and also the useful sides of these methods for the young pupils.

The actuality The theme of the research work consists in the new way of looking at the problem of teaching reading. Since teaching reading comprehension was always underestimated in teaching English as a second language, nonetheless it plays a great role in second language acquisition.

The aim of our qualification paper is to looking through the methods of teaching reading for pupils.

The aim is to analyze the existent problems in teaching reading comprehension and find the ways out of this problem by suggesting a series of exercises that can be useful in classroom activities.

Thus, according to the set aim we are to solve the following **tasks** :

- to determine the aim and nature of teaching reading comprehension;

- to describe the reading skills and teaching techniques;

- to describe different approaches to teaching reading;

- to work out new technologies in teaching reading;

– To analyze the main methods of teaching foreign language

– To study some difficulties pupils have in learning to read in the English language.

– To study the approaches for Correcting Mistakes

Scientific scrutiny of the research. In doing the research the works of Western and Eastern scientists, served as a main source of our research. Many scholars were involved in the topic of fruitfulness of reading strategies. Among the most prominent works dedicated to the reading skills Fredricka L. Stoller, "Instructional Enhancements to Improve Reading Abilities". Anderson, N. J. "Exploring second language reading: Issues and strategies". Beaumont M. 1996. The Teaching of Reading Skills in Second Language. Many linguists dedicated their works to the aspect of reading skills and give a methodic guide or instructions in order to develop reading skills during the classroom activities.

The novelty of our research. Few would dispute the claim that comprehension and instruction are necessary in order for language acquisition to occur. In order to communicate effectively, learners must understand what is being said. To function successfully with a target language, learners depend upon their ability to comprehend the spoken and written word. Empirical studies have identified a positive relationship between listening ability and language acquisition as well as between reading ability and language acquisition.

The hypothesis of our research is that the methods of teaching reading are effectual for teaching foreign languages at schools.

The methods of investigation are:

– Sociologic-pedagogical method
– Test
– Experiment

The theoretical significance of the work is that the results of the scientific work can be used in the course of lectures from methodology and also can be useful for those who study in the sphere of linguistics.

Practical value of the work is the exercises which can be used during the seminar on methodology of teaching English language and practical lessons.

The structure of the research paper consists of introduction, three chapters, conclusion and bibliography.

The first chapter is devoted to the study of investigation of theoretical basis of teaching reading and analyzing the instructional enhancements of reading skill's to improve the pupil's reading comprehention.

The second chapter is devoted to investigation of problems and correcting the mistakes and the aim means of teaching and learning a foreign language.

The third chapter is devoted to investigation practical basis of teaching reading.

CHAPTER I. PERSPECTIVES ON READING INSTRUCTION

I.1. **The purpose to organize reading instruction**

What is reading? Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Researches and classroom practices support the use of a balanced approach in teaching reading comprehension. Because reading comprehension depends on

efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent «higher» forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the

menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers:

· Read extensively

· Integrate information in the text with existing knowledge

· Have a flexible reading style, depending on what they are reading

· Are motivated

· Rely on different skills interacting: perceptual processing, phonemic processing, recall

· Read for a purpose; reading serves a function

Reading as a Process:

Historically, listening and reading skills have received less attention in language teaching than have the productive skills of speaking and writing. Die in part to a lack of knowledge about receptive skills, teachers often failed to devote explicit attention to devoting reading abilities, assuming that comprehension would occur on its own. More recently, however, the profession has recognized that merely exposing learners to oral or written input is not sufficient and that explicit teaching of comprehension strategies is needed.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include:

· Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences

· Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

· Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

· Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.[1] Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

I.2. Common approaches to teaching reading as a foreign language

The typical EFL reading class revolves around a textbook reading passage. The lesson may start out with pre-reading questions, during which the teacher taps into students' background knowledge and teaches some key vocabulary. Sometimes students are asked to preview the passage at this point and predict its contents. Students often preview by looking at the title, the photo and caption accompanying the passage, and section headings, if they exist. Students are then asked to read the passage on their own, most commonly at home but sometimes in class. After reading the passage, students almost always answer a set of post-

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[1] Rogova G. V. 1975.. Methods of teaching English / Ленинград: Просвещение,

reading comprehension questions (often in true/false, multiple choice, fill-in-the-blank, or short answer formats); complete vocabulary and/or grammar exercises; and engage in what we might call "personalization" activities in written or spoken form, during which they state an opinion about the reading or connect some aspect of the passage to their own lives. The teacher and students go over answers to comprehension questions, exercises, and activities. Then the teacher directs students to the next chapter, and the cycle begins again. Alternatively, in even more traditional EFL classes, the teacher reads the passage aloud in class (after having assigned it for homework) while explaining grammar points and vocabulary items as they appear in the text. Students typically listen passively to the teacher's read-aloud and commentary.

In multi-skill courses with all-purpose course books, reading passages (in the form of dialogues or short texts) are often assigned to showcase or review a target grammar point. Students are typically asked to read the text, but the amount of reading that takes place is minimal. In such classes, little attention is paid to helping students develop into skilled readers. Rather, the passage is used to transition to a grammar lesson, vocabulary review, and/or other skill practice related to speaking, listening, and writing.

Of course, not every reading lesson is exactly as depicted here. Some variation inevitably exists before teachers transition their students from one textbook chapter to the next. That variation is dependent on a number of factors, including course objectives; the mandated textbook (and its reading passages and accompanying exercises); students' reading levels and their engagement with reading-passage topics; teachers' confidence in their own abilities to teach reading and their understanding of the reading skill; and the actual time that teachers can devote to the chapter. What rarely occurs in EFL courses, however, is a lot of reading in class or at home. The absence of actual silent reading time (as opposed to time spent on reading exercises and discussions of answers) is unfortunate

because *students become better readers by reading a lot and reading often*[2]. Furthermore, there is likely to be more *testing* of reading (most often in the form of post-reading comprehension questions) than *teaching* of reading, the latter aimed at helping students become better and more critical readers.

Although students' reading abilities can improve gradually under these classroom conditions, students benefit from *explicit* reading instruction that aims to develop skilled and strategic readers[3]. Because so many students these days need to become better readers (e.g., to succeed in English-medium schools, to read textbooks and/or journals in the target language for academic and/or professional purposes, to access information on the Internet), it is worth reexamining one's approach to EFL reading and considering small or large instructional modifications that can be made to assist students in becoming better readers.

Comprehensive reading curricula

Good readers, at a minimum, need to be able to identify main ideas and details; distinguish between facts and opinions; draw inferences; determine author intent, stance, and bias; summarize; synthesize two or more reading passages; and extend textual information to new tasks, such as class projects, oral presentations, and written assignments. Furthermore, capable readers need a repertoire of reading strategies and the ability to apply them in meaningful combinations, at the right times, to achieve their reading goals. Skilled readers also need to be able to read fluently, though at different rates for different reading goals, while maintaining comprehension. For all of this to occur, students' motivation to read needs to be nurtured. Fortunately, explicit instruction that focuses on reading-skills development can greatly help EFL students become more skilled, strategic, motivated, and confident readers.

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[2] Grabe, W. 2009. Reading in a second language: Moving from theory to practice. Cambridge: Cambridge University Press

[3] Anderson, N. J. 2008. Practical English language teaching: Reading. New York: McGraw-Hill.

For all these reasons, a comprehensive reading curriculum involves much more than simply assigning a set of pages for students to read and later reviewing students' answers to comprehension questions. A comprehensive approach to reading instruction not only gives students plenty of opportunities to read but it also addresses the various aspects of reading that must coalesce for students to become good readers. In an ideal world, reading curricula are built on the following overarching curricular goals: [4]

1. *Extensive practice and exposure to print:* In comprehensive reading curricula, students read a lot and often. They read level-appropriate texts, with the expectation that reading occurs in every class. Students also read at home, where feasible. Typically, students are held accountable for more than answers to post-reading comprehension questions. Ideally, students are also exposed to additional print posted on classroom walls, in school corridors, and in the school library or resource center.

2. *Commitment to building student motivation:* In ideal reading curricula, we see a commitment to building student motivation for reading. Motivated students are more engaged as active members of the classroom community and more willing to tackle challenging texts. They also read in and out of class because they want to, not because they are told to do so.

3. *Attention to reading fluency:* Comprehensive reading curricula recognize the importance of reading fluency. A slow reader, who reads one word at a time, simply cannot be a good reader. A commitment to reading-fluency practice— at word, phrase, and passage levels—is the hallmark of curricula that reflect not only the nature of good reading but also respond to the needs of developing readers 4. *Vocabulary building:* Proficient reading requires a large recognition vocabulary. The most effective reading curricula make a commitment to building and recycling vocabulary.

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[4] Fredricka L. Stoller, Neil J Anderson, William Grabe, and Reiko Komiyama Instructional Enhancements to Improve Reading Abilities. 2013 Number1 | English Teaching Forum

5. *Comprehension skills practice and discussion:* The overarching goal of reading, of course, is comprehension. Yet comprehension is not achieved easily. It requires a reasonable knowledge of grammar, the ability to identify main ideas, an awareness of discourse structure (i.e., how textual information is organized and the signals that provide cues to that organization), and the use of multiple strategies to achieve comprehension goals. Teaching students *how* to comprehend texts and discussions of *how* comprehension is achieved are important elements of a wide-ranging reading curriculum.

At a minimum, effective reading curricula address these five elements. In many settings, especially those with an English for Academic Purposes orientation, we also see a commitment to the integration of content- and language-learning goals, often through the use of thematically organized reading passages. In such classrooms, the dual commitment to content and language learning prepares students for the demands of English-medium classrooms and workplace settings.

Small changes that teachers can make to enhance their reading instruction

Few EFL teachers are in a position to radically change their own approaches to reading instruction or their programs' predominant reading curriculum goals. Nonetheless, most teachers can modify their instructional practices in small ways with the ultimate aim of improving their students' reading abilities. Below we offer some easily adaptable classroom practices that teachers can choose from and "squeeze" into their already full lessons to help their students become better readers. Each of the following five sections is aligned with the elements of the comprehensive reading curricula outlined above. We have limited our suggestions to those that do not require more than a ten-minute commitment (though each could be expanded if the teacher wanted to). Although these suggestions do not require a significant time commitment, when they are implemented regularly, they can make a difference in students' reading abilities, attitudes toward reading, and motivation to become better readers.

Extensive practice and exposure to print

Because of the simple fact that students learn to read by reading, the ideal is to ask students to read a lot. But in some settings, that can be difficult to achieve. Nonetheless, teachers can take small steps, which take very little time away from instruction, to create print-rich classroom or school environments. The goal is to surround students, to the best of a teacher's ability, with textual materials that students will gravitate toward and be motivated to read independently.

• *Create displays with readings of interest wherever possible (e.g., in classrooms, school corridors, school libraries).* Post interesting student-written work, in addition to book covers from the library, music lyrics, copies of Internet pages that are likely to catch students' attention, informational posters on topics of interest, newspaper and magazine articles, comic strips, and movie reviews. Displaying completed class projects in the form of wall newspapers, posters, PowerPoint slides, reports, brochures, and photo essays can be motivating for other students to read as well.

• *Make age-appropriate print materials available for students to check out.* Ask school colleagues, friends in the community, local tourist offices, and, when appropriate, the families of enrolled students to donate English-language materials (e.g., newspapers, magazines, books) to the school. Make them available for students to check out and read for pleasure[5].

Commitment to building student motivation for reading

It is not unusual, in many classroom contexts, for students to be assigned passages that are simply too difficult for them, uninteresting, or both. Such reading experiences are frustrating and, sadly, oftentimes demotivate students. Furthermore, many students enter our classrooms without many reading role models; thus, they do not appreciate the enjoyment associated with reading. The pleasure of reading is even harder for students to achieve when they are overly

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[5] Dr. Ty Handy, Dr. Melinda Stein, 2010. p-16 Teaching Academic Reading Strategies To Improve Learning Quality Enhancement Plan. On-Site Visit: October 18th – October 20th 2010 Northwest Florida State College

concerned about their grades and/or competition with each other. Such students' primary reason for reading could simply become obligation—an *extrinsic*, rather than *intrinsic*, type of motivation that is unlikely to promote a deeper understanding of have labeled this phenomenon "required motivation." Although required motivation could be viewed as negative, under the right conditions it can be positive. The following techniques can encourage students who are not inclined to read on their own and/or who read only to fulfill requirements to become more engaged in the reading process.

• *Strive to make required reading passages interesting*. In the ideal reading classroom, students read passages that are of interest to them. When required texts are not inherently interesting to students, teachers should try to connect readings to students' lives, experiences, communities, immediate goals, future plans, or to texts read earlier. When such connections are planned before class, making these linkages during a reading lesson does not require much class time. When a topic is unfamiliar to students, showing pictures or audiovisual materials related to the topic can stimulate student interest. Nowadays, the Internet allows us to access video and audio clips on a wide range of topics. If teachers can locate such materials ahead of time, showing them in class may only take a few minutes.

• *Give students some degree of choice*. Provide students with opportunities to select some of their own readings, for either in-class or out-of-class reading. Students can be given the option to choose from among several passages in the mandated textbook, select a text of interest in the library, or choose from among three text resources on the Internet. Another way to provide choice is to let students choose a select number of post-reading questions that they want to answer. When students have some degree of choice, even minimal, it serves as an excellent motivator.

• *Promote cooperation among students*. Include opportunities for students to work together without the pressure of competing with each other. Almost anything related to reading can be shared in pairs or small groups in a few minutes,

including answers to comprehension questions, reactions to the day's reading, and reflections on readings completed at home.

• *Set students up for success*. When students experience reading success and can see their progress, they become motivated and engaged. They also begin to self-identify as capable target-language readers.

a) Instead of posing a question about a reading to the whole class and soliciting an oral response from the quickest student to respond (often the same student throughout the school year), give everyone a few moments to write down the answer to your questions. In this way, you can give students who do not typically speak up the chance to share their answers with a partner, a group, or the class[6].

b) At the beginning of class, give students 1–2 minutes to review the reading that had been assigned for homework. Then ask students to decide which post-reading comprehension question was the easiest to answer. Have pairs or groups of students compare answers to the questions identified as easy. Ask students to explain why the questions were easy. Then continue with other post-reading activities.

c) Teach rather than test. Rather than simply confirming correct answers to post-reading questions, ask students to return to the text to underline or circle the word, phrase, sentence, or paragraph that provides the answer ° Make sure that students have the opportunity to read texts that are easy for them. This can be done by having students reread already familiar passages for a new purpose or by assigning readings that are at a slightly lower level than their current reading ability.

d) Devote a few minutes of class time for students to chart their reading progress. Have students keep records of, for example, what they have read outside class, their performance on fluency activities (rate and comprehension), new words learned in reading class, and/or the number of pages read. **Attention to reading**

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[6] Anderson, N. J. 2009. ACTIVE reading: The research base for a pedagogical approach in the reading classroom. In *Second language reading research and instruction:*117–43. MI: University of Michigan Press.

fluency It is widely recognized that fluent reading at the word, phrase, and passage levels is essential for efficient reading. However, proficient readers read at different rates, depending on their purpose(s) for reading: reading for the gist (skimming), reading for general comprehension, reading to learn, etc. Despite this variation inherent in fluent reading, it is safe to assert that most EFL readers read too slowly to achieve their purposes. Thus, it is worthwhile to devote some class time to reading-fluency development.

The few second language researchers who consistently endorse a commitment to reading-fluency practice agree that reading fluency is developed first and foremost when students read a lot[7]. Yet other classroom approaches can contribute to fluency development. In almost any instructional context, a teacher can use a text already covered in previous lessons as a springboard for short reading-fluency activities. Using an already covered text allows students to concentrate on reading more quickly instead of having to focus on meaning and unfamiliar words. Teachers can engage students in fluency practice with activities that center on familiar texts:

• *Repeated oral reading:* Ask students to re read a sh(e.g., 45 seconds, one minute), with the goal of advancing further into the text each time.

• *Oral paired rereading:* Ask students to work in pairs to reread a text aloud. During this activity, Student A reads the passage aloud for a designated period of time (e.g., 30–60 seconds) as quickly and as accurately as possible with appropriate pausing and intonation. While Student A reads aloud, Student B follows along and assists Student A if necessary. At the end of the designated time period, Student A marks the end point of his or her read-aloud. Then Students A and B switch roles. Student B reads the exact same passage as Student A, starting at the beginning. After the same designated time period, Student B marks the end point of his or her read-aloud. The students then repeat the procedure for a second

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[7] Beaumont M. 1996. The Teaching of Reading Skills in Second Language. The University of Manchester

round, rereading the same exact text from the beginning. The goal of this reading activity is to advance further in the text in the second round. The number of words gained on the second reading is then recorded.

• *Repeated silent reading with a new purpose:* Before moving onto a new chapter, ask students to reread a passage for a *new* purpose (e.g., to prepare for a summary; fill in a graphic organizer; determine author stance; connect information with previously encountered information from a teacher mini-lecture, a field trip, or an Internet site).

• *Echo reading:* Pair a stronger reader with a weaker reader. Ask the stronger reader to start out by reading 1–2 sentences of a longer passage aloud, after which the weaker reader reads aloud the exact same text segment. The students continue in echo fashion for 4–6 minutes.

• *Buddy reading:* Pair students with similar reading abilities. Ask them to take turns, of one minute each, reading aloud a longer but easy text.

• *Teacher read-aloud:* Read a text aloud to students at a regular pace, while students read along silently. The same can be accomplished with the CDs that now accompany some textbooks ort passage aloud (but softly) 2–4 times for a set period of time Students can also echo read, sentence by sentence, as the teacher reads aloud.

• *Radio reading:* After sufficient practice, ask students to reread a passage aloud while sounding as much like a professional radio announcer as possible. Radio reading works well with nonfiction texts and with more advanced students.

• *One-minute reading* (Iwano 2004): Ask students to reread a text for exactly one minute, once a week. Stop students after 60 seconds and ask them to mark the last word read and count how many words they read. Have students keep a record of their weekly one-minute readings to chart their improvement over time.

Vocabulary building: Students are predictably the first to tell us that they need more words. A commitment to vocabulary building is always appreciated by

students and can contribute to students' reading development. As students build their vocabulary knowledge, they gain access to more advanced texts. Although many course books have pre- and post-reading exercises that emphasize the key words in the text, teachers can set aside ten minutes or less a week and use the following techniques to assist students in consolidating that vocabulary learning.

Encourage students to become word collectors. Following the reading of a text, ask students to circle five words that they want to learn and make their own. In groups, students can share their word choices and their reasons for choosing them. Students can record those words in a Vocabulary Journal of Words to Own (possibly in the back of their notebooks). At home, students can write in definitions and example sentences. These five words can be taught to others in student groups as an extension activity. Alternatively, students can create flashcards that include the target word, its part of speech, a definition, the original sentence, and a student-generated sentence. In pairs, students can teach and practice the words, using flashcards to initiate the exchange. • *Ask students to categorize words*. Choose a text with many useful vocabulary words and pick 15–20 words for students to work with. Ask students to sort the words into 2–4 categories provided by the teacher, such as (1) adjectives, adverbs, nouns, and verbs; (2) positive words, negative words, and neutral words; and (3) medical words, technology words, and solution words. Encourage students to look back at the text to decide which words belong in each category.

• *Guide students in analyzing words*. Choose words from students' texts with similar prefixes, roots, and suffixes and instruct them to analyze the words. As they encounter words with the same prefixes, roots, or suffixes in future readings, have students add them to their lists and discuss their meanings.

• *Encourage students to use newly learned words*. Write three recently learned words on the board. Ask students to choose one and write for one minute, using the word at least once.

Comprehension skills practice and discussion

Comprehension is the ultimate goal of all reading; that is, the ability to understand a text underlies all reading tasks. Thus, main-idea comprehension should be at the core of all reading instruction (Grabe and Stoller 2013). In most classes, comprehension is tested as the class reviews post-reading comprehension questions. Instead of testing comprehension, we can help our students by *teaching* comprehension. Below are a few ideas that do not require more than ten minutes of class.

• *Ask students to anticipate, predict, confirm, or modify their predictions, and summarize*. Following the Directed Reading-Thinking Activity (DR-TA) protocol, help students relate their background knowledge to the text and determine their goals for reading, and engage in a series of prediction and/or summarizing tasks at set, predetermined pauses.

• *Ask how, when, and why questions about reading-strategy use*. Bring combinations of the following reading strategies to students' conscious attention: Preview and form questions about the text.[8]

Answer questions while reading. Identify difficulties encountered in the text. Take steps, such as rereading, to repair faulty comprehension. Judge how well goals are met. Take notes, underline, or highlight main ideas and summarize using notes. Encourage strategy practice while students are reading for authentic pur-poses. As a class, talk about how, when, and why the strategy sets are used.

• *Model strategy use*. Consider reading a text segment aloud to students while incorporating the verbalization of strategies. For example, you might comment on reading goals; make predictions; point out contextual clues that help clarify the meaning of key vocabulary; connect textual information to background knowledge or a previously read text; make inferences; and/or reread to clarify a possible misunderstanding.

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[8] http://www.childrens-books-and-reading.com/look-and-say.html.

• *Ask students to follow up initial post-reading question responses with further elaboration*. This can be done by asking students to defend their answers, explain why an answer is appropriate, or point out where the text supports their answers. Guide students in making connections across parts of the text, between two or more texts, or between the text and their own background knowledge.

• *Assign summary tasks*. With more demanding texts, ask students to summarize what they have read or a segment of what they have read. Such tasks provide students with practice in identifying main ideas, articulating those ideas, and establishing links across main ideas and supporting details. Teachers can also ask students to write a one-sentence summary for each paragraph while reading; as an alternative, students could be asked to write a phrase in the margins that captures the main idea of each paragraph. These types of summary tasks help students not only focus on main ideas but also monitor their understanding of the passage.

• *Use graphic organizers*. Work with students to fill in simple diagrams on the board with key words and phrases to indicate the discourse organization of a text paragraph or section (see Figures 1 and 2). Texts or portions of texts that are organized around problem-solution, comparison contrast, cause-effect, or timeline/sequence frameworks lend themselves well to such tasks (Jiang and Grabe 2009). Guide students in a quick discussion of their completed graphic organizers (e.g., the causes and effects of certain actions or the sequence of an event).

• *Give students a list of transition words and phrases that they have encountered and ask them to cluster them into similar groups*. For intermediate-level students, provide a set of transition word categories followed by a list of transition words and phrases (see Figure 3). The task involves categorizing the transition words into appropriate groups (see the Appendix for a possible response to this task). Following the activity, ask students why they categorized the words as they did. For more advanced students, do not provide the category names. Rather, ask students to generate a name for each category that they create. Point out that some words could be placed in more than one category. Part of the value of this activity

requires that students justify the placement of transition words and phrases into categories.

Approaches to teaching reading skills

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend[9].

There are numerous reading skills that pupils need to master to become proficient readers: extracting main ideas, reading for specific information, understanding text organization, predicting, checking comprehension, inferring, dealing with unfamiliar words, linking ideas, understanding complex sentences, understanding writer's style and writing summaries[10]. But if adult learners are psychologically prepared for reading and the matter is only in acquiring basic reading skills, enriching vocabulary stock and mastering at least few grammar rules, then the situation with young elementary readers is quite different.

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[9] Beatrice S. Teaching reading in a second Language / S. Beatrice, E. D. Mikulecky. - London: Pearson Education, 2008.p4.

[10] http://nsambatcoumar. files. wordpress.com/2010/10/teaching-reading-in-english. pdf p2.

Learners read effectively only when they are ready. The reader's preparedness to read is called 'reading readiness'. According to Thorndike's law of learning, the first requisite for beginning reading is an interest in reading. Reading stories, allowing children to draw and read charts, displaying readable messages, providing picture books and labeling the objects will stimulate their interests[11].

At any level, the following skills are necessary for a pupil to become a proficient reader:

– automatic, rapid letter recognition

– automatic, rapid word recognition

– the ability to use context as an aid to comprehension

– the ability to use context when necessary as a conscious aid to word recognition.

A good readiness program develops proficiency in the following area:

speaking and listing skill; visual discrimination; knowing the alphabet;	thinking skills; word meaning skills; auditory discrimination;	moving left to right; sight vocabulary; identification skill

For visual discrimination a teacher may use exercises of identification of the same picture in a row, for visual and auditory discrimination one may find useful exercises of identification of same letters in a row, finding the odd one, picking out word pairs (*yes-yes, tit-tit*), circling the odd word pair in a group. To train word identification and word recognition tasks like 'complete the letters or words with the help of pictures in a sentence' may be appropriate.

While teaching reading the following approaches should not be neglected:

1. Focus on one skill at a time. Explain the purpose of working on this skill, and convince the pupils of its importance in reading effectively.3. Work on an

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[11] http://nsambatcoumar. files. wordpress.com/2010/10/teaching-reading-in-english. pdf

example of using the skill with the whole class. Explain your thinking aloud as you do the exercise.4. Assign pupils to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work.5. Discuss pupils' answers with the whole class. Ask them to explain how they got their answers. Encourage polite disagreement, and require explanations of any differences in their answers.6. In the same class, and also in the next few classes, assign individuals to work on more exercises that focus on the same skill with increasing complexity. Instruct pupils to work in pairs whenever feasible.7. Ask individual pupils to complete an exercise using the skill to check their own ability and confidence in using it.8. In future lessons, lead the pupils to apply the skill, as well as previously mastered skills, to a variety of texts.

Reading becomes effective when teacher starts with words that are familiar to pupils, uses simple structures, blackboard and flashcards, and gives emphasis to recognizing and understanding the meaning of a word simultaneously. As far as young elementary learners are concerned teaching reading should be started when a child can learn his/her own mother-tongue. Also, it is suggested to use some kind of reading repetition or practice and progress monitoring. Moreover, teachers should always keep in mind the various problems of reading a foreign language.

Good readers do this easily so they can decipher new words and attend to the meaning of the passage. Poor readers usually are slower and make more mistakes in sounding out words. Their comprehension suffers as a consequence. Poor readers improve if they are taught in an organized, systematic manner how to decipher the spelling code and sound words out.

There are also several principles behind the teaching of reading

Principle 1: Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we

agree with them. If we do not do these things - and if pupils do not do these things - then we only just scratch the surface of the text and we quickly forget it.

Principle 2: Pupils need to be engaged with what they are reading. As with everything else in lessons, pupils who are not engaged with the reading text - not actively interested in what they are doing - are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

Principle 3: Pupils should be encouraged to respond to the content of a reading text not just to the language. Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give pupils a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic - thus provoking personal engagement with it and the language.

Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint - the book cover, the headline, the word-processed page - our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give pupils 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

Principle 5: Match the task to the topic. We could give pupils Hamlet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face

of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are. Once a decision has been taken about what reading text the pupils are going to read, we need to choose good reading tasks - the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

Principle 6: Good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, descriptions etc. It doesn't make sense just to get pupils to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for Study and later Activation.

All things considered, reading is far from being a passive skill. Pupils need to be engaged with what they are reading. Teachers should match tasks to the topic, choose activities up to the pupils' abilities and develop teaching programs in such a way so that to develop all the reading skills.

1.3 The content of teaching reading

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign languages lists reading as one of the leading language activities to be developed. It runs: " To read, without grammar a dictionary, texts containing familiar grammar material and no more than 4-6 unfamiliar words per 100 words of the text the meaning of which, as a rule, should be clear from the context or familiar word- building elements (in the eight -year school). Pupils are to read, with the help of the dictionary, easy texts containing familiar grammar material and 6-8 unfamiliar words per 100 words of the text (in the ten year school)." Therefore reading is one of the practical aims of the teaching a foreign language in schools.

Reading is of great educational importance, as reading is a means of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge of the world around him. He gets acquainted with the countries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with these books, which in its turn facilitates unaided practice in further reading. The content of texts, their ideological and political spirit influence pupils. We must develop in Uzbek pupils such qualities as honesty, devotion to and love for our people and the working people of other countries, the texts our pupils are to read must meet these requirements. Reading ability is, therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself, it is also a means of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and, in this way , he perfects his command of the target language. The more the pupil reads, the better his retention of the linguistic material is. If the teacher instructs his pupils in good reading and they can read with sufficient fluency and complete comprehension he helps them to acquire speaking and writing skills as well. Reading is, therefore, both an end to be attained and a means to achieve that end.

Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading us a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison. Reading as a process is connected with the work of visual, kinesthetic, aural analyzers, and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text he ,, sounds it very " it silently, therefore the kinesthetic analyzer is

involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the aural analyzer is not passive, it also works and, finally, due to the work of all analyzers the reader can understand thoughts. In learning to read one of the aims is to minimize the activities of kinesthetic and aural analyzers so that the reader can associate what he sees with the thought expressed in reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on the reader's ability to establish a direct connection between what he sees and what it means. To make this easier to understand it may be represented as follows:

Visual -------------------------thoughts

analyzer

Kinesthetic

analyzer   ------------------ aural   analyzer
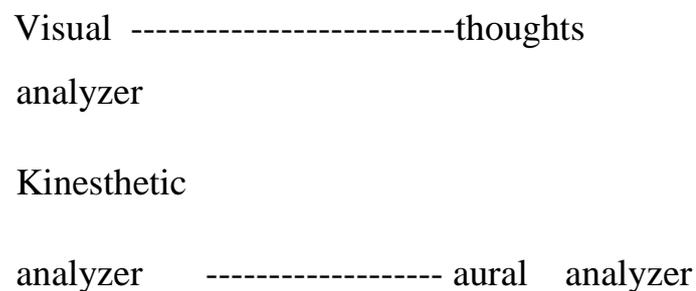
There are two of reading: aloud or orally, and silently. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop this skill through oral reading and silent reading.

When one says that one can read, it means that one can read, it means that one can focus one's attention on the meaning not on the form: the the pupil treats the text has a familiar form of discourse and not as a task of deciphering. ,, The aim of the teacher is to get his pupils as quickly as possible over the period in which each printed symbol is looked at for its shape, and to arrive at the stage when the pupil looks at words and phrases, for their meaning, almost without noticing the shapes of the separate letters." A good reader does not look at letters, nor even at words, one by one, however quickly; he takes in the meaning of two, three, or four words at a time, in a single moment. The eyes of a very good reader move quickly, taking long ,, jumps " and making very short ,, halts ".We can call

this ideal reading „ reading per se ”. Reading per se is the end to be attained. It is possible provided:[12]

1) the reader can associate the graphic system of the language with the phonic system of that language;

2) the reader can find the logical object and the logical subject and the logical predicate of the sentences:

The man there is my neighbour.

There were many people in the hall.

It was difficult for me to come in time.

The actions which pupils perform while doing these exercises constitute the content of teaching and learning reading in a foreign language.

CHAPTER II. READING AS AN AIM AND A MEANS OF TEACHING AND LEARNING A FOREIGN LANGUAGE

2.1. Integrating Reading Comprehension Strategies

Instruction in reading comprehension strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading[13].

Before reading: Plan for the reading task

· Set a purpose or decide in advance what to read for

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[12] http://www.childrens-books-and-reading.com/look-and-say.html.

[13] Anderson, N. J. 1999. Exploring second language reading: Issues and strategies. Boston: Heinle and Heinle

· Decide if more linguistic or background knowledge is needed

· Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

· Verify predictions and check for inaccurate guesses

· Decide what is and is not important to understand

· Reread to check comprehension

· Ask for help

After reading: Evaluate comprehension and strategy use

· Evaluate comprehension in a particular task or area

· Evaluate overall progress in reading and in particular types of reading tasks

· Decide if the strategies used were appropriate for the purpose and for the task

· Modify strategies if necessary

Using Authentic Materials and Approaches: For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and

makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. «Because the teacher assigned it» is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and

together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

· There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

· Use the «read and look up» technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.

Reading Comprehension Strategies

Reading comprehension is defined as the level of understanding of a passage or text. Reading at the rate of 200 to 220 words per minute is considered as a normal speed of reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a student can understand the meaning of at least 75% of the total text given then it is regarded as acceptable limits for reading comprehension.

Reading is an active process that require an interplay between various types of knowledge[14].

1. grammatical competence: knowledge of morphology, syntax, vocabulary, and mechanics;

2. sociolinguistic competence: knowing what is expected socially and culturally by native speakers of the target language;

[14] Beaumont M. 1996. The Teaching of Reading Skills in Second Language. The University of Manchester

3. discourse competence: the ability to use cohesive devices such as pronouns, conjunctions, and transitional phrases to link meaning across sentences, as well as the ability to recognize how coherence is used to maintain the message's input;

4. strategic competence: the ability to use a number of guessing strategies to compensate for missing knowledge.

Readers rely upon the types of knowledge described above as they perform a variety of tasks in the comprehension process.

Various methods are used to improve Reading comprehension that include Training the ability to self assess comprehension, actively test comprehension using a set of questions, and by improving metacognition. Practice plays more pivotal part in development and honing the skills of reading comprehension. Self assessment with help of elaborative interrogation and summarizing helps.

Effective reading comprehension is the culmination of mastering vocabulary, phonics, fluency, and reading comprehension skills. Person having good comprehension skills is considered as active reader, with an ability to interact with the words by understanding its complete meaning and the concept behind it. Thus skill of reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning.

Reading comprehension teaching aims at-

1. To let better grasping of the context, sequence and the characters narrated in text.

2. Certain parts of the text can confuse readers. Reading comprehension skills works on this aspect to get the clear idea of the meaning of the text.

3. Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.

4. It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

Testing: Testing Comprehension reading has always proved a great tool in the assessment of the student' ability as it provides a feedback on the progress of student. It also enhances the self ability to judge ourselves, provided such tests are carefully designed. The carefully designed comprehension test is a cleverly constructed set of questions targeted at the summery, overall meaning of text including most important meanings of words. The questionnaire can be of different types like open ended question, closed formats or multiple choice questions.

Thus introduced the Informal Reading Inventories (IRI), which is a classroom based lesson directing and monitoring the progress system. However, because of its laborious construction, another format is constructed known as criterion based Informal Reading Inventory.

Informal Reading Inventory

An IRI provides a good description of three levels of comprehension reading progress of immense importance.

1. Frustration Level or Inability Level where word decoding accuracy is just below 90% with comprehension accuracy below 70%.

2. Instructional Level or ability supported with guidance where word decoding accuracy is around 90% with comprehension accuracy around 75%.

3. Independent Level where student doesn't require the assistance anymore having word decoding accuracy is well above 97% with comprehension accuracy below 90%.[15]

Although, initially IRI provided the frame for recording responses to the posed questions, to be analyzed later to find out the strong and gray areas of

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[15] http://www.btinternet.com/~ted. power/esl1104.html.

student, nowadays it also offers many add-ons to get a much elaborative picture of its progress.

Informal Reading-Thinking Inventory (IR-TI)

Thinking Inventory, which is aimed at other related areas like thinking development of student besides his word decoding and comprehension accuracy power. It is format which facilitates additional measuring tool of higher cognitive progress and comprehension. It measures the progress on three levels – how good the student in reading lines, reading between lines and reading beyond the lines (recognition, inference and its interpretation and application). The most significant aspect of the IR-TI is the separate judgment it makes of basic comprehension and separately of critical-constructive comprehension.

Informal Reading and Thinking Inventory (IR-TI) provides a set of graded word lists where each list is constructed at a given difficulty of specific grade. These lists are given to the students which mark the first stage in testing to measure his independence level. It is always recommended to give the student the easier step first and then moving gradually to the more difficult ones to boost his confidence. Graded lists are found as quick and effective tool in assessment of student's levels.

After graded lists, graded passages are given to the student. The student is asked to read the passage aloud, and then answer the questions. While reading, the teacher records any «unexpected response» like omission, substitution, insertion, self correction, repetition and hesitation. Once the student finishes with his reading, the book is kept shut and the related questions will be asked. Scoring is done on the basis of answers given and the accuracy of reading and its fluency.

Efforts are put continuously to enhance this format even more precise and are focused at developing one's worldview, regarded as the highest stage of comprehension reading.

2.2 Problems in Reading Comprehension

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Few would dispute the claim that comprehension is necessary in order for language acquisition to occur. In order to communicate effectively, learners must understand what is being said. To function successfully with a target language, learners depend upon their ability to comprehend the spoken and written word. Empirical studies have identified a positive relationship between listening ability and language acquisition as well as between reading ability and language acquisition.

During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included «round robin reading,» wherein teachers called on individual students to read a portion of the text (and sometimes following a set order). In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of «round robin» reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of «reading strategies,» or tools to interpret and analyze text. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. Comprehension is the ultimate goal of reading. However, there are a number of factors which may interfere with an individual's ability to comprehend text material.

The most common single obstacle to text comprehension is decoding insufficiency. Simply put, if the student cannot decode accurately and automatically, comprehension will be compromised.

– When the student cannot «apprehend» or decode the word, meaning cannot be extracted.

– When the student cannot decode fluently and automatically, reading is slow and laborious and memory for read material is poor.

– When the student cannot decode and is taught to rely on «context cues» or to «guess» at words, comprehension is compromised.

A more subtle interference is an underlying problem with language comprehension or inferential thinking. Those with right-hemispheric or non-verbal learning disorders are typically proficient decoders or «word callers» who have little to no difficulty remembering the specific details of what they have read.

In this second category, the student typically does well in the early grades but begins to struggle academically in the higher grades when the demand for comprehension increases. Such students often begin to experience difficulty with test taking and lecture learning due to underlying deficits in complex comprehension of novel material and inferential thinking.

It is not until late elementary or middle school when the curriculum demands shift and the demand for complex comprehension increases. Students who start out strong but begin to experience learning difficulty in the higher grades should be evaluated for underlying deficits in comprehension.

Physiological vision problems, such as deficits in tracking and scanning, also interfere with comprehension of text. For example, if one were asked to read Gone with the Wind through a straw, the physical energy to perform the task would result in extreme fatigue, diminished attention and poor comprehension. Comprehension problems in this case would not be due to specific learning disability but to a sensory-based (and likely correctable) vision problem.

Lastly, psychological problems can also impair comprehension. Therefore, a comprehensive psycho educational evaluation should be performed whenever a person experiences problems with text comprehension. Only through evaluation can one determine the root cause of difficulty and design appropriate intervention strategies.

Developing reading comprehension activities involves more than identifying a text that is «at the right level,» writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

Construct the reading activity around a purpose that has significance for the students

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

Some difficulties pupils have in learning to read in the English language

Reading in the English language is one of the most difficult things because there are 26 letters and 146 graphemes which represent 46 phonemes. Indeed the English alphabet presents many difficulties to Russian speaking pupils because the Russian alphabet differs greatly from that of the English language. A comparison of the two languages shows that of the 26 pairs of printed letters (52- if we consider capital and small letters as different symbols) only 4 are more or less similar to those of the Russian alphabet, both in print and in meaning. These are K, k, M, T, f, G, g, h, L, l, I, i, J, j, N, n, Q, q, R, r, S, s, t, U, u, V, v, W, w, Z, z. The letters A, a, B, C ,c, E, e, H, O, o, P, p, Y, y, X , x occur in both languages, they are read differently. They are, therefore, the most difficult letters for the pupil to retain. Obviously in teaching a pupil to read English words, much more attention should be given to those letters which occur in both languages but symbolize entirely different sounds. For example, H, p… (Pupils often read How as (nau). Therefore, in presenting a new letter to pupils the teacher should stress its peculiarity not only from the standpoint of the English language what sound or sounds it symbolizes) but from the point of view of the Russian language as well.

It is not sufficient to know English letters. It is necessary that pupils should know graphemes, how this or that vowel, vowel combination, consonant, or consonant, combination is read in different positions in the words (window, down).

The teacher cannot teach pupils all the existing rules and exceptions for reading English words. Nor is it necessary to do so. When learning English pupils are expected to assimilate the following rules of reading: how to read stressed vowels in open and closed syllables and before r; how to read ay, oo, ou, ow; the

consonants c, s, k, g, ch, sh, th, ng, ck, and tion, ssion, ous. The rules are not numerous, but they are important to the development of reading.[16]

Pupils should learn the reading of some monosyllabic words which are homophones. For example: son- sun; tail-tale; too-two; write-right; eye-I, etc.

At the very beginning, the pupil is compelled to look at each printed letter separately in order to be sure of its shape. He often sees words and not sense units. For instance, he reads: The book is on the desk and not (The book is) (on the desk).

The most difficult thing in learning to read is to get information from a sentence or a paragraph on the basis of the knowledge of structural signals and not only the meaning of words. Pupils often ignore grammar and try to understand what they read relying on their knowledge of autonomous words. And, of course, they often fail, e.g., the sentence He was asked to help the old woman is understood as Он попросил помочъ старущке, in which the word he becomes the subject and is not the object of the action. Pupils sometimes find it difficult to pick out topical sentences in the text which express the main ideas.

To make the process of reading easier new words, phrases and sentence patterns should be learnt orally before pupils are asked to read them. So when pupils start reading they know how to pronounce the words, the phrases, and the sentences, and are familiar with their meaning.

Consequently, in order to find the most effective ways of teaching the teacher should know the difficulties pupils may have.

And also during spelling some words pupils also have some difficulties, they have ascents. Some sounds which have in English language may not have in their native language. So that they can not pronounce the words at the first time very well.

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[16] Johnson A. P. 2008. - 260 p.Teaching Reading and Writing. P-165

For example English language have monoftongs, diftongs, triftongs. Monoftongs in English language express only one sound, diftongs express two sounds, monoftongs express three sounds. Uzbek language have „ harf birikmasi ". They are „ ng , ch , sh " and also they express only one sound. Pupils should more exersises about the sounds.

2.3. Approaches to Correcting Mistakes

In teaching pupils to read the teacher must do once best to prevent mistakes. Teachers may however, be certain that in spite of much work done by them, pupils will make mistakes in reading. The question is who corrects their mistakes, how they should be corrected, when they must be corrected.

The opinion is that the pupil who has made a mistake must try to correct it himself/herself. If s/he cannot do it, his/her classmates correct his/her mistake. If they cannot do so the teacher corrects the mistake. The following techniques may be suggested:

1. The teacher writes a word (e. g., black) on the black board. S/He underlines *ck* in it and asks the pupil to say what sound these two letters convey. If the pupil cannot answer the question, the teacher asks some of his/her classmates. They help the pupil to correct his/her mistake and s/he reads the word.

2. One of the pupils asks: What is the English for „чорний"? If the pupil repeats the mistake, the "corrector" pronounces the word properly and explains the rule the pupil has forgotten. The pupil now reads the word correctly.

3. The teacher or one of the pupils says: Find the word „чорний" and read it. The pupil finds the word and reads it either without any mistake if his/her first mistake was due to his/her carelessness, or s/he repeats the mistake. The teacher then tells him/her to recollect the rule and read the word correctly.

4. The teacher corrects the mistake himself/herself. The pupil reads the word correctly. The teacher asks the pupil to explain to the class how to read *ck*. The teacher tells the pupil to write the word black and underline ck. Then s/he says how the word is read.

There are some other ways of correcting pupils' mistakes. The teacher should use them reasonably and choose the one most suitable for the case.

Another question arises: whether teachers should correct a mistake in the process of reading a passage or after finishing it. Both ways are possible. The mistake should be corrected at once while the pupil reads the text if s/he has made it in a word which will occur two or more times in the text. If the word does not appear again, it is better to let the pupil read the paragraph to the end. Then the mistake is corrected. A teacher should always be on the alert for the pupils' mistakes, allow their reading and mark their mistakes in pencil.

Mistakes and how to correct them

In teaching pupils to read the teacher must do his best to prevent mistakes. We may, however, be certain that in spite of much work done by the teacher, pupils will make some mistakes in reading at the foreign language. The question is who corrects their mistakes in reading, how they should be corrected, when they must be corrected.

Our opinion is that the pupil who has made a mistake must try to correct it himself. If he or she can not do it, his or her classmates correct his or her classmates correct his or her mistake. If they can not do it so the teacher corrects the mistake. The following techniques may be suggested:

1.The teacher writes a word (e.g., *black*) on the blackboard. He underlines *ck* in it and asks the pupil to say what sound these two letters convey. If the pupil can not answer the question, the teacher asks some of his classmates. They help the pupil to correct his mistake and he reads the word.

2.One of the pupils asks: *What is the English for ,, черный "*? If the pupil repeats the mistake, the ,, corrector " pronounces the word properly and explains the rule the pupil has forgotten. The pupil now reads the word correctly.

3.The teacher or one of the pupils says: *Find the word ,, черный "* and read it. The pupil finds the word and reads it either without any mistake if his first mistake was due to his carelessness, or he repeats the mistake. The teacher then tells him to recollect the rule and read the word correctly.

4.The teacher corrects the mistake himself. The pupil reads the word correctly. The teacher asks the pupil to explain to the class how to read *ck.*

5.The teacher tells the pupil to write the work *black* and underline *ck.* Then he says how the word is read.

There are some other ways of correcting pupils' mistakes. The teacher should use them reasonably and choose the one most suitable for the case.

Another question arises: whether we should correct a mistake in the process of reading a passage or after finishing it. Both ways are possible. The mistake should be corrected at once while the pupil reads the text if he has made it in a word which will occur two or more times in the text. If the word does not appear again, it is better to let the pupil read the paragraph to the end. Then the mistake is corrected.

A teacher should always be on the alert for the pupils' mistakes, follow their reading and mark their mistakes in pencil.

Silent reading. In learning to read pupils widen their eyespan. They can see more than a word, phrase, a sentence. The eye can move faster than the reader is able to pronounce what he sees. Thus reading aloud becomes an obstacle for perception. It hinders the pupil's comprehension of the text. It is necessary that the pupil should read silently. Special exercises may be suggested to develop pupils' skills in silent reading. For instance, ,, Look and say, read and look up."

To perform this type of exercises pupils should read a sentence silently, grasp it, and reproduce it without looking into the text. At first they perform such exercises slowly. Gradually the teacher limits the time for the pupils' doing the exercises. It makes them read faster and faster. All this lead to widening their eyespan.

Teaching silent reading is closely connected with two problems:

(1) instructing pupils in finding in sentences what is new in the information following some structural signals, the latter is possible provided pupils have a certain knowledge of grammar and vocabulary and they can perform lexical and grammar analysis.

(2) Developing pupils' ability in guessing.

Pupils should be taught how to find the logical predicate in a sentence. The teacher may ask his pupils to read a text silently and find the words conveying the new information in the text according to their position. There are some signals which may be helpful in this respect. These are – the Passive Voice (*The doctor was sent for);* the indefinite article (*A man came up to me);* the construction ,, It is/was '' (*It was not difficult for him to finish his work in time)*, etc. Grammar and lexical analyses help pupils to assimilate structural words, to determine the meaning of a word proceeding from its position in the sentence, to find the meanings of unfamiliar words, and those which seem to be familiar but do not correspond to the structure of the sentence (e.g., *I saw him book a ticket)*. Pupils' poor comprehension often results from their poor knowledge of grammar (syntax in particular).

The teacher should instruct pupils how to work with a dictionary and a reference book so that they can overcome some difficulties independently. Although in school the teacher often applies grammar and lexical analyses, however, he often does it not with the aim of the ,, actual division '' or parsing of the sentence and better comprehension of the sentence or of the text, but with the aim of checking or revision of his pupils' knowledge of grammar and vocabulary.

This does not mean that the teacher should avoid grammar and vocabulary analyses for revision. However, much more attention should be given to teaching pupils how to carry out the actual division of sentences to get information from the text. Here are a few examples of structural – information exercises.

- Read the following sentences and guess the meaning of the words you do not know.
- Read the sentence *An idea struct me* and explain the use of the indefinite article.
- Find the logical predicates in the sentences with the words *alone, even, so.*
- Read the text. Stress the words conveying new information in each sentence.

E. g.,   I have a bag. The bag is black.

It is a new bag. I like my new bag.

- These sentences are too complicated. Break them into shorter sentences.
- Find the sentence which summarizes the paragraph.
- By what words is the reader carried from sentence to sentence in this paragraph ?
- What is the significance of the tense difference ?
- What is the effect of the series of repetitions in the paragraph ?

To read a text the pupil must possess the ability to grasp the contents of the text. The pupil is to be taught to compare, to contrast, to guess, and to forsee events.

One of the most frequently used methods by which children attack new words is through the use of picture clues.

The use of context clues is another word – getting technique. The pupil discovers what a new word is when that particular word is needed to complete the meaning of the sentence.

In teaching pupils to read much attention should be given to the development of their ability to guess. One of the best ways to develop this skill is to give the pupil the text for acquaintance either during the lesson or as his homework. He can read it again and again." Before questions" may be helpful. They direct the pupil's thought when he reads the text. It the work is done during the lesson ,the teacher can direct his pupils in guessing new words. The teacher instructs pupils how to get information from the text. Semantic- communicative exercises are recommended They are all connected with silent reading. They may be:

- Read and say why Jack does not take the apple (5th form textbook).
- Read. Find answers to the following questions (6th form textbook).
- Read the text. Find the words which describe the room.
- Read the text. Say what made the Prime Minister leave the country
- There are two causes of the strike. Find them in the text them
- There are three main features of the substance mentioned in the text below.
- The author describes his hero with great sympathy.
- Read the text and prove that … is a kind woman.
- Read the text and find arguments to prove that…

The three types of exercises are distributed differently depending on the stage of teaching. In the 5 – 6th forms graphemic – phonemic and structural – information exercises should prevail. In the 7 – 9th forms structural – information and semantic – communicative must be mostly used; the latter should prevail.

Pupils perform graphemic – phonemic exercises reading them aloud. The teacher uses individual, group, and full class reading. He checks the pupil's reading by making him read aloud.

Pupils perform structural – information exercises by reading them aloud and silently. The teacher uses individual, group, and full class reading when pupils read sentences, paraghraphs of the text aloud, and when the aim is to teach pupils

correct intonation in connection with the actual division of sentences. He checks the pupil's reading asking him to read aloud.

The teacher uses mass reading when pupils read sentences, paragraphs of the text silently; the objective may be different: either to widen their eyespan or to find new information. The teacher checks the pupil's silent reading by asking him to reproduce a sentence or a clause; through the pupil's interpreting the text; by utilizing true – and – false statements, questions and answers, and, finally, translation.

Pupils perform semantic – communicative exercises reading the text silently. If the work is done during the lesson the teacher uses mass reading. He checks his pupils' comprehension by asking the pupils individually. The techniques the teacher uses to check pupil's ability to get information from the text may be different. The choice depends on the stage of teaching; on the material used; on pupils' progress.

In the junior stage the following techniques may be suggested:

- Read and draw.

- Here are the questions. Find the answers in the text. (Before – questions are given.)

- Find the following sentences in the text. (The teacher gives Russian equivalents.)

- Correct the following statements which are not true to fact.

- Translate the sentences (the paragraph) beginning with the words… (The teacher reads the words.)

- Recite the text.

- Read the sentences you find most important in the text.

Some of the assignments may be done in writing.

In the intermediate and senior stages the following techniques may be recommended.

- Answer the questions. (All types of questions may be used. However, why – questions are desirable.)
- Tell your classmates what (who, when, where, why)…
- Read the words (the sentence or the paragraph) to prove or to illustrate what you say.
- Find the words (sentences) from which you have got some new information for yourself.
- Read the paragraph (paragraphs) you like best, and say why you like it.
- Translate the paragraph when (where, why, etc.) …
- Translate the text. (This may be done both orally and in written form.)
- Write a short annotation of the text. (This may be done either in English or in Russian.)

The choice depends on the material used.

If the text is easy, i.e., if it does not contain unfamiliar words and grammar items (as is the case in the junior form) the teacher uses those techniques which are connected with speaking, with the active use of vocabulary and sentence patterns. Similar techniques may be used in intermediate and senior stages if the text is not difficult for the class. The teacher asks his pupils a few questions to test their understanding. The interrogation should be carried out briskly. The teacher passes from pupil to pupil without waiting if a particular pupil has not got his answer ready. For the most profitable results of this work speed is essential. It ensures that all get a chance to answer. With books open one of the pupils asks a question or a number of questions and another answers. The teacher asks the pupils to retell the text. One pupil begins retelling the text, another continues. Each pupil says a few sentences. The teacher asks the first group of pupils to be ready to say everything they know about X, the second group – everything they know about J, the third group – about Y, and so on. The teacher arranges a discussion on the text read by pupils in class or at home.

The work must be carried out in a way which will be of interest to pupils and develop not only their reading ability but their aural comprehension and speaking abilities as well.

If the text is difficult, i. e., if it contains unfamiliar words and grammar items, and pupils must consult a dictionary or a reference book to understand it the techniques the teacher uses should be different, as the pupils read the text not only to get information but to improve their knowledge of the language and intensive work is needed on their part. The intensive work may be connected with:[17]

a) lexical work which helps pupils to deepen and enrich their vocabulary knowledge;

b) grammar work which helps pupils to review and systematize their grammar knowledge and enrich it through grammar analysis;

c) stylistic work which helps pupils to become acquainted with stylistic use of words and grammar forms (inversion, tense – usage ,etc.)

d) content analysis which helps to learn new concepts quite strange to Russian – speaking pupils. For instance, the Houses of Parliament, public schools, etc.

The exercises are mostly connected with recognition on the part of the learners, namely, *find…*and *read; fin…*and *analyse…; find…*and *translate; read those sentences which you think contain the main information; answer the questions,* etc.

Unfortunately, some teachers have a tendency to test instead of teach during classroom work and they often confine themselves to reading and translating the text. This is a bad practice. Pupils are tested and not taught. Moreover, the procedure becomes monotonous, and the work is ineffective. A pupil who has been called on to read and received a mark will not usually listen to his classmates.

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[17] http://www.readingmethod.com/look-say-method.html.

The methods and techniques suggested above will help the teacher to teach pupils reading as the syllabus requires.

To correct these mistakes a teacher must be attentive to every pupil in the class, their speed at knowledge, and their interest to the subject of the lesson.

The problem how to teach a foreign language to pre – school children of a primary school has not been solved either in this country or abroad, though some methodologists and teachers have shown an interest in it and there are some books, papers and theses dealing with this problem.

It is necessary to distinguish between teaching pre – school children in the kindergarten and teaching children in primary grades in the elementary school, as there are some psychological age characteristics which should be taken into account. Here are some of them.

A child of 5 or 6 easily learns words and sentences of a foreign language and associates them directly with the things, actions, etc. He learns a sentence as a sense unit without any strain as easily as he learns isolated words. He encounters the same difficulty in learning the sentences *My name is Mike. I like this black cat. Give me a bear, please* and words *a cat, a bear.* Moreover, it is easier for a child to learn a sentence than isolated words.

The children of primary classes are more careful in their speech. They use either English or Uzbek sentences. Their Uzbek speech habits are much stable. They do not learn a sentence only as a sense unit, but as a model, a stereotype to be used for building up other sentences by analogy.

CHAPTER III. GETTING ORGANISED FOR READING

3.1 The factors and activities to teach reading

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text. Check the level of difficulty of the text

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

• How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

• How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

• Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.

• Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

Use pre-reading activities to prepare students for reading

The activities you use during pre-reading may serve as preparation in several ways. During pre-reading you may:

• Assess students' background knowledge of the topic and linguistic content of the text

• Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess

• Clarify any cultural information which may be necessary to comprehend the passage

• Make students aware of the type of text they will be reading and the purpose(s) for reading

• Provide opportunities for group or collaborative work and for class discussion activities

Sample pre-reading activities:

• Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information

• Looking at pictures, maps, diagrams, or graphs and their captions

• Talking about the author's background, writing style, and usual topics

• Skimming to find the theme or main idea and eliciting related prior knowledge

• Reviewing vocabulary or grammatical structures

• Reading over the comprehension questions to focus attention on finding that information while reading

• Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)

• Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

Match while-reading activities to the purpose for reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

• When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

• When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

• When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may

• Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section

• Use the comprehension questions as guides to the text, stopping to answer them as they read

Using Textbook Reading Activities

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), providing little or no contextual information about the reading selections or their

authors, and few if any pre-reading activities. Newer textbooks may provide pre-reading activities and reading strategy guidance, but their one-size-fits-all approach may or may not be appropriate for your students.

You can use the guidelines for developing reading activities given here as starting points for evaluating and adapting textbook reading activities. Use existing, or add your own, pre-reading activities and reading strategy practice as appropriate for your students. Don't make students do exercises simply because they are in the book; this destroys motivation.

Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a follow up. Assessing Reading Proficiency: Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

Reading Aloud

A student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires.

In addition, reading aloud is a task that students will rarely, if ever, need to do outside of the classroom. As a method of assessment, therefore, it is not

authentic: It does not test a student's ability to use reading to accomplish a purpose or goal.

However, reading aloud can help a teacher assess whether a student is «seeing» word endings and other grammatical features when reading. To use reading aloud for this purpose, adopt the «read and look up» approach: Ask the student to read a sentence silently one or more times, until comfortable with the content, then look up and tell you what it says. This procedure allows the student to process the text, and lets you see the results of that processing and know what elements, if any, the student is missing.

Comprehension Questions: Instructors often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points.

In everyday reading situations, readers have a purpose for reading before they start. That is, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom more like reading outside of the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point. As a more authentic form of assessment, have students talk or write about why they found the text enjoyable and interesting (or not). In teaching reading aloud the following methods are observed: the phonic, the word, and the sentence methods. When the phonic method is used, the child learns the sounds and associates them with graphic symbols – letters. In the word method a complete word is firs presented to the child. When several words have been learnt they are used in simple sentences. (This method is used in the 5-form

English by A. P. Starkov, R. R. Dixon and in teaching English as a mother tongue in England.) The sentence method deals with the sentences as units of approach in teaching reading. The teacher can develop pupils' ability to read sentences with correct intonation. Later the sentence is split up into words. The combination of the three methods can ensure good reading.

Pupils are taught to associate the graphic symbols of words with their meaning already orally. All the analyzers are at work: visual, auditory, kinesthetic. The leading role belongs to the visual analyzer. It is necessary that the graphic symbols (images) of words should be fixed in the pupils' memory. In teaching English in schools, however, little attention is given to this. Pupils are taught how ,, to sound" word rather than how ,, to read " them. They often repeat words, combination of words without looking at what they read. They look at the teacher. The teacher does not realize how much he hinders the formation of graphic images (symbols) in the pupils' memory by teaching to read in this way.

Reading in chorus, reading in groups in imitation of the teacher which is practiced in schools forms rather kinesthetic images than graphic ones. The result is that pupils can sound the text but they can not read. The teacher should observe the rule ,, Never read words, phrases, sentences by yourself. Give your pupils a chance to read them." For instance, in presenting the words and among them those which are read according to the rule the teacher should make his pupils read these words first. This rule is often violated in school. It is the teacher who first reads a word, a column of words, a sentence, a text and pupils just repeat after the teacher.

Teaching begins with presenting a letter to pupils, or a combination of letters, a word as a grapheme. The use of flash cards and the blackboard is indispensable.

Flash cards when the teacher uses them allow him:

a) to present a new letter (letters);

b) to make pupils compose a word (several flash cards are distributed among the pupils, for example, p, n, e; they compose pen);

c) to check pupils' knowledge of letters or graphemes;

d) to make pupils' recollect the words beginning with the letter shown (p-pen, pencil, pupil, etc.);

e) to make pupils show the letter (letters) which stand for the sound [ou], [a:], etc);

When teaching reading the teacher needs a set of flash cards at hand. If the teacher uses the blackboard instead he can write printed letters on it and pupils can recollect the words they have learnt orally which have this or that letter, compose a word, etc.

The same devices are applied for teaching pupils to read words, the task being different, however:

a) pupils choose words which are not read according to the rule, for example: *lake, plane, have, Mike, give, nine;*

b) pupils are invited to read the words which they usually misread:

yet - let	cold - cloud
form –from	called – cold
come – some	wood – would
does – goes	walk - work

c) pupils in turn read a column of words following the key word (see: A. P. Starkov, R. R. Dixon, Fifth form English, Pupil's Book)

e) pupils are invited to pick put the words with the graphemes *oo, ow, ea, th,...*

In teaching to read transcription is also utilized. It helps the reader to read a word in the cases where the same grapheme stands for different sounds: *build, suit,* or words which are not read according to the rule: *aunt, colonel.*

In modern textbooks for the 5th form transcription is not used. It is given in the textbooks for the 6th and the 7th forms. Beginning with the 6th and the 7th forms pupils learn the phonic symbols so that they are able to read unfamiliar words which they look up in the word- list or a dictionary.

All the exercises mentioned above are designed to develop pupils' ability to associate the graphic symbols with the phonic ones.

The structural – information exercises are done both in reading aloud and in silent reading. Pupils are taught how to read sentences, paragraphs, texts correctly. Special attention is given to intonation since it is of great importance to the actual division of sentences, to stressing the logical predicate in them. Marking the text occasionally may be helpful.

The teacher determines what texts (or paragraphs) and exercises pupils are to read aloud.

In reading aloud, therefore, the teacher uses:

a) diagnostic reading (pupils read and he can see their weak points in reading);

b) instructive reading (pupils follow the pattern read by the teacher or the speaker);

c) control reading or test reading (pupils read the text trying to keep as close to the pattern as possible).

And also it is very useful method to use a tape recorder during the English lessons. At first pupils read the text from the page or the book, and then they listen to the tape recorder to hear this text. They listen very carefully and

attentively and then the teacher give them some time and the pupils write the gist of the text. When the tape recorder is working the classroom must be silent.

Every pupil has his or her own reading speed during the lesson. Some pupils can understand the full meaning of the text, but some of them can understand only some clear details from the text. At this time the teacher must be attentive to each pupil. Now a days many modern textbooks and dictionaries have their disks for the learners. It is very useful for home reading.

One person can be able to learn many foreign languages. It is possible. At first the learner study the alphabet of the language, the spelling of all sounds in this language then learn some words from the dictionary. The reading skills of foreign languages may be difficult for the first time, but after much training it will be easier. At the 6th form pupils have some difficulties in reading in the English language. They should learn by heart some short poems, some short dialogus, some monologs. This is very useful for pupil's memory in teaching reading and it can improve pupil's pronunciation.

Authentic Assessment

In order to provide authentic assessment of students' reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading.

• It must have a purpose other than assessment

• It must require students to demonstrate their level of reading comprehension by completing some task

To develop authentic assessment activities, consider the type of response that reading a particular selection would elicit in a non-classroom situation. For example, after reading a weather report, one might decide what to wear the next day; after reading a set of instructions, one might repeat them to someone else; after reading a short story, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-reading tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the text. See Assessing Learning for more on checklists and rubrics.

Developing classroom activities a teacher should always remember:

- students' comprehension may increase if they are trained to use strategies such as activation of background knowledge and guessing;

- students need pre-reading activities that prepare them for the comprehension tasks;

- text appropriateness should be judged on the basis of text quality, interest level, and learners' needs;

- authentic materials provide an effective means for presenting real language integrating culture, and heightening comprehension;

- vocabulary must be connected to text structure, student interest, and background knowledge in order to aid retention and recall;

- comprehension assessment should engage the learner in a hierarchy of procedures through which he or she interacts with the text.

3.2. **Methods of Teaching Reading to Learners**

At an early stage of teaching reading the teacher should read a sentence or a passage to the class himself. When he is sure the pupils understand the passage, he can set individuals and the class to repeat the sentences after him, reading again himself if the pupils' reading is poor. The pupils look into the textbook. In symbols it can be expressed like this:

T – C – T – P – T – P – T – P – T – C (T – teacher; C – class; P – pupil).

This kind of elementary reading practice should be carried on for a limited number of lessons only. When a class has advanced far enough to be ready for more independent reading, reading in chorus might be decreased, but not eliminated: T – C – P.

When the pupils have learned to associate written symbols with the sounds thy stand for they should read a sentence or a passage by themselves. In this way they get a chance to make use of their knowledge of the rules of reading. It gives the teacher an opportunity to see whether each of his pupils can read. Symbolically it looks like this: P – T – S (S – speaker, if a tape recorder is used).

Reading aloud as a method of teaching and learning the language should take place in all the forms. This is done with the aim of improving pupils' reading skills.

This kind of elementary reading practice should be carried on for a limited number of lessons only. When a class has advanced far enough to be ready for

more independent reading, reading in chorus might be decreased, but not eliminated: T - C - $P_1 P_2 P_3$.

When the pupils have learned to associate written symbols with the sounds they stand for they should read a sentence or a passage by themselves. In this way they get a chance to make use of their knowledge of the rules of reading. It gives the teacher an opportunity to see whether each of his pupils can read. Symbolically it looks like this: $P_1 P_2 P_n$ T (S) C (S - speaker, if a tape recorder is used).

All in all, there are six important methods of teaching reading. They are as follows:

- ➢ The alphabetic method or ABC method or spelling method.
- ➢ The phonic method.
- ➢ The word method.
- ➢ The phrase method.
- ➢ The sentence method.
- ➢ The story method.

Let us consider them in details:

The Alphabetic Method

The teacher teaches the pupils the names of letters in their alphabetic order. S/he also may combine two or more letters to form a word: e. g. *i_n=in, o_n=on, o_n_e=one*. From 'words' it moves to 'phrases' and finally 'sentences'. Thus, the procedure begins from letters and ends in sentences.

There are many ways to teach the alphabet and all teachers develop their own style over time. One of the common instructions to introduce a new letter is the following one:[18]

1. Hold up an alphabet letter flashcard so all pupils can see it.2. Chorus the letter 3 to 5 times. Then ask each pupil individually to say the letter.3. Teach the

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[18] Reading Method [Look and Say teaching Method]. - http://www.readingmethod.com/look-say-method.html.

sound of the letter (e. g. "A is for 'ah'. ah - ah - ah"). Chorus again and check individually.4. Provide an example of an object that begins with the letter. Double-sided flashcards with the letter on one side and a picture on the other are great for this. (e. g. *"What's this?" (elicit "A"). "And A is for.?" (elicit "ah"). "And 'ah' is for. (turning the card over)"apple!".* Chorus the word and check individually.5. Do a final check (T: *"What's this?",* Ss: *"A"*, T: *"And 'A' is for.?",* Ss: *"ah"*, T: *"And 'ah' is for.?" Ss: "Apple!"*). These steps can be followed by 'magic finger', 'pass it', 'find it', 'slow motion' or any other alphabet game (*see Addendum 2*). Also, the ABC song is a nice way to start and finish the alphabet segment of your lesson .

The pros of alphabetic method are that it gives the pupils sufficient opportunity to see words and helps them to build up the essential visual image. However, as it is a dull and monotonous process it appears to be a difficult and lengthy method that does not expand the eye-span.

The letters that occur in both languages, but they are read differently, are the most difficult letters for pupils to retain. Obviously in teaching a pupil to read English words, much more attention should be given to those letters which occur in both languages but symbolize entirely different sounds. For example, H, p. (Pupils often read *How* as [nau]. Therefore, in presenting a new letter to pupils a teacher should stress its peculiarity not only from the standpoint of the English language (what sound or sounds it symbolizes) but from the point of view of the native language as well

Since the 1960s, solid research has shown that the ability to recognize and name the letters of the alphabet upon entry to school is the best single predictor of reading achievement at the end of the first year of literacy instruction. However, it also shows that simply teaching children the alphabet does not guarantee that they will rapidly develop literacy skills.

The Phonic Method

Beginning pupils do not understand that letters represent the sounds in words, although they do know that print represents spoken messages.

Phonological awareness is the strongest predictor of future reading success for children. No research exists that describes the affects of phonological awareness on reading for adults. However, it is believed that teaching phonological awareness to beginning-reading adults improves their reading accuracy and spelling, especially for reading and spelling words with blends. The skill of matching sounds and letter symbols is called phonics.

Phonics, involves learning that the graphic letter symbols in our alphabet correspond to speech sounds, and that these symbols and sounds can be blended together to form real words. Word analysis strategies enable pupils to "sound out" words they are unable to recognize by sight. Explicit, direct instruction in phonics has been proven to support beginning reading and spelling growth better than opportunistic attention to phonics while reading, especially for pupils with suspected reading disabilities. Beginning readers should be encouraged to decode unfamiliar words as opposed to reading them by sight, because it requires attention to every letter in sequence from left to right. This helps to fix the letter patterns in the word in a reader's memory. Eventually, these patterns are recognized instantaneously and words appear to be recognized holistically.

After first operating at an alphabetic stage, during which elementary learners recognize words using letters or letter groups but not sound-symbol connections, pupils develop their ability to connect the sounds in part of a word with the letter or letters which go with that sound. They become able to use this knowledge in a new context by analogy. Analogical reasoning is very important in this process. It works initially with two phonological units:

the first phoneme in a word (often referred to as the 'onset');

the remainder of the word, the part that rhymes (often referred to as the 'rime')..

The phonic method is based on teaching the sounds that match letters and groups of letters of the English alphabet. What is important here is that the sounds NOT the names of the letters that are taught. As the sounds that match alphabet letters, the letters are written and illustrated with "key" words to represent the sound. The word is broken into speech sounds. The alphabet may be introduced afterwards. The teacher teaches English through phonetic script, e. g.: *Cup-/k/ /ʌ/ /p/* .

This phonic method gives the good knowledge of sounds to the learners. It is also linked with speech training and helps to avoid spelling defects. The drawback of the method lies in the facts that meaning is not given priority in this method, words with similar sounds but different spelling confuse the learners. In addition may delay the development of reading words as a whole .

The Word Method

The word method is otherwise known as "Look and say" Method. The look and say teaching method, also known as the whole word method, was invented in the 1830s and soon became a popular method for teaching reading. By the 1930s and 1940s there was a very strong focus on teaching children to read by this method. In the 1950s, however, it was fiercely criticized in favor of phonics-based teaching. The debate still continues today.

The look and say method teaches children to read words as whole units, rather than breaking the word down into individual letters or groups of letters. Elementary learners are repeatedly told the word name while being shown the printed word, perhaps accompanied by a picture or within a meaningful context. By pointing at each word as a teacher reads sentences, children will start to learn each word.

The teaching principles of the discussed method are as follows:

▪ New words are systematically introduced to a pupil by letting him/her see the word, hear the word and see a picture or a sentence referring to the word.

▪ Flashcards are often used with individual words written on them, sometimes with an accompanying picture. They are shown repetitively to a child until he memorizes the pattern of the word.

▪ Progressive texts are used with strictly controlled vocabularies containing just those words which have been learned.

▪ Initially an elementary learner may concentrate on learning a few hundred words. Once these are mastered new words are systematically added to the repertoire. Typically a child would learn to recognize 1,500 to 3,000 words in his first three or four years of school.

Pupils should also learn the reading of some monosyllabic words which are homophones. For example: son - *sun; tail - tale; too - two; write - right; eye-I,* etc. It is advised to use flashcards to encourage young elementary learners to read, such techniques may be suggested:

(1) pupils choose words which are not read according to the rule, for example: *lake, plane, have, Mike,* give, *nine;*

(2) pupils are invited to read the words which they usually misread:

| yet _ let | form - from | called - cold | does - goes |
| cold - could | come - some | wood - would | walk - work |

(3) pupils are invited to look at the words and name the letter (letters) which makes the words different:

| though - thought | since - science | hear - near | hear - hare |
| through - though | with - which | content - context | country - county |

(4)   pupils in turn read a column of words following the key word pupils are invited to pick out the words with the graph emes *oo, ow, ea, th,.*[19]

At the very beginning, a pupil is compelled to look at each printed letter separately in order to be sure of its shape. S/He often sees words and not sense units. For instance, s/he reads: *The book is on the desk* and not (*The book is) (on the desk).*

Of particular interest here is the question '*how do fluent readers recognize words?* ' It is now known that fluent readers do not process words as 'wholes'. In normal reading, they process individual letters during each fixation. They make use of knowledge of spelling patterns, word patterns and the constraints of syntax and semantics to produce a phonetic version of the text (though this is usually produced after, rather than before, words have been recognized). Some scholars also suggest six word recognition strategies:

Context clues. Figuring out what the word is by looking at what makes sense in the sentence.

PSR/morphemic analysis. Figuring out what the word is by looking at the prefix, suffix, or root word.

Word analysis/word families. Figuring out what the word is by looking at word families or parts of the word you recognize.

Ask a friend. Turn to a friend and say, "What's this word? "

Skip the word. If you are still creating meaning, why stop the process to figure out a word?

Phonics. Using minimal letter cues in combination with context clues to figure out what the word is.

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[19] *A. P. Starkov, R. R. Dixon, Fifth Form Eng lish, Pupil's Book*);

It is an easy and natural direct method that facilitates oral work. The disadvantage of this method is that it encourages the learner the habit of reading one word at a time. All words cannot be taught by using pictures. There are abstract words, full meaning of which cannot be understood through single, separate words. Moreover, it ignores spelling.

The Phrase Method

The phrase method lies midway between the word method and the sentence method. It helps in extending the eye span. Phrases can be presented with more interesting material aids. The teacher prepares a list of phrases and writes one phrase on the blackboard. He asks the pupils to look at the phrase attentively. The teacher reads the phrase and pupils repeat it several times. New phrases are compared with the phrases already taught. It has all the limitations of the word method. It places emphasis on meaning rather than reading.

The Sentence Method

The most difficult thing in learning to read is to get information from a sentence or a paragraph on the basis of the knowledge of structural signals and not only the meaning of words. Pupils often ignore grammar and try to understand what they read relying on their knowledge of autonomous words. And, of course, they often fail, e. g., the sentence "*He was asked to help the old woman*" is understood as "*Він попросив допомогти старшій жінці*", in which the word *he* becomes the subject and is not the object of the action..

In this method the whole sentence is the minimum meaningful unit. It is also a "look and say method". This method is used in situational teaching. Pupils learn words and letters of the alphabet afterwards. Flash cards are used. The flash card contains the whole sentence. The method is useful for continuous reading. Words and sentences should be familiar to the children. The sentence method can be used effectively only when the children are already able to speak the language. The procedure of this method is sentence - >phrase->words->letters. The sentence method deals with the sentences as units of approach in teaching reading. The

teacher can develop pupils' ability to read sentences with correct intonation. Later the sentence is split up into words. It facilitates speaking and is natural as well as psychological. It develops the eye span and helps in self learning. It makes use of visual aids. However, readers find it difficult to read a sentence without the knowledge of words and letters. Thus, it is rather a time consuming method.

The Story Method. The Peculiarities of Reading Comprehension

The story method is an advanced method over the sentence method. It creates interest among the children. It gives the complete unit of thought. The teacher tells the story in four or five sentences illustrated through pictures. The children first memorize the story and then read it. The limitations of this method consist in failing to develop the habit of reading accurately and putting a heavy load on the memory of the pupil. Special attention is given to intonation since it is of great importance to the actual division of sentences, to stressing the logical predicate in them. (Marking the text occasionally may be helpful..

Teachers should not forget to perform before-reading-practices:

- Teach the pronunciation of difficult to read words.

If pupils can read the words in a passage accurately and fluently, their reading comprehension will be enhanced. Word recognition and decoding skills are necessary, though not sufficient for reading comprehension. According to the National Reading Panel, systematic and explicit decoding instruction improves pupils' word recognition, spelling, and reading comprehension. Fluent reading in the primary grades is related to reading comprehension.

Selection of words for decoding instruction:

1. Use the list of difficult to read words provided in your program.

2. If list of words is not provided or inadequate for your pupils, preview the passage selecting the difficult to read words.

3. Divide the difficult to pronounce words into two categories for instructional purposes:

✓ Tell Words (irregular words, words containing untaught elements, and foreign words)

✓ Strategy Words (words that can be decoded when minimal assistance is provided) Teach the meaning of critical, unknown vocabulary words.

Vocabulary is related to reading comprehension. If pupils understand the meaning of critical vocabulary in the passage, their comprehension will be enhanced. Gap in word knowledge persists though the elementary years. Moreover, the vocabulary gap between struggling readers and proficient readers grows each year.

Zimmermann and Hutchins identify seven reading comprehension strategies:

1. activating or building background knowledge;

2. using sensory images;

3. questioning 4. making predictions and inferences;

5. determining main ideas 6. using fix-up options;

7. synthesizing.

Reading in chorus, reading in groups in imitation of the teacher which is practiced in schools forms. The result is that pupils can sound the text but they cannot read. The teacher should observe the rule "Never read words, phrases, sentences by yourself. Give your pupils a chance to read them." For instance, in presenting the words and among them those which are read according to the rule the teacher should make once pupils read these words first. This rule is often violated in school. It is the teacher who first reads a word, a column of words, a sentence, a text and pupils just repeat after the teacher.

3.3. Practical works for Reading activities at the lesson

Reading as a skill. **Reading** is a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience. Reading can be **text driven** (the text is interesting), **task driven** (the text is read because of the academic task that the learner faces) and **purpose driven** (the text is a step towards a purpose, which is outside reading).

The teacher should begin his lesson from warming up discussion. Here we gave some examples.

Task 1. Make up a list of items that you read in you everyday life and indicate why you do each kind of reading

What do you read?	*What do you read it for?*

Task2. Match the following headlines with the likely types of a language pupil's reading

Headlines	Types of reading

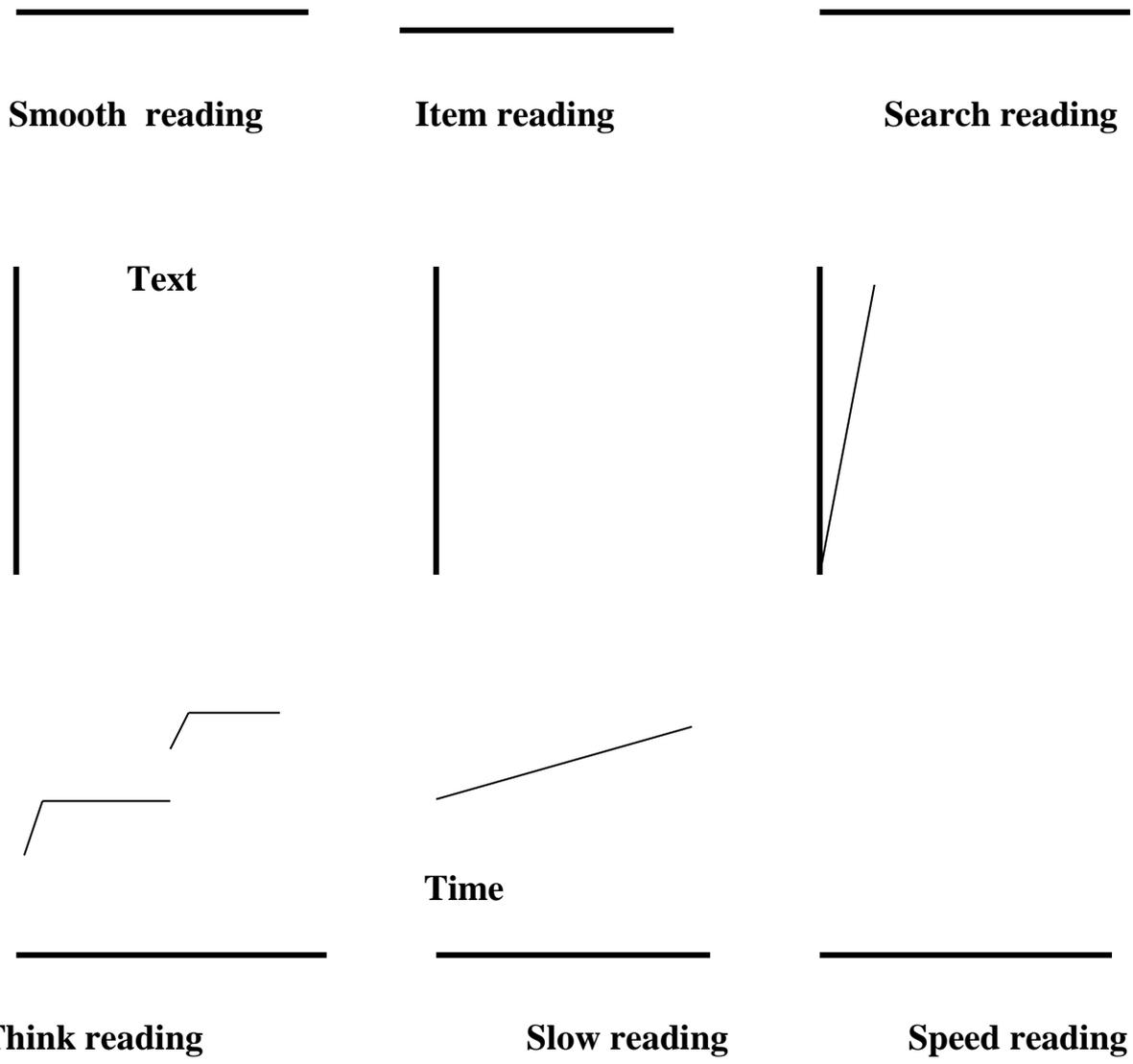|	
1. "Dead languages"	Text driven
2. "AIDS cure has been found?"	Task-driven
3. "You can teach old dogs Karate kicks"	Purpose-driven
4. "Test-tube babies"	
5. "Will they clone a human?"	
6. "My super-saving recipe"	
7. "Guidelines for the University applicants"	
8. "How to keep your garden green"	
9. "Short life of a film-star"	
10. "How to prepare for the exam"	

The process of reading is characterised with **reading dynamics** i.e. the progress of reading in time. It depends much on the achieved level of language competence and the reading skills. The type of the text is also a factor in the dynamics of reading. Major types of reading dynamics are shown by the graphs [20]

Text

Time

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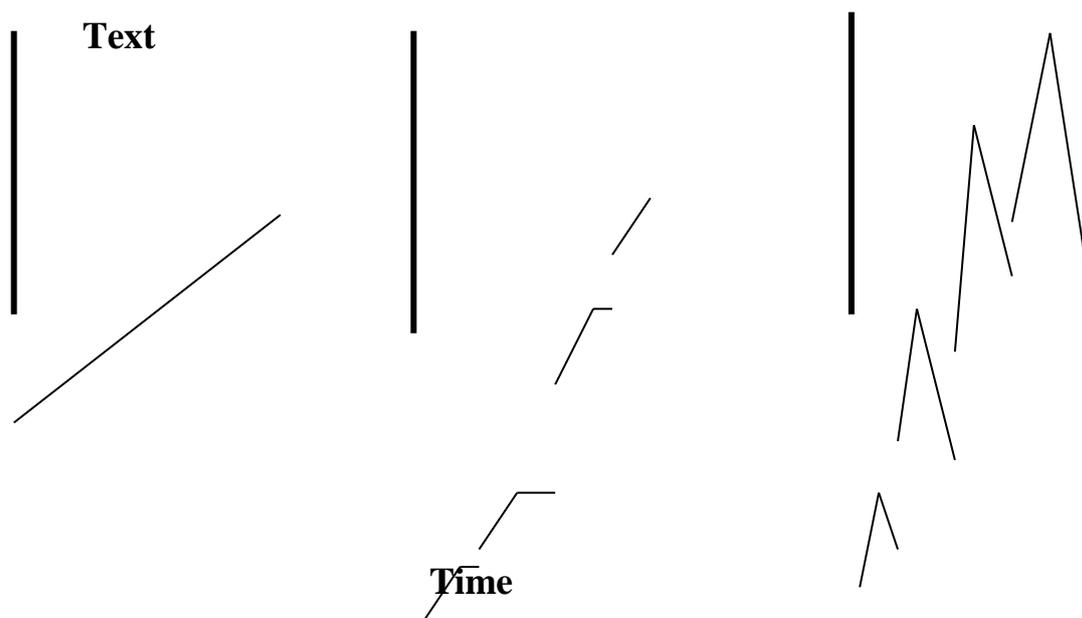
[20] After Davies, F. 1995. Introducing Reading. Penguin

Smooth reading   **Item reading**   **Search reading**

Text

Time

Think reading   **Slow reading**   **Speed reading**

Task3. Match the following types of texts and the expected "reading dynamics". Draw graphs of your reading dynamics. What is your dominant type?

Phrases	Dynamics of reading
Proverbs	a) Smooth reading
Anecdotes	b) Item reading
Research accounts	c) Search reading
Foreign language texts	d) Think reading
Data source	e) Slow reading
Menu	f) Speed reading

The process of reading can be viewed in terms of purpose, strategy and outcome. Purpose of reading is what makes the process necessary for the reader. Related to the purpose, a strategy of reading is chosen. The following strategies of reading are named to describe the process: skimming, scanning and critique. Skimming is reading for the gist. Scanning is reading for details. Critique is reading for critical analysis and putting to verification the truth of what is written in the text. As a result of applying the strategies, a predictable outcome of reading is achieved such as general ideas, detailed information or personal opinions [21]

CONCLUSION

The developing and enlarging of science, culture, manufacture and international relations require the specialist to learn the foreign languages in the republic of Uzbekistan.

In the present qualification paper there has been made an attempt to analyze peculiarities and instructions of teaching reading methods in the light of foreign language acquisition and English teaching methodology.

On the basis of the material collected the following conclusions may be inferred:

– Reading is one of the key language skills that pupils should acquire in the process of learning a foreign language. Moreover, it is not only the goal of education but also a means of learning a foreign language as while reading pupils review sounds and letters, vocabulary and grammar, memorize the spelling of

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[21] Forrester, M. 1996. Psychology of Language. SAGE Publications. P. 161

words, the meaning of words and word combinations i. e. As Heidi Riggenbach and Anne Lazaraton claim, "Today, language students are considered successful if they can communicate effectively in their second or foreign language" (1991). It seems that the focus has swerved from accuracy to fluency.

In this research paper, suggestions are made in modifying existing speaking tasks, inclusive of four examples of modification. It is possible to foster instructions for reading in communicative activities. The crucial factors are real communication and meaningful repetition. By implementing these factors, almost all the reading tasks can be modified to enhance both writing and reading.

− Reading skills are the cognitive processes that a reader uses in making sense of a text. To become a proficient reader language learners should master automatic letter and word recognition and the ability to use context as an aid to comprehension.

− To make teaching reading effective it is advisable to focus on one skill at a time, explain the purpose of given tasks, establish connection with the previously acquired knowledge and skills, make usage of visual and audio aids, discuss problematic issues etc. Teachers should also keep in mind that reading is not a passive skill, make pupils engaged with what they are reading, encouraged them to respond to the content of a reading text not just to the language, to make sure that tasks correspond to the topic and level of the pupils etc.

All the things considered, reading is a language activity and ought not to be divorced from other language activities. To read effectively in English second-language pupils need to learn to think in English. The methods of any teaching reading lesson should be chosen according to the learner's level of skill development. Teaching reading is a job for an expert who has to create conditions whereby learners can learn and develop their reading skills.

The research is only a modest contribution to the issue of teaching reading methodology and thus further investigation into the sphere is highly recommended.

Although, it cannot be said that games are always better and easier to cope with for everyone, an overwhelming majority of pupils find games relaxing and motivating. Games should be an integral part of a lesson, providing the possibility of intensive practice while at the same time immensely enjoyable for both students and teachers. My research has produced some evidence which shows that the fluency and accuracy-oriented approaches believe that spoken skills are developed meaningful communication. Naturally many EFL teachers support this viewpoint. also, games are useful and more successful than other methods of speaking and writing presentation and revision. Having such evidence at hand, I wish to recommend the wide use of instructions based on fluency work as a successful way of acquiring language competence.

The present material can be used at the lessons of grammar, practical course of English language, lexicology, and speech practice in both: universities and English classes at schools. This paper can help to create the teaching aids, textbooks, etc. Teachers and students might use the results of the present work for the further investigations.

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