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Introduction

Nowadays English language has become the most popular and interesting language that is being taught and learned. Why do most people want to know English? There are many reasons for this, first of all, this language is spoken in many countries as a native language. Secondly, many books, information about any kind of answer, documentations of organizations, computer languages, they are all in English language. Thirdly, most people understand you if you speak in English if you go to foreign countries and so on. The successful of teaching English as a second language comes from many factors, such as from the teacher, students, or outside both of them like facilities, approaches which is used by teacher etc.

“All important changes have been made in the educational sphere of Uzbekistan after adopting of the Presidential Decree Number 18/75 which was signed on December 10, 2012. It has been more than one year that all educational institutions are busy with hard work on enhancing the process of teaching foreign languages as well as English has been changed positively”. At schools pupils begin to learn foreign languages from the first class, so they can improve their skills and knowledge during their studies in colleges and universities.¹

My work is devoted to the Choice of teaching strategies to develop reading skills. In my work I am going to give all the information about reading, its methods of teaching, the use of modern technologies at the lessons, how to make reading classes interesting with games and activities, and teaching reading in different classes.

At first I want to give some information about reading comprehension.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. 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. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. By reading students will know about the tenses, kinds of

¹ The President of Republic of Uzbekistan Islam Karimov's decree 18/75 10.12.2012

tenses and how to use it. They also will know about the different of culture by reading cross cultural understanding, and they will learn how to pronounce the words correctly. In reading approach, many things that will be achieved by students and they can master English well. So, Because of the important of reading that have already mentioned before, teacher should teach and emphasized the students to read effectively by using reading approach. Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. It is also one of the important skills of a foreign language that is aimed to be taught to students in EFL courses. Also it is not an easy course to comprehend for the foreign language students because reading is a complex process. The first definition of the reading is from Goodman (1988).It claims that reading is interaction between writer and the reader.

During the chapters below there are given essential information about reading, its levels, teaching strategies in reading an etc.

Chapter I. Theoretical review of teaching strategies and reading comprehension of foreign language

1.1. Reading comprehension and its development

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

There are specific traits that determine how successful an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise.

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart.

Comprehension levels can now be observed through the use of a fMRI, functional magnetic resonance imaging. fMRIs' are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial

processing.

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

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

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

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

A U.S. Marine helps a student with reading comprehension as part of a

Partnership in Education program sponsored by Park Street Elementary School and Navy /Marine Corps Reserve Center Atlanta. The program is a community out-reach program for sailors and Marines to visit the school and help students with class work.

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

"Instructional conversations", or comprehension through discussion, create higher-level thinking opportunities for students by promoting critical and aesthetic thinking about the text². According to Vivian Thayer, class discussions help students to generate ideas and new questions. Dr. Neil Postman has said, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool" (Response to Intervention). There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-alouds" before, during, and after reading a text.

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

There are factors, that once discerned, make it easier for the reader to understand the written text. One is the genre, like folktales, historical fiction, biographies or poetry. Each genre has its own characteristics for text structure, that once understood help the reader comprehend it. A story is composed of a plot, characters, setting, point of view, and theme. Informational books provide real world knowledge for students and have unique features such as: headings, maps, vocabulary, and an index.

²Vivian Thayer , "Improving reading", London, Goldenberg 2004: p. 317

Poems are written in different forms and the most commonly used are: rhymed verse, haikus, free verse, and narratives. Poetry uses devices such as: alliteration, repetition, rhyme, metaphors, and similes. "When children are familiar with genres, organizational patterns, and text features in books they're reading, they're better able to create those text factors in their own writing."

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

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

Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing.

The use of effective comprehension strategies is highly important when learning to improve reading comprehension. These strategies provide specific instructions for developing and retaining comprehension skills. Implementing the following instructions with intermittent feedback has been found to improve reading

comprehension across all ages, specifically those affected by mental disabilities.

Assessments. There are informal and formal assessments to monitor an individual's comprehension ability and use of comprehension strategies. Informal assessments are generally through observation and the use of tools, like story boards, word sorts, interactive writing, and shared reading. Formal assessments are district or state assessments that evaluate all students on important skills and concepts. Two examples are the Florida Comprehensive Assessment Test (FCAT) and Accelerated Reader programs.

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

Embedded hyperlinks in documents or Internet pages have been found to make different demands on the reader than traditional text. Authors, such as Nicholas Carr, and psychologists, such as Maryanne Wolf, contend that the internet may have a negative impact on attention and reading comprehension. Some studies report increased demands of reading hyperlinked text in terms of cognitive load, or the amount of information actively maintained in one's mind (also see working memory). One study showed that going from about 5 hyperlinks per page to about 11 per page reduced college students' understanding (assessed by multiple choice tests) of articles about alternative energy. This can be attributed to the decision-making process (deciding whether to click on it) required by each hyperlink, which may reduce comprehension of surrounding text.

On the other hand, other studies have shown that if a short summary of the link's content is provided when the mouse pointer hovers over it, then comprehension of the

text is improved. "Navigation hints" about which links are most relevant improved comprehension. Finally, the background knowledge of the reader can partially determine the effect hyperlinks have on comprehension. In a study of reading comprehension with subjects who were familiar or unfamiliar with art history, texts which were hyperlinked to one another hierarchically were easier for novices to understand than texts which were hyperlinked semantically. In contrast, those already familiar with the topic understood the content equally well with both types of organization.

In interpreting these results, it may be useful to note that the studies mentioned were all performed in closed content environments, not on the internet. That is, the texts used only linked to a predetermined set of other texts which was offline. Furthermore, the participants were explicitly instructed to read on a certain topic in a limited amount of time. Reading text on the internet may not have these constraints.

The National Reading Panel noted that comprehension strategy instruction is difficult for many teachers as well as for students, particularly because they were not taught this way and because it is a very cognitively demanding task. They suggested that professional development can increase teachers/students willingness to use reading strategies but admitted that much remains to be done in this area. The directed listening and thinking activity is a technique available to teachers to aid students in learning how to un-read and reading comprehension. It is also difficult for students that are new. There is often some debate when considering the relationship between reading fluency and reading comprehension. There is evidence of a direct correlation that fluency and comprehension lead to better understanding of the written material, across all ages. However, it is unclear if fluency is a result of the comprehension or if this a separate learned task.³

General information about teaching strategies. Remember the adventures that

³ Chard, D. J., Simmons, D. C., & Kameenui, E. J. "Word Recognition: Curricular and Instructional Implications for Diverse Learners". Eugene: National Center to Improve the Tools of Educators, University of Oregon, February, 1995: p. 216

lived and breathed between the pages of a really good book when, as a young reader, you slipped away undiscovered into your own magical world? My favorite works were Charlotte's Web, Arabian Nights, Huckleberry Finn, Arthurian Legends, and, later, the timeless tragedy of William Shakespeare's Hamlet. It is no surprise that many of us who loved such adventures grew up to become today's English teachers and writers. The surprise comes when we discover how many of our own students are struggling readers.

But surprise need not lead to a permanent state of frustration. By scaffolding reading instruction with various strategies, you will improve the reading abilities of most students, and you will begin to hear struggling readers say things like "I remember every part of that story!" The key is to apply reading strategies persistently and imaginatively. Speaking of imagination, let me ask you to indulge for a moment in a bit of guided imagery. Picture a beautiful, majestic cathedral soaring upward. Then visualize restoration experts at work on that architectural wonder, identifying the problems that need correcting and building a scaffold next to the structure so that they can interact with it at different heights. In a similar way, English teachers build a scaffold for struggling readers so that they can interact safely and securely with the text.

Most effective strategies. Theoretically speaking, if the daily reading curriculum uses research-proven methods, students should develop skills for comprehending the text. But you may be wondering which strategies are the most beneficial. That question was answered in 1997 by a 14-member panel appointed by the National Institute of Child Health and Human Development (NICHD). The results of their research, published under the title Teaching Children to Read (see resources below), revealed that the eight most effective strategies are as follows:

Comprehension monitoring

Cooperative learning

Graphic organizers

Story structure

Question answering

Question generating

Summarization

Multiple Strategy

Comprehension monitoring. Reading activities can be divided into three categories, depending on when they take place: pre-reading, reading, and post-reading.

Pre-reading: Collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook or on flash cards. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

Reading: Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension questions, they can answer these questions as they read.

Post-reading: Summarizing (see below) is an effective strategy that can take many different forms.

Cooperative learning is a strategy that maximizes student engagement, reduces class tensions, and promotes student learning. Typically, students work in groups of four. If you plan to use cooperative learning frequently in classes, consider arranging your classroom to facilitate learning in small groups.

The following are examples of how students can work cooperatively to learn more about a narrative work of literature:

Each group uses a plot diagram to locate and summarize a stage of plot development.

Groups conference briefly with the teacher to ensure their answers are correct. Students reassemble into new groups comprising one "expert" from each of the previous groups.

These new groups pool their expertise to fill out every stage of the plot diagram.

The session concludes with a class discussion of the novel, short story, play, or narrative poem.

Graphic organizers, which provide a visual map for the reader, can be placed next to the text as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

Comparison/Contrast: These organizers can help students consider the similarities and differences between stories, plots, themes, and characters. An example of such an organizer is a Venn diagram (PDF), which consists of interlocking circles or ellipses. The area common to both circles shows similarities between two items, while the areas unique to each circle show differences between the items.

Hierarchy Diagram: This graphic organizer can assist students who are reading informational texts of all kinds, whether related to language arts or to other content areas. The hierarchy diagram (PDF) offers the opportunity to apply literary terms to the reading, make connections between the parts of a concept, or analyze the author's craft. For example, consider placing characterization at the top of the graphic organizer as the overarching concept. The next level of this graphic organizer can then be assigned to characters, and the last level can deal with methods of characterization, including the use of dialogue, author description, and action.

Matrix Diagram: This organizer is effective in representing comparisons and contrasts. For example, students can use the matrix diagram (PDF) to compare and contrast the styles of various authors by entering key elements of style at the top and then filling in the lower cells with the similar or different approaches of the authors they are considering.

The typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns

using story stems to quiz one another on the reading.

Following are examples of typical story stems:

Explain why....

Explain how....

How does...affect...?

What is the meaning of...?

Why is ...important?

What is the difference between ... and...?

Question generating

Students can write questions about the story as a post-reading exercise. These questions can then be integrated into formal tests or informal questioning games. You might want to suggest that students generate questions by adapting sentences from the text. Students can also generate questions to identify their own uncertainties about the text. They can then try to answer these questions by consulting you or other students.

Summarizing. This is an effective strategy for readers who have difficulty remembering and writing about what they have read. A summary can take many forms, including travelogues, journals, double-entry journals, and letters. For example, students can create a travel itinerary that summarizes the action of a narrative, can write a journal from a particular character's point of view, can set up a double-entry journal about the theme of a work, or can summarize events in a letter that one character writes to another.

Multiple Strategy. This strategy addresses individual learning styles by having students use different media—such as text, images, or video—to analyze or comment on a work of literature. For example, readers can follow a procedure like this one: Begin analyzing a story by using a worksheet listing the elements to be identified. Use word processors and instructional software to create and fill in graphic organizers with clip art and fields of text.

Refer to worksheets for definitions to be added to electronic graphic organizers. If students have access to video cameras and editing software, they can also create

videos that offer commentary on a literary work.

Scaffolded learning experiences can support and improve the performance of students before, during, and after reading. Such experiences help students develop essential skills for understanding and extracting meaning from text and boost their performance on reading comprehension assessments. In addition, students who benefit from scaffolded learning are better able to function as independent readers and to express ideas in a variety of ways.

1.2 The role of modern pedagogical technologies in teaching strategies

Internet-based technologies can be an extremely useful resource for teachers and learners of foreign languages.

Various innovations (including Google-assisted language learning and concordancers) have revolutionized the approaches to teaching foreign languages.⁴ New technologies and applications allow students to become increasingly autonomous in learning foreign languages, as well as gaining more intercultural literacy.

The proliferation of Internet-based software over the past decade undoubtedly has transformed the way foreign languages are taught. And yet, while educators increasingly exploit these pedagogical tools, the real story seems to be the way students use them to acquire foreign language competency. The literature seems to suggest that students increasingly rely on mobile-assisted language learning independently of, or asynchronously to, more structured learning, but other factors have also received the attention of researchers. This brief literature survey highlights some of these issues.

Note that in the following discussion, computer-assisted language learning (CALL), mobile-assisted language learning (MALL), Internet-based language learning (IBLL), online language learning (OLL), Google-assisted language learning (GALL), and technology-enhanced language learning (TELL) are different forms of

⁴ Jean W. Leloup and Robert Ponterio, "Second language acquisition and technology: A review of the research," New Orleans, CAL digests, December 2003 : p. 134

technology-based language learning (TBLL).

The Internet itself has unlocked a world of opportunity for students. Information and ideas that were previously out of reach are a click away. Students of all ages can connect, share, and learn on a global scale.

Using computers or other forms of technology can give students practice on core content and skills while the teacher can work with others, conduct assessments, or perform other tasks.

Using technology in the classroom can allow teachers' to effectively organize and present lessons. Multimedia presentations can make the material more meaningful and engaging.

"“Technology’s impact in schools has been significant, advancing how students learn, how teachers teach and how efficiently and effectively educational services can be delivered,” said Carolyn April, director, industry analysis, CompTIA.” With emerging technologies such as tablets and netbooks, interactive whiteboards and wireless solutions gaining ground in the classroom, the reliance on IT by the education market will only grow in the years ahead.”

Studies completed in "computer intensive" settings found increases in student centre, cooperative and higher order learning, students writing skills, problem solving, and using technology. In addition, positive attitudes toward technology as a learning tool by parents, students and teachers are also improved.

Social networking sites are virtual communities for people interested in a particular subject or just to "hang out" together. Members communicate by voice, chat, instant message, video conference, and blogs, and the service typically provides a way for members to contact friends of other members.

In a study conducted by the National School Boards Association (2007), it was reported that 96% of students with online access have used social networking technologies, and more than 50% talk online specifically about schoolwork. These statistics support the likelihood of being able to bring these technologies into our classrooms and find successful teaching methods to employ their use in an educational setting. Social networking inherently encourages collaboration and

engagement. This is meaningful to teachers who are trying to find ways to involve every student in something that is personally engaging. For the teacher, social networking provides professional development by introducing them a discovery of the learning potential for themselves, finding other educators who are using such technologies in their classrooms, and then connecting with those educators who automatically provide a virtual support community. Social networking can also be used as a motivational tool to promote self-efficacy amongst students. In a study by Bowers-Campbell (2008) Facebook was used as an academic motivation tool for students in a developmental reading course. The connection between SNSs and higher education is strong, particularly with Facebook. Initially introduced only for users who had a college or university e-mail address, Facebook expanded later to the general public (Junco and Mastrodicasa, 2007), and traditional-aged college students (ages eighteen to twenty-four) specifically use Facebook more than MySpace or other SNSs (Salaway and others, 2007).

We live in an age of digital technology where information is available at any time. The rationale behind the use of social networks as a tool for professional learning includes the idea that the Internet is this generation's defining technology for literacy (Coiro & Dobler, 2007), and preservice and inservice teachers will utilize popular media such as Facebook. Facebook provides one link where multiple organizations can be accessed simultaneously. As professional information is posted through feeds on Facebook, group members may respond and interact with other members, just as users can socially interact with their friends on Facebook.

While computers have been popular among language teachers since the 1960s, their usefulness has been amplified by the development of Internet-based technologies. In particular, the advent of Web 2.0 technologies and applications has been hugely successful in allowing students to learn independently or collaboratively through the media — from listening to language files to watching YouTube videos to using specific language-instruction software.⁵

⁵ Brent Kelsen, "Teaching EFL to the iGeneration: A Survey of Using Youtube as Supplementary Material with College EFL Students in Taiwan," *Indonesia, CALL-EJ*, 2009: p.35

Over the past several decades, studies analyzing the relationship between technology and foreign language learning have tended to focus on several key issues, including motivation, reading and writing, research, and mobile-assisted language learning.

Importantly, all of this scholarship points to the advantages inherent in electronic communication, including the democratic nature of the modality that allows students to express themselves freely, comfortably, and creatively in learning a second language. A few researchers have even suggested that some students prefer to learn a new language through electronic technology than face-to-face in the classroom.³ Practice and confidence are cornerstones in learning a foreign language. Internet-based language learning provides learners opportunities to practice with confidence. They use Skype, chat, and instant messengers, including Google Talk, Trillian, Pidgin, and Rediff, to improve their speaking and comprehension skills by talking with native speakers of the language they are learning. Similarly, Twitter and Facebook can be helpful in learning a foreign language.

How to motivate learners is one of the main challenges faced by foreign language teachers. Using the case of teaching modern Greek online to students in China, Xiaoyin Huang, Costa Dedegikas, and Jan Walls demonstrated that multimedia technology combined with appropriate instructional design can create a good learning environment that not only leads to effective language learning but also is highly motivational. In the same way, Brent Kelsen has shown YouTube to be highly influential in helping language students improve their listening and speaking skills. According to James Kulik, who studies the effectiveness of computers used for instruction, students usually learn more in less time when receiving computer-based instruction and they like classes more and develop more positive attitudes toward computers in computer-based classes. Teachers must be aware of their students' motivators in order to successfully implement technology into the classroom. Students are more motivated to learn when they are interested in the subject matter, which can be enhanced by using technologies in the classroom and targeting the need for screens and digital material that they have been stimulated by outside of the classroom.

Reading and Writing. Many researchers have noted the role technology plays in developing reading and writing skills. Early in the millennium, Adina Levine, Orna Ferenz, and Thea Reves identified that in order to develop critical literacy skills for foreign language learners, computer-based technologies were more useful than the conventional method of reading. Several years later Subhadra Ramachandran supported this finding, propounding that judicious use of technology in the classroom helped students in their literacy development. From the point of view of students' writing skill, he also determined that using this kind of technology in the classroom helped students write better and improved their collaborative writing skills. Likewise, Read Gilgen described that personal digital assistant and laptop devices were considerably more effective than traditional modalities, creating a mobile language-learning environment for students. Recent scholarship concurs with these findings, although it tends to recommend using a combination of web-based and traditional writing instruction rather than a single approach.

Many analyses of the use of technology in foreign language education have emphasized the importance of search engines such as Google, Yahoo, and Bing. Some authors have even suggested that simply browsing on these search engines — aside from using their associated translation tools — actually improves foreign language learners' writing skills. Similarly, Google-assisted language learning (GALL) has been identified as being especially beneficial for language learning. Google can translate in many languages, and maps, images, and videos can be downloaded for language teaching purposes. It is useful not only for teachers but also for students. Both can Google a lots of material related to language teaching and learning.

The use of corpus-based language learning has led to the development by scholars at the Universite de Québec à Montréal in Canada of an online concordancer, a type of search engine designed for language study. Here, the Compleat Lexical Tutor analyzes linguistic similarities and patterns among several Romance languages in a large database of texts.

Studies indicate that students introduced to these kinds of resources were more apt

to use them independently at a later date.¹³ In the same way, there is some evidence that writing blogs helps students learn independently while also developing intercultural knowledge and linguistic skills.¹⁴ In this way they not only improve their writing skill but also obtain understanding of the culture of the target language.

Something that excited many scholars several years ago was the potential of mobile technologies — from personal digital assistants to iPods — to impact language learning, although they did acknowledge limitations.¹⁵ Laptops, tablets, iPods, and cellphone devices are a type of portable classroom, which has made language learning very easy. Texting, calling, and e-mailing are different techniques students can use to improve their language skills.

Based on my review of the literature, I believe this is the right time to adopt technology for language teaching and learning for those faculty and students who have not already done so.

Language teachers should update their skills with training on the use of technology, including computers, multimedia, and smart boards in the language-learning classroom.

Instructors should also urge their students to use technology for language learning; the Internet especially can be fruitful for autonomous learning.

Watching YouTube videos, using instant messengers, writing e-mails, texting, and using Skype can help students improve all four language skills.⁶

On the whole, while student satisfaction surveys confirm the continued success of Internet-based resources in the teaching of foreign languages,¹⁶ a growing body of literature suggests these technologies are encouraging students to become increasingly autonomous in their learning of foreign languages, as well as more interculturally competent. This trend supports the larger concept of lifelong learning, especially with respect to learning foreign languages in or out of the language classroom.

There are various types of technologies currently used in traditional classrooms.

⁶ Adina Levine, Orna Ferenz, and Thea Reves, "EFL Academic Reading and Modern Technology: How Can We Turn Our Students into Independent Critical Readers?" London, TESL-EJ, 2000: p.312

Among these are:

Computer in the classroom: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.

Class website: An easy way to display your student's work is to create a web page designed for your class. Once a web page is designed, teachers can post homework assignments, student work, famous quotes, trivia games, and so much more. In today's society, children should know how to use the computer to navigate their way through a website, so why not give them one where they can be a published author? Just be careful, as most districts maintain strong policies to manage official websites for a school or classroom. Also, most school districts provide teacher webpages that can easily be viewed through the school district's website.

Class blogs and wikis: There are a variety of Web 2.0 tools that are currently being implemented in the classroom. Blogs allow for students to maintain a running dialogue. They work a tool for maintaining a journal of thoughts, ideas, and assignments, as well as encourage student comment and reflection. Wikis are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.

Blogs allow the student to express their knowledge of the information learned in a way that they like. Blogging is something that students do for fun sometimes, so when they are assigned an assignment to do a blog they are eager to do it! If you are a teacher and need to find a way to get your students eager to learn, create, and inspire assign them a blog. They will love it.

Wireless classroom microphones: Noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers more clearly. Children learn better when they hear the teacher clearly. The benefit for teachers is that they no longer lose their voices at the end of the day.

Mobile devices: Mobile devices such as clickers or smartphone can be used to enhance the experience in the classroom by providing the possibility for professors to

get feedback.

Mobile learning is how an individual learns using personal interactive technologies, such as a computer. A branch of mobile learning where students relate personal experiences to their learning is called performance support. More specifically, performance support is when a person relies on their personal technology for everyday tasks, such as using your cell phone to check the time or setting reminders in your phone. Students would also agree that technology, in this case computers, allow for more control over their learning. The reasons that make mobile learning appealing is how versatile computers can be. These devices can be available anytime and anywhere and can also enable access to the Internet and puts a surplus of information at the user's fingertips. Some of the special characteristics that mobile learning presents to its users are portability, connectivity, speed, and accessibility. With benefits like these, mobile learning has the ability to offer more to education than has been available before.[57] With easy access to the Internet, classrooms are more flexible to adapt to surrounding students who have different needs.

Interactive Whiteboards: An interactive whiteboard that provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on the interactive whiteboard.

Digital video-on-demand: Replacement of hard copy videos (DVD, VHS) with digital video accessed from a central server (e.g. SAFARI Montage). Digital video eliminates the need for in-classroom hardware (players) and allows teachers and students to access video clips immediately by not utilizing the public Internet.

Online media: Streamed video websites can be used to enhance a classroom lesson (e.g. United Streaming, Teacher Tube, etc.)

Online study tools: Tools that motivate studying by making studying more fun or individualized for the student (e.g. Study Cocoa)

Digital Games: The field of educational games and serious games has been

growing significantly over the last few years. The digital games are being provided as tools for the classroom and have a lot of positive feedback including higher motivation for students.

There are many other tools being used depending on the local school board and funds available. These may include: digital cameras, video cameras, interactive whiteboard tools, document cameras, or LCD projectors.

Podcasts: Pod-casting is a relatively new invention that allows anybody to publish files to the Internet where individuals can subscribe and receive new files from people by a subscription. The primary benefit of pod-casting for educators is quite simple. It enables teachers to reach students through a medium that is both "cool" and a part of their daily lives. For a technology that only requires a computer, microphone and internet connection, pod-casting has the capacity of advancing a student's education beyond the classroom. When students listen to the pod-casts of other students as well as their own, they can quickly demonstrate their capacities to identify and define "quality." This can be a great tool for learning and developing literacy inside and outside the classroom. Pod-casting can help sharpen students' vocabulary, writing, editing, public speaking, and presentation skills. Students will also learn skills that will be valuable in the working world, such as communication, time management, and problem-solving.

Although pod-casts are a new phenomenon in classrooms, especially on college campuses, studies have shown the differences in effectiveness between a live lecture versus podcast are minor in terms of the education of the student.

More opportunities for extended learning. According to study completed in 2010, 70.3% of American family households have access to the internet. According to Canadian Radio Television and Telecommunications Commission Canada, 79% of homes have access to the internet. This allows students to access course material at home and engage with the numerous online resources available to them. Students can use their home computers and internet to conduct research, participate in social media, email, play educational games and stream videos.

Using online resources such as Khan Academy or TED Talks can help students

spend more time on specific aspects of what they may be learning in school, but at home. These online resources have added the opportunity to take learning outside of the classroom and into any atmosphere that has an internet connection. These online lessons allow for students who might need extra help to understand materials outside of the classroom. These tutorials can focus on small concepts of large ideas taught in class, or the other way around.⁷ Schools like MIT have even made their course materials free online so that anybody can access them. Although there are still some aspects of a classroom setting that are missed by using these resources, they are still helpful tools to add additional support to the already existing educational system.

Wide participation. Learning material can be used for long distance learning and are accessible to a wider audience.

Improved student writing. It is convenient for students to edit their written work on word processors, which can, in turn, improve the quality of their writing. According to some studies, the students are better at critiquing and editing written work that is exchanged over a computer network with students they know.

Differentiated Instruction. Educational technology provides the means to focus on active student participation and to present differentiated questioning strategies. It broadens individualized instruction and promotes the development of personalized learning plans in some computer programs available to teachers. Students are encouraged to use multimedia components and to incorporate the knowledge they gained in creative ways. This allows some students to individually progress from using low ordered skills gained from drill and practice activities, to higher level thinking through applying concepts creatively and creating simulations. In some cases, the ability to make educational technology individualized may aid in targeting and accommodating different learning styles and levels.

Overall, the use of internet in education has had a positive impact on students, educators, as well as the educational system as a whole. Effective technologies use many evidence-based strategies (e.g., adaptive content, frequent testing, immediate

⁷ Subhadra Ramachandran, "Integrating New Technologies into Language Teaching: Two Activities for EAP Classroom," Canada, TESL Canada Journal/Revue TESL du Canada, 2004: p.215

feedback, etc.), as do effective teachers. It is important for teachers to embrace technology in order to gain these benefits so they can address the needs of their digital natives,

Student interaction is at the core of constructivist learning environments and Social Net-working Sites provide a platform for building collaborative learning communities. By their very nature they are relationship-centred and promote shared experiences. With the emphasis on user-generated-content, some experts are concerned about the traditional roles of scholarly expertise and the reliability of digital content. Students still have to be educated and assessed within a framework that adheres to strict guidelines of quality. Every student has his or her own learning requirements, and a Web 2.0 educational framework provides enough resources, learning styles, communication tools and flexibility to accommodate this diversity.

Chapter II. Methods of teaching reading in different levels

2.1 The ways of teaching reading

The successful of teaching English as a second language comes from many factors, such as from the teacher, students, or outside both of them like facilities, approaches which is used by teacher etc. Here, we will talk about one of factor that gives a big influence to the successful of teaching English that is Approaches. Approaches or method is the teacher's way to transfer knowledge to the students; the way to transfer is depend on the student's need and teacher creativity. Teacher should use an appropriate approach in order to achieve learning goal.

Reading approach is one of methods that can be used by teacher. It is one of way that will help students to solve their problem in reading. In reading approach, students will improve their knowledge and get something new because they are demanded to read more. ⁸Reading becomes important because it is an active skill which involves inferencing, guessing, predicting etc. It also has, more often than not, a communicative function. By reading students will know about the tenses, kinds of tenses and how to use it. They also will know about the different of culture by reading cross cultural understanding, and they will learn how to pronounce the words correctly. In reading approach, many things that will be achieved by students and they can master English well. So, Because of the important of reading that have already mentioned before, teacher should teach and emphasized the students to read effectively by using reading approach.

Reading approach or reading method was first devised for English learners in India and French or German learners in the United States of America who have not the time to master the "active" or oral use of the language. It has also been advocated in England for pupils of inferior language-learning ability. Reading approach is like GTM (Grammar Translation Method) since it also stressed on written skills. Only the grammar necessary for reading comprehension and fluency is taught. But, it was

⁸ Asselin, M. "Comprehension Instruction: Directions from research". Canada, Teacher Librarian 2004: p.55-57.

flexible approach as far as the teaching is concerned.

Design

Objective

- The students are able to identify meaning rather than letters or words
- The students are able to understand and read the text quickly
- The students are able to read actively

Types of Teaching and Learning Activities

Skimming. It is an activity to read shorter texts to extract accurate detailed information. Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. There are many strategies that can be used when skimming. Some students read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. The students might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when the students are seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

TIPS For Skimming

1) Read the first several paragraphs

-this will help you to identify the topic of the article, the subject, a little of the authors style, the authors viewpoint, and so on.

-leave nothing out, but read at your top speed.

-authors usually give an intro in the first few paragraphs, this helps get an overall picture of the article

2) Leave out Material

-Once you have a general overview of the article, you should begin to leave out material right away

-so by the 4th or 5th paragraph you may read only the key sentences to get the main idea and skip the rest of the paragraph

-let your eyes jump ahead, picking up one or two important words, phrases, or numbers

Scanning. It is a quickly reading a text to get the gist of it. Scanning is a technique that often use when looking up a word in the telephone book or dictionary. The students search for key words or ideas. Scanning involves moving eyes quickly down the page seeking specific words and phrases. Scanning is also used when the reader first find a resource to determine whether it will answer the questions. Once you've scanned the document, you might go back and skim it.

When scanning, the students look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. They look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

Reading off a computer screen has become a growing concern. Research shows that people have more difficulty reading off a computer screen than off paper. Although they can read and comprehend at the same rate as paper, skimming on the computer is much slower than on paper.

Scanning

- fast reading
- get main idea not all details.
- must leave out parts
- may leave out $\frac{1}{2}$ to $\frac{3}{4}$ paragraph once you have the main idea of the paragraph
- comprehension is lower, try to comprehend as much as you can while reading at an average speed
- comprehend 50% of what you are reading
- twice as fast
- usually done with material you know nothing about
- *note as speed increases, comprehension decreases
- reading technique used when you want to locate a single fact or specific bit of information without reading every word
- eg scan TV listings in paper to find time of show
- phone directory when you want to see a show
- fast way to find info
- must be accurate in terms of finding a specific TV show or Phone #
- often done with material that you know something about

Eg) telephone directory you already know the name of the person. What else do you know?⁹

Extensive reading is a reading longer text, usually for pleasure. Extensive reading is an approach to language learning, including foreign language learning, by the means of a large amount of reading. The students view and review of unknown words in specific context will allow the student to infer the word's meaning, and thus to learn unknown words. While the mechanism is commonly accepted as true, its

⁹ Bradley, A. "Educational schools getting heat on reading". Oregon, Education Week, 1997: p.23-27.

importance in language learning is disputed. We can consider extensive reading as private reading in width at a pace suited to the individual's ability, taste, and mood. Extensive Reading is the free reading of books and other written material that is not too difficult nor too easy! Extensive Reading is sometimes called Free Voluntary Reading.

Why use it? ESL students always want to learn more words, acquire more grammatical structures and be better readers and writers. Doing extensive reading will help students with all of the above, along with motivating them to enjoy reading and learning independently.

The role of extensive reading in language learning.

It can provide 'comprehensible input.

It can enhance learners' general language competence.

It increases the students' exposure to the language.

It can increase knowledge of vocabulary.

It can lead to improvement in writing.

It can motivate learners to read.

It can consolidate previously learned language.

It helps to build confidence with extended texts.

It encourages the exploitation of textual redundancy.

It facilitates the development of prediction skills

Intensive reading. It is a quickly going through a text to find a particular piece of information. It is essentially reading in depth and is usually done in the class with each pupil having the same text. Intensive reading involves students reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves students reading texts for enjoyment and to develop general reading skills. The Intensive Reading Technique is reading for a high degree of comprehension and retention over a long period of time. For example, the students read a short text and put events from it into chronological order.

Reading aloud by the teacher is an important component of the struggling reader's literacy program. Teacher is as model in reading process and students listen

and respond to the teacher. Teachers should select stories, poems, and informational texts to read aloud that help expand and strengthen the background knowledge of their students.

Materials: storybooks, content materials, poetry, charts.

Choice: usually teacher's choice.

Grouping format: usually whole group.

Purposes:

- To stretch students beyond their reading levels, particularly in content areas under study; expand vocabulary; develop concepts.
- To expose students to varied forms of text (fiction, nonfiction, poetry)
- To enlist varied forms of response (discussion, writing, drama, art, movement, etc.)
- To study various genres, literary devices, writer's craft.

Struggling readers benefit from listening, responding, and expanding their knowledge, vocabulary, and concepts.

Shared reading. Teacher leads and students participate. This is extremely valuable for the child who is having trouble figuring out what reading is all about. The teacher reads a text while the student observes and follows along silently. This method helps build reading fluency and comprehension.

Materials: primarily enlarged texts visible to students; may include content materials, storybooks, charts, poems, songs.

Choice: usually teacher's choice.

Grouping format: whole group or small group.

Purposes:

- To teach concepts about print and print conventions.
- To teach comprehension and interpretation.
- To analyze textual features: word study (e.g. phonics, word analogies, structural analysis)

Struggling readers benefit from highly visible demonstration of the reading process. Concepts and conventions of print are made very accessible for them.

Examination of textual features (letters, words, and part of words) helps develop an understanding of the alphabetic principle and the nature of written language.

Word study. Teacher leads and students participate. Word study fosters recognition of the individual sounds of words and an understanding of the alphabetic principle and its application to reading and spelling. Activities involve phonemic awareness, phonics, structural analysis, and the development of sight vocabulary.¹⁰

At prekindergarten level: largely oral activities fostering phonemic awareness.

At kindergarten level and above: phonics, structural analysis, and sight vocabulary.

Materials: core program, trade books, charts, environmental print.

Choice: usually teacher's choice.

Grouping format: whole group or small group.

Purposes:

- To provide systematic, focused instruction at the word level.
- To provide additional support for students who need it.

Struggling readers benefit from focused instruction and direct experiences applying the alphabetic code and sight vocabulary. The examination of textual features and linguistic patterns helps to support reading and spelling.

Guided reading involves teachers' structuring learning situation in which children work in small group on material that is modestly challenging to them. Teacher monitors for application of strategies. A student reads with the assistance of an instructor as it is needed. When an unfamiliar word appears, the instructor either tells the student the word or assists the student in decoding the word. During the story, the teacher stops at certain points and questions the student in order to determine/guide comprehension. This helps build practice in comprehension, decoding, sight word vocabulary, and oral reading.

Materials: books or materials that modestly challenge the reader.

Choice: usually teacher's choice.

¹⁰ D"Arcangelo, "The Challenge of Content Area Reading". Oregon, Educational Leadership, 2002: p12-15.

Grouping format: small group.

Purposes:

- To practice application of specific strategies/skills in highly focused manner.
- To provide opportunity to teacher-monitoring of application of skills and strategies.
- To provide instruction as close as possible to students' instructional levels while gradually increasing the difficulty of the material.

Struggling readers benefit when they read materials with which they can practice what they have learned.

Independent reading is as important for low-achieving children as for any others. Independent reading is what struggling readers most need to practice. Struggling readers should be encouraged to select books that match their interest and reading abilities. Teacher can assist them in finding appropriate books by giving them tips on how to select books on their own. Teacher monitors for time on task.

Materials: books or materials with minimal challenge; varied types.

Choice: usually student's choice; maybe negotiated choice (teacher and student agree).

Grouping format: individual, pairs, small group (response circles).

Struggling readers develop fluency, automatically, and confidence from frequent, intensive practice in reading familiar or new texts of minimal challenge.

Learner Roles

- Recognizing the script of a language.
- Translating the text.
- Deducing the meaning of unfamiliar lexical items.
- Understanding explicitly stated information.

Teacher should create situations in which learners are most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by learners.

- Motivating learners
- Encouraging to set reading strategies
- Supporting the students to develop reading comprehension

The Role of Instructional Material

- to get meaning from whole chunks of text
- to have good vocabulary and integrate naturally with other class work.

The students/ readers decode (figure out how to pronounce) each word in a text and automatically comprehend the meaning of the words, as they do with their everyday spoken language. There are specific comprehension strategies that some teachers are now using in the classroom.

The teacher teaches students about prior knowledge. Prior knowledge is using what you already know to help understand something new. To help students comprehend and learn from a specific reading material, they can access their prior knowledge on a subject to help them relate to the subject that they are learning at the moment.

Making a connection is when a student can relate a passage to an experience, another book, or other facts about the world. Making connections will help students understand what the author's purpose is and what the story is about. The teacher can use connections with any fiction or non-fiction text that the students read.

Questioning is another strategy that will greatly benefit a student. Dr. Neil Postman has said, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool" (Response to Intervention). There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-alouds" before, during, and after reading a text.

Visualization is when a student can create a picture or movie in their mind while reading text. Use terms like "mental image" and asking sensory questions will help students become better visualizers. Another way of looking at visualization, is to think about bringing words to life.

Summarizing is a comprehension strategy that also needs to be taught. Summarizing is telling what is important about the text. A summary might include the answers to who, what, where, when, why, and how. You can have students

summarize any text that you are using the classroom¹¹.

Evaluation is about making judgments on what you read and then explaining why you made those judgments (Into the Book). Some activities to help with evaluating can be as easy as having a small group book talk or having students rate a book. Evaluating non-fiction texts can be done by using a criteria checklist (i.e. table of contents, index, titles, headings, etc.) to help students rate a text.

Synthesizing is putting the pieces together to see them in a new way (Into the Book). Students will take what they already know about a subject along with their reflections from the book to create their own interpretation and ideas about a certain text.

There are some benefits in utilizing reading approach:

Reading approach can be used in a big class.

In reading approach, students can know much vocabulary because they have to read the passage.

Students focus what they are studying because they only learn grammar.

The reading method requires little teaching skill since the lesson-form is a standardized and fixed procedure.

The reading method is economical of time since the pupils all read simultaneously.

The reading method does not demand deep knowledge of the language on the part of the teacher, since the teacher does not have to compose the sentences and questions: everything is supplied in the book.

Disadvantages of Reading Approach. Reading approach also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students' motivation, financial limitation, number of students, etc.

The main disadvantages of reading approach are as follow:

Since reading approach is only focused on written skill, this approach is lack in speaking skill.

Reading approach is oppressive approach because the vocabularies and grammar are

¹¹ Bradley, A, "Educational schools getting heat on reading".New-York, Education Week,2009: p.23-27.

controlled.

There are many factors that influence the successful of teaching English. One of them is approach. Approach is the way of teacher to transfer the knowledge to the students besides encourages their motivation to learn. Teacher should be creative and smart in choosing and using an appropriate approach. Teacher can use Reading approach as the way they teach.

In this approach, students focus on identifying meaning, understanding the text quickly, and reading actively. Reading approach also has some weakness and some benefits. It is a fact that no approach or method is perfect, But the important thing that can not be ignored is reading is a very important thing. By doing reading students will get many things, and can understand everything related to the language learning especially English. So, it is important to know how to read effectively by using reading approach.

2.2. Preparing reading materials for EFL classes

According to Grabe (1997) reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts. On the other hand Rebecca & Sadow (1985) claim that reading is related to language and it requires being efficient in L2.

Also other writers agree on that good readers have to do some other jobs in order to comprehend a text: they should connect new text with past experiences –they mean background knowledge-, interpret, evaluate, synthesize, and consider alternative interpretations (Pressley & Afflerbach, 1995). While doing this task, students need also some strategies to help them make their reading comprehension easy. Reading is one of the four main skills in language learning and also one of the hardest one for a foreign language learner. Moreover, this situation is stated by writers: According to Susser and Robb (1990), reading is a skill, that is most emphasized in a traditional FL teaching.

Some researchers defended the bottom-up approach in order to describe the situation of the reader. In this approach reader puts together letters to form words, clauses, sentences, and paragraphs to catch the meaning. Thus, by doing this, reading activity is conducted by the structure of the text that is read by language learners. Carrell (1998) also states this issue as: Bottom-up processing is decoding individual linguistics and building textual meaning from the smallest units to largest, and then modifying preexisting background knowledge and current predictions on the basis of information encountered in the text. According to Miller (2007) bottom-up processing helps students to become a fast and good reader but on the other hand, without having any efficient knowledge on the second language, this processing does not be successful. On the other side, other researchers focus on the top-down approach that is conceptually driven. This approach encourages students to use their background knowledge in order to make predictions about the texts they read (Carrel, 1998). In the top-down view of foreign language reading, not only is the reader an

active participant in the reading process, making predictions and processing information, but everything in the reader's prior experience or background knowledge plays a significant role in the process. Miller (2007) in his study touches upon reading strategies; he gives information about thirty years ago and recent times also. He states that reading was based on top-down skills about thirty years ago, the main concern of reading was "meaning". In this way teachers were supporting students to use their background knowledge in order to enhance their reading comprehension. However, he says that there has been a change from bottom-up skills to top-down ones recently; it focuses on firstly the exact, literal comprehension of the text.

Kayashi, who researched university students in Japan (1999,) claims that students in his study might have used various reading strategies while doing reading activity he emphasizes the "top-down" and "bottom-up" strategies. Besides, he also claims that, after his study with Japanese students, in their first stages of learning they use dictionary, memorization of words, taking notes and translation word-for-word into L1. In the later stage, they refer to guessing the meaning of the word from the context. In the final stages students use strategies such as "transitional words", "finding clues" and using background knowledge.

In order to help students their comprehension of reading and also increase their reading ability students have to use some skill and strategies. This review of literature will define the difference between reading skills and reading strategies, and illustrate before, during, and after reading strategies.¹²

A reading skill is a helpful tool that a student practices in order to improve reading (Hollas, 2002). Teachers teach various skills to improve the understanding of reading. Unfortunately, many of the students while decoding do not comprehend what they are reading. On the other hand, a reading strategy is a plan or way of doing something; a specific procedure one uses to perform a skill (Hollas, 2002). Weinstein and Mayer (1986) defined strategies as behaviours and thoughts that a learner

¹² Asselin. M, "Comprehension Instruction: Directions from research". Canada, Teacher Librarian, 2002:p.55-57.

engages in during learning that are intended to influence the learners encoding process. Further, Alexander, et al. (1985) defined a strategy as a procedural, purposeful, effortful, willful, essential and facilitative. They asserted that strategies are mandatory for academic development.

Students today have difficulty getting through a short reading assignment, such as a newspaper article. This difficulty is associated with the lack of ability to focus and concentrate on written words. Due to this, many students need guidance and strategies to help focus on reading and to do more than just read the words on a piece of paper. The skills of a strategic reader in the content areas can be broken down into seven areas (Hollas, 2002):

1. Predict – declaring in advance or to foretell on the basis of observation and/or experience.
2. Visualize – forming mental pictures of scenes, characters and events.
3. Connect – to link two things together or to associate and see a relationship.
4. Question – to inquire or examine.
5. Clarify – to make understandable or to become clear and free of confusion.
6. Summarize – to concisely obtain the essence or main point of the text.
7. Evaluate – to form an opinion about what you have read.

Grellet, F, 1981. proposed the following hints to develop reading skills:- Teach the students to concentrate on the text and not on the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood.- Start with global understanding and move towards detailed understanding rather than working the other way around.- Use authentic text whenever possible. The authentic text does not make learning more difficult. The difficulty depends on the activity which is required on the students rather than on the text itself. In other words, the teacher should grade exercises rather than texts. - Link the different activities through the different activities chosen.- Focus on reading skills and learning strategies and plan comprehension exercises for each of them.- Do not impose your own interpretation on the learners. Teach them to think by providing enough evidences for them to follow the right way.- Do not

impose an exercise on the text. It is better to allow the text to suggest what exercises are more appropriate to it. - Do not use so many exercises that you might spoil the pleasure of reading.- Help the students to time themselves and increase their reading speed, little, by little.- Use variety of procedures when controlling the student's reading activities. Self-correcting exercises are extremely useful.

These seven areas can be linked to various strategies to improve the effectiveness of each reader. The "predicting, visualizing and connecting" areas are implemented as before reading strategies. The "question and clarification" areas are implemented as during reading strategies whereas, "summarizing and evaluating" are implemented as after reading strategies. The goal of the teacher is to help students apply reading strategies to become effective readers. Furthermore, strategies help students when they are reading and strategies are used in various tasks. For example, while students are predicting outcomes of a reading passage, strategies assist them. Also it is the same when students are summarizing what they read. Students use strategies as they are looking for clues; for example, context clues and rereading to correct what they read. They also need strategies either in interpreting main idea of texts or in determining the type of the texts.

Difference Between a Skill and a Strategy

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

There are many reading strategies that appear to be very important according to a multitude of researchers. It is a difficult task to decide which strategies are the most

significant. Cunningham and Allington (1994) suggested necessary strategies that readers need to use when reading. These are: Calling up relevant background knowledge; predicting what will be learned and what will happen; making mental pictures; self-monitoring and self-correction; using fix-up strategies such as re-reading or asking for help; determining the most important ideas and events and seeing how they are related; drawing conclusions and making inferences; deciding "what you think"(opinion); comparing and contrasting what you read and what you already know; figuring out unknown words; summarizing what has been read.

These have been broken down into five key strategies:

1. Using background knowledge
2. Predicting
3. Self-monitoring and self-correcting
4. Identifying main ideas and summarizing
5. Making inferences and questioning

As it was mentioned before, one of the most important prerequisites for reading is the background knowledge you bring to it. Cunningham and Allington (1994) argued that background knowledge is a crucial component of reading comprehension. They cited research (Pearson and Fielding, 1991) that demonstrated that the amount of prior knowledge a reader has can be a very strong determinant of how much he or she will be able to understand of the text he or she is reading. Research by Pressley et al (1990) supports this finding, as they found that readers who had a well-developed knowledge base are more likely to have a strong ability to recall relevant information. Background knowledge helps students to interpret reading materials in an individual way. Thus, it is important that teachers to teach students how to use their own background knowledge as a strategy for comprehending text. Closely connected to the idea of constructing meaning and using background knowledge is the related strategy of mental imagery (Pressley, 1990) or, 'making mental pictures', which has been considered a strategy on its own by many theorists. A student with a strong background knowledge will have a better ability to understand and picture what the author is attempting to portray in the text. As Pressley et al (1990) argued, the ability

to construct mental images has been demonstrated to improve children's memory for literature. Thus, it can be argued that a strong prior knowledge base is a very powerful influence on how well a reader will comprehend text. Imagine trying to read university level chemistry text without having previous high school course work. Even if some of the symbols and English words were recognizable, without prior knowledge, none of it would make sense. If they are reading for information, in order to gain a strong understanding, it is crucial that they have some prior knowledge to build upon.

Thus, students need to use background knowledge to form a picture in their minds. Further, they actually need to be able to see what is happening in a story.

When students make predictions they are deciding their purposes for reading. Prediction activities work hand-in-hand with background knowledge. As students synthesize what they know with the text they are reading, it helps them determine a purpose for reading.¹³

Using their background knowledge their goal becomes finding out, or predicting what is going to happen next. Further, they are engaged in generating predictions prior to reading by first drawing upon background knowledge. "Good readers are constantly forming hypotheses about what is to come in the passage they are reading... Like so many other comprehension skills this requires prior knowledge about the content and about the structure of what is being read." (Irwin and Baker, 1989, pp. 161)

By applying this strategy students are given the opportunity to integrate what they know while they read and are also faced with new information that may conflict with their own assumptions which, in turn may bolster critical thinking skills.

When students self-monitor and self-correct they are demonstrating an ability to recognize that what they are reading is not making sense and applying various strategies to solve the problem. These are also known as "fix-up strategies", which

¹³ Asselin, M, "Comprehension Instruction: Directions from research".Canada, Teacher Librarian, 2002: p.55-57.

are strategies that students use when they realize...that their comprehension is not proceeding well (Rosenshine and Meister, 1997, pp. 100)

Palincsar (1993) discussed critical literacy, a concept that focusses on how readers problem solve and reason with print. She argued that students need to become self-regulated learners. These are learners, she asserted, who develop purposes for what they are about to read (cited from May, 1994, pp.356). Similar to when applying predicting skills, when readers apply self-monitoring strategies they are constantly asking themselves whether or not what they are reading makes sense to them. During this monitoring process, if they find that a word or an idea does not quite fit with what they already know they will apply their self-correct skills in order to fix the problem.

According to Paris et al (1991) good readers are able to expect problems in reading and fix them up as they occur. When a student comes across an unfamiliar word, he or she needs to decide whether to re-read the sentence, read ahead, sound the word out, or look in the dictionary. Ryder and Graves (1998) stated that it is important that teachers are aware of "metacognitive behaviour and its importance as a monitoring device as students assess their comprehension and to apply fix-up strategies when comprehension fails.

Identifying the main events or ideas in a story is something that good readers also do. They are constantly pulling out ideas from the text they are reading and determining what the main points are in each segment of the reading passage. In addition they have an ability to recognize and discuss key events in a story. Irwin and Baker (1989) argued that skilled readers have an ability to select the information they will need in order to understand the reading passage. Further, these readers also have the ability to ignore information that is not important.

Summarizing is a strategy that many students have difficulty with. It is very closely related to the previous strategy discussed in this paper. However, Dole et al. (1991) asserted that summarizing is "a broader, more synthetic activity for which determining importance is necessary, but not sufficient condition." Moreover, it involves the ability to call on other strategies in order to gain a clear understanding of

text. This strategy is an important one because it helps them build an informational framework. Brown and Day (1983: cited from Ryder and Graves, 1998) summarizing can be defined as: Deleting unimportant and redundant information, categorizing information, identifying and using the author's main ideas and creating your own main idea if the author did not clearly state his or hers.

Clearly, summarizing brings into play all of the previous strategies. Thus, students are involved in using all of the reading strategies in order to build a scaffold toward increased comprehension of text.

Making inferences and questioning is another strategy that even older students find quite tedious. This may be due to the fact that students are accustomed to their teachers giving them the questions. But if the teachers are asking all of the questions, students are not going to become strategic readers. Instead, they need to learn to ask themselves questions as they read. Dole et al (1991) cited many studies which have shown having students generate their own questions lead to increased comprehension of text. It seems that by having students do this it forces them to think more deeply about the author's words and intentions, giving them a goal for reading.

Making inferences can be defined as the process where the reader decides what basic facts are necessary for a "coherent interpretation" of the author's message. (Irwin and Baker, 1989, pp122).

Further, Gaskins and Gaskins (1996) asserted that the meaning created by a reader will not be identical to the author's intended meaning because it is the readers who decide what inferences and conclusions will be drawn by creating their own meaning from the text. This will depend on many factors including the reader's prior beliefs and knowledge which "are used to help confirm, reject or suspend judgements of new interpretations". (Ruddell and Unrah, 1994, pp. 998)

It seems appropriate to consider one final point in this discussion of the nature of reading strategies. Dole and his fellow researchers asserted that good readers make decisions about which strategies to use when to use it, and how to adapt it to a particular type of text. The student may be understood as an active reader who constructs meaning through the integration of existing and new knowledge and the

flexible use of strategies to foster, monitor, regulate and maintain comprehension. (1991, pp. 242) Thus, the skilled reader automatically applies the reading strategies needed to reach his or her goal of reaching a greater understanding of the text. The expert reader who applies strategies without hesitation in order to understand newly introduced text can be compared to a gifted athlete who has the ability to react automatically, while anticipating their opponents next move.

The strategies that have been discussing so far can be applied in the EFL classroom. Deshler and Lenz (1989) assert that a key assumption underlying the strategies instruction approach is that students should be taught the process of learning as much as teaching them specific domains of content information. (pp.205) Further, they suggest that teachers should directly teach students strategies to apply skills. As students become more competent readers they will in turn become more motivated.

First of all, it is important to teach these skills directly to students so that they have a multitude of learning tools available to them should they run into difficulty while reading. Thus, students need to be encouraged to actively think about the strategies they are using when they read. Rosenshine and Meister (1996) assert by scaffolding information for students the problems are broken down so that students have a better chance of solving them. It is argued that scaffolds are particularly useful for teaching of higher-level cognitive strategies. Scaffolds are forms of support from a teacher that help students to learn reading strategies.

Another important factor that must be considered briefly is that students also need to be involved in a classroom environment where the students are active and highly engaged learners. It was asserted by Guthrie et al (1999) that reading engagement should be the aim of instruction because motivational goals will facilitate intrinsic motivational goals which are essential to long term, self-determined reading. The problem of motivating students to learn seems highly related to the teaching of reading strategies. As Wong (1998) writes, students' motivation to learn is immensely complex and continues to challenge researchers with its conceptualization and reconceptualization and its inclusion and operationalization in intervention research.

Further, she argues that motivation to learn must be viewed as a concept that is intertwined with strategy learning. Thus, our students in order to become strategic, self-regulated readers need also to be engaged readers. "Readers need both the skill and the will to read". (Paris, Lipson and Wixson, 1999. Cited from Reading 44, pp.210)

There are many effective instructional methods that teachers can use in order to encourage students to focus on one or more reading strategies. In reviewing much of the literature in this area, there are numerous samples of lessons¹⁴. Here are a few that are particularly useful and can easily be applied in the classroom:

Procedural prompts can be used to assist students to generate questions and gain the ability to summarize what they have read. Rosenshine and Meister (1997) asserted that this should be the first step in teaching students cognitive strategies. They asserted that they serve to build upon students' background knowledge and provide a knowledge support on which they may build. For example, in order to generate questions about narrative text the authors recommended providing prompts that focus on a story's grammar:

What is the setting?

Who are the main characters?

What problem did the main character face?

What attempts were made to resolve the problem?

How was the problem finally resolved?

What is the theme of the story?

K-W-L

One well-known method for accomplishing this is the K-W-L method (Know-Wonder-Learn). This is a three-step procedure for helping students access the appropriate background knowledge when they are reading informational text .

The students are first asked to access what they know about a given topic, which prompts them to access prior knowledge. As the students are brainstorming their

¹⁴ Chard, D. J., Simmons, D. C., & Kameenui, E. J, "Word Recognition: Curricular and Instructional Implications for Diverse Learners" ,Canada , Teacher Librarian, 1995:p-214

ideas the teacher can record these on the chalkboard or chart paper. Next, they are asked to come up with learning goals, or what they want to learn about a given topic. At the end of the activity students write down what they have learned, and check to see whether all of their "want to know" questions have been answered or what they have learned and if further reading is needed. During this procedure the students are engaged in brainstorming, generative and organizing their ideas, specifying questions, checking what they have learned and guided further reading. (Tierney and Readence, 2000)

In order to teach students to use strategies such as accessing their background knowledge we need to use activities such as discussion to encourage students to relate the topic to their own experience. Since readers cannot tell everything that is happening in an incident from what the author has written we have to help students to infer meaning using their own knowledge. An effective way of encouraging students to access background knowledge is by engaging them in a pre-reading discussion. Mazzoni and Gambrell (1996) examined ways to use informational text through discussion. The authors looked at studies of expert readers that analyzed self-talk before, during and after read. It was found that these readers had the ability to better reflect on ideas in text, make predictions and hypotheses using prior knowledge, and were able to critically evaluate what they read. One procedure that Mazzoni and Gambrell (1996) outline is called the intra-act procedure. This is a four-step procedure that stimulates small group discussion and helps students develop an awareness of how others in the group react to the content of the text.

First, individual students silently read a text selection. Then, they are given four value statements relevant to the reading selection and possibly controversial. They are then asked to write how other group members will respond. Finally, the students are regrouped to compare predictions and are encouraged to challenge and support each other's responses while supporting arguments using textual information and prior knowledge. Not only are the students learning to access their background knowledge, they are also been introduced to new vocabulary and concepts. In addition, this

activity allows students to monitor their understanding and verify the accuracy of their predictions.

In order to teach students how to generate questions or make prediction Tarasoff (1993) suggests using a procedure she calls 5 W's and H. During this procedure, the teacher asks the students questions before reading a passage. She or he first models the kind of questions, literal or inferential. The students are then required to read the passage looking for the answers. Following this, the students are put into small groups or pairs and are asked to make up their own questions, which they will later share with the class. Tarasoff (1993) warns that it may be helpful to first teach students the difference between asking questions that require one-word answers and those that require more elaborate responses.

During this activity students are not only engaged in questioning techniques, they are also encouraged to draw upon other strategies such as predicting, self-monitoring and self-correcting and summarizing what they have read.

2.3. Methods of teaching reading for young classes

Reading is a core subject in early childhood education. Parents often wonder what they can do to help their preschooler be a successful reader even before he or she begins to read, sometimes resorting to fancy computer software and aggressive reading strategies to help give their child a leg up.¹⁵

However, simple everyday techniques, such as helping a preschooler understand what is being read to him, are a fun, effective, and developmentally appropriate springboard for reading success. And reading comprehension and sequencing are two pre-reading skills that preschoolers can practice before they can read themselves!

Reading Comprehension is understanding the meaning of the text. Young readers sometimes become so involved in the process of sounding out words, they forget to pay attention to what they are reading about! You can help your child learn to focus on what he reads by reviewing what you read together.

How to practice reading comprehension:

- **Wonder Why.** When a character does something in a story that is explained later, ask your child why they think the character did it. For example, if you are reading "The Three Billy Goats Gruff", you might ask your child why the troll let the littlest billy goat go over the bridge instead of eating him. As you continue to read, you can see if his guess was correct.

- **Notice New Words.** When you come across a word your child may not know, stop and ask him what the word means. For example, if you read "There was an enormous crash!" As your child "What does enormous mean?" If he doesn't know, you can explain it to him, then re-read the sentence. This will help him understand the meaning of what is being read and he will begin to feel more confident asking about words he doesn't know. Building a large vocabulary helps with reading because it's much easier to sound out a word that you know than one you have never heard before.

¹⁵ Farstrup, A., and Samuels, J., "Effective Practices for Developing Reading Comprehension". London, Macmillan Press, 2002: p- 205-236.

• **Reading Review.** Before you read a favorite story over again say, “I remember reading this story, but I don’t remember what happens to the pig. Do you?” Your child will surely chime in and tell you what happened, and practice the important skill of retaining and reviewing information.

• **Delve into Details.** After the story is finished, ask a series of questions about the events and characters. For example: Why did the man hide the book? Who drove the cat to the vet? What happened after recess was over? As you repeatedly engage in these discussions after reading, your child will likely begin to pay more attention to the details of the stories you read (and later, the stories he reads).

Sequencing is the ability to put the events of a story in the order in which they occurred. “Teaching sequencing to early learners is important because logical order of thinking is fundamental to reading and everyday life,” says Brenda Strickland, author of Year Round Preschool Reading.

How to practice sequencing:

• **Practice Predicting.** When reading a story for the first time, ask your child what he thinks will happen next. For example, in "The Gingerbread Man", what does he think will happen after the gingerbread man gets on the fox’s back? If his guess was not correct, you can use this opportunity to have him make up his own version of the story and see how it might end differently. When you have read a story several times, stop and ask if your child knows what is going to happen on the next page.

• **Create Sequence Cards.** After you have finished reading the story, help your child make sequencing cards for the story. On several pieces of blank paper, you or your child should draw pictures (simple stick-figures will do) to show the main events in the story. Your child can then dictate the words that go along with each picture and you can write them for him. Have him place the cards in order. Start with just 3 cards for the beginning, middle, and end of the story and add more as your child is ready.

• **Build Your Own Book.** Have your child make books out of his favorite stories. Staple several pieces of paper together and allow your child to dictate the

words to you (or he can write the sounds he hears in each word to represent the words). He can draw pictures to add to each page.

By adding just a few simple questions and activities to your story time, you can help your child begin to learn about important reading skills. Practicing reading comprehension and sequencing skills will help your child make sense of what is being read and help him become aware of what is happening in the text. As an added benefit, it will add enjoyment to the time you spend reading with your child!

Phonics is the first step in teaching a child to read. Simply put, phonics teaches students to recognize the letter/sound relationship within the alphabet, and to blend those letters and sounds together to create words. The best course of action is to begin with the short-sound vowels. Once the student has mastered them, adding in a few consonants is a productive way to reinforce the vowel sounds by joining a consonant and vowel together to form a blend, such as t-a, ta. After the student has learned a variety of consonants and blends, they can be taught to form words, such as ta-n, tan. The process continues as you teach the long-sound vowels and special sounds, which are groups of letters that are difficult to sound out and should be memorized, like sh and ough. Each phonics principle should build on the ones previously taught and should move children forward in their ability to decode words.

While teaching phonics, it's also a good idea to throw in a few sight words now and then. Sight words are words that are either impossible to sound out or words that are so common that children need to learn to recognize them when they see them rather than having to sound them out each time. Common sight words are the, were, and, been, a and there. Obviously, the more words children know by sight, the easier it will be for them to read complete sentences because they won't have to stop at each word in order to decode it.

First-graders are like sponges in the way they soak up knowledge. They are capable of learning many new things each and every day. For them, there is no better time to increase their vocabulary, which can be done in a variety of ways. The simplest way is to label everything in your home or classroom. You'll be amazed at how quickly children will learn to associate words with objects through this practice

alone.¹⁶ Another way is to expose the children to new words on a regular basis. This can be done throughout the day during other subject lessons or merely by reading aloud books on a slightly higher level than those typically read by the children.

To be good readers, children must understand basic sentence structure. Sentences always begin with a capital letter and end with some form of punctuation. When reading, a comma signifies a slight pause, while a period signifies a longer pause. In order to make the distinction, you might tell your child to stop at a comma and then begin reading again, and to stop and take a quiet breath every time there is a period. This should provide the adequate pause. When a sentence asks a question and ends with a question mark, advise children to raise their voice slightly at the end. For exclamatory sentences, explain that the sentence should sound exciting like, “There's a snake under your desk!” Do not allow the child to rush through or ignore punctuation marks.¹⁷ They serve a purpose and will not only affect the fluency of the reading, but also the comprehension.

Before your child begins reading through a book, point out the important parts of the book such as the cover, title and author. If the particular book has a table of contents or an index, introduce them to your child and explain how they can help with finding information in the book without having to go through and read the entire book over again.

Now that your child is reading, it's time to focus on accuracy. Listen carefully to determine if your child is reading words correctly, using proper pronunciation, skipping words or adding words that are not there. It is common for children to read the first few words correctly, and then to make up the rest of the sentence as they go along. Instead of reading what is actually written, they “read” what they think it says. While it is common, it should not be allowed to go unchallenged. If it happens once, let it slide, but if it happens again, instruct the child to slow down, go back and re-read the last section. Have the child continue the process until it is read correctly.

¹⁶ Strickland, Dorothy S. and Morrow, Lesley M., “Beginning Reading and Writing”, Columbia, Teachers College Columbia University press, 2000:p-245

¹⁷ D" Arcangelo, M., “The Challenge of Content Area Reading”, London, Educational Leadership, 2002: p-12-15.

Anyone who has sat in on a first-grade reading group can tell you that there is a lot of variation in the fluency level of first-grade readers. A few read better than some adults, some read fairly smoothly while stopping every few words to sound out an unfamiliar term and some truly struggle. They can read the words, but putting them together in a sentence is a challenge because there is no fluidity. The best solution is to have the child re-read every sentence. Once they figure out all of the words, have them read the sentence as a whole. Remind them that reading should sound like talking. It should be smooth, not choppy.

Even the most fluent readers sometimes forget about expression. Their reading is smooth and free of errors, but it lacks feeling. To teach your child about expression, it is sometimes necessary to probe their emotions about the reading topic. You could use questions like the following: "How do you feel about what the rabbit said?" "How do you think the little boy felt when his friend walked away like that?" "If Mama's happy, do you think she would have said that the same way you read it?" Teaching your child to sympathize, and possibly empathize, with the characters in the story often evokes more feeling and expression while reading.

It is not realistic to expect first-graders to remember every fact about a particular story or book, however, they should be able to tell you what the story was about and to answer questions about some of the key points within the book. If not, chances are that the story is not reaching the brain. The eyes are seeing it and the lips are speaking it, but the brain is not really paying attention. For readers this young, it is often best to stop and ask comprehension questions along the way rather than waiting until the end of the story. Questions should be about information that was directly stated in the text, as well as information that was not directly stated, but that your child will need to infer. If your child can't answer the questions or explain what has just been read, go back and re-read the story after telling your child to pay close attention to what is being said. After a while, children pick up on how to listen to their own voice the same way they listen to someone else's

Children enjoy the chance to let their imagination run wild. Not only does prediction allow children to access their imagination, but it also teaches them

powerful principles like problem-solving and cause and effect. Prediction works by allowing the children to read part of the story or book and then asking them to guess what might happen next, using clues from the book. Children should be asked how they made their prediction, and their answer should be connected to the text. Children can be taught prediction skills long before they begin reading, but it plays a vital role in the reading process by teaching children to think for themselves and by intriguing them into finishing the story. Prediction can be a lot of fun in small reading groups where each child gets to predict how the story will end, with the grand finale being the completion of the story to discover who was right.

Chapter III. The implementation of teaching methods in reading in practical classes

3.1. The use of games in reading lessons

Doing activities with your children allows you to promote their reading and writing skills while having fun at the same time. These activities for pre-readers, beginning readers, and older readers includes what you need and what to do for each one.

Activities for birth to preschool: The early years

Activity 1: Books and babies

What you'll need:

Some books written especially for babies (books made of cardboard or cloth with flaps to lift and holes to peek through).

What to do:

- Start out by singing lullabies and folk songs to your baby. When your baby is about six months old, choose books with brightly colored, simple pictures and lots of rhythm in the text. (Mother Goose rhymes are perfect.) Hold your baby in your lap so he/she can see the colorful pages of the book. Include books that show pictures and names of familiar objects.
- As you read with your baby, point out objects in the pictures and make sure your baby sees all the things that are fun to do with books. (*Pat the Bunny* by Dorothy Kunhardt is a classic touch-and-feel book for babies.)
- Vary the tone of your voice with different characters in the stories, sing nursery rhymes, make funny faces, do whatever special effects you can to stimulate your baby's interest.
- Allow your child to touch and hold cloth and sturdy cardboard books.
- When reading to a baby, keep the sessions brief but read daily and often.
- As you read to your baby, your child is forming an association between books and what is most loved – your voice and closeness. Allowing babies to handle books deepens their attachment even more.

Activity 2: Tot talk

What's "old hat" to you can be new and exciting to toddlers and preschoolers. When you talk about everyday experiences, you help children connect their world to language and enable them to go beyond that world to new ideas.

What you'll need: Yourself and your child

What to do:

- As you get dinner ready, talk to your child about things that are happening. When your 2- or 3-year-old "helps" by taking out all the pots and pans, talk about them. "Which one is the biggest?" "Can you find a lid for that one?" "What color is this one?"

- When walking down the street and your toddler or preschooler stops to collect leaves, stop and ask questions that require more than a "yes" or "no" answer. "Which leaves are the same?" "Which leaves are different?" "What else grows on trees?"

- Ask "what if" questions. "What would happen if we didn't shovel the snow?" "What if that butterfly lands on your nose?"

- Answer your child's endless "why" questions patiently. When you say, "I don't know, let's look it up," you show how important books are as resources for answering questions.

- After your child tells you a story, ask questions so you can understand better. That way children learn how to tell complete stories and know you are interested in what they have to say.

- Expose your child to varied experiences – trips to the library, museum, or zoo; walks in the park; or visits with friends and relatives. Surround these events with lots of comments, questions, and answers.

- Talking enables children to expand their vocabulary and understanding of the world. The ability to carry on a conversation is important for reading development. Remember, it is better to talk too much rather than too little with a small child.

Activity 3: R and R – repetition and rhyme

Repetition makes books predictable, and young readers love knowing what comes next.

What you'll need:

- Books with repeated phrases (Favorites are: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst; *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.; *Horton Hatches the Egg* by Dr. Seuss; and *The Little Engine That Could* by Watty Piper.
- Short rhyming poems.

What to do:

- Pick a story with repeated phrases or a poem you and your child like. For example, read:

• (Wolf voice:) "Little pig, little pig, let me come in."
(Little pig:) "Not by the hair on my chinny-chin-chin."
(Wolf voice:) "Then I'll huff and I'll puff and I'll blow your house in!"

- After the wolf has blown down the first pig's house, your child will soon join in with the refrain.
- Read slowly, and with a smile or a nod, let your child know you appreciate his or her participation.
- As the child grows more familiar with the story, pause and give him or her a chance to fill in the blanks and phrases.
- Encourage your child to pretend to read, especially books that contain repetition and rhyme. Most children who enjoy reading will eventually memorize all or parts of a book and imitate your reading. This is a normal part of reading development.
- When children anticipate what's coming next in a story or poem, they have a sense of mastery over books. When children feel power, they have the courage to try. Pretending to read is an important step in the process of learning to read.

Activity 4: Poetry in motion

When children "act out" a good poem, they learn to love its rhyme, rhythm, and the pictures it paints with a few well-chosen words. They grow as readers by connecting feelings with the written word.

What you'll need:

Poems that rhyme, tell a story, and/or are written from a child's point of view.

What to do:

- Read a poem slowly to your child, and bring all your dramatic talents to the reading. (In other words, "ham it up.")
- If there is a poem your child is particularly fond of, suggest acting out a favorite line. Be sure to award such efforts with delighted enthusiasm.
- Suggest acting out a verse, a stanza, or the entire poem. Ask your child to make a face the way the character in the poem is feeling. Remember that facial expressions bring emotion into the performer's voice.
- Be an enthusiastic audience for your child. Applause is always nice.
- If your child is comfortable with the idea, look for a larger setting with an attentive, appreciative audience. Perhaps an after-dinner "recital" for family members would appeal to your child.
- Mistakes are a fact of life, so ignore them.
- Poems are often short with lots of white space on the page. This makes them manageable for new readers and helps to build their confidence.

Activity 5: Story talk

Talking about what you read is another way to help children develop language and thinking skills. You won't need to plan the talk, discuss every story, or expect an answer.

What you'll need:

Storybooks

What to do:

- Read slowly and pause occasionally to think aloud about a story. You can say: "I wonder what's going to happen next!" Or ask a question: "Do you know what a palace is?" Or point out: "Look where the little mouse is now."
- Answer your children's questions, and if you think they don't understand something, stop and ask them. Don't worry if you break into the flow of a story to make something clear. But keep the story flowing as smooth as possible.

- Talking about stories they read helps children develop their vocabularies, link stories to everyday life, and use what they know about the world to make sense out of stories.

Activity 6: Now hear this

Children are great mimics. When you tell stories, your child will begin to tell stories, too.

What you'll need: Your imagination

What to do:

- Have your child tell stories like those you have told. Ask: "And then what happened?" to urge the story along.
- Listen closely when your child speaks. Be enthusiastic and responsive. Give your child full attention.
- If you don't understand some part of the story, take the time to get your child to explain. This will help your child understand the relationship between a speaker and a listener and an author and a reader.
- Encourage your child to express himself or herself. This will help your child develop a richer vocabulary. It can also help with pronouncing words clearly.
- Having a good audience is very helpful for a child to improve language skills, as well as confidence in speaking. Parents can be the best audience a child will ever have.

Activity 7: TV

Television can be a great tool for education. The keys to successful TV viewing are setting limits, making good choices, taking time to watch together, discussing what you view, and encouraging follow-up reading.

What you'll need:

A weekly TV schedule

What to do:

- Limit your child's TV viewing and make your rules and reasons clear. Involve your child in choosing which programs to watch. Read the TV schedule together to choose.

- Monitor what your child is watching, and whenever possible, watch the programs with your child.
- When you watch programs with your child, discuss what you have seen so your child can better understand the programs.
- Look for programs that will stimulate your child's interests and encourage reading (such as dramatizations of children's literature and programs on wildlife and science.)

Many experts recommend that children watch no more than 10 hours of TV each week. Limiting TV viewing frees up time for reading and writing activities.

It is worth noting that captioned TV shows can be especially helpful for children who are deaf or hard-of-hearing, studying English as a second language, or having difficulty learning to read.

As adults, comprehension is automatic. However comprehension is a skill that has to be developed. Once reading comprehension skills are in place students move from passive readers to active readers. Active readers don't just decode words; they interact with the story. They're able to make predictions using context clues, they can formulate questions about the plot, the main idea, and the message. They can monitor their own understanding, they can clarify confusing parts in the text and they can make connections using prior knowledge or experience.¹⁸

Guided reading is a popular and highly effective strategy for helping students become proficient and masterful readers. It's one component of an overarching shared reading block and it's power lies in providing strong support for small groups of beginning or struggling readers.

During guided reading the teacher introduces reading strategies such as making predictions , using contextual clues, recognizing sounds and letters, understanding word structure, and more – all designed to help students construct meaning from text. The ultimate goal is for students to internalize these strategies and become skilled, fluent, life-long readers.

¹⁸ Bradley, A., "Educational schools getting heat on reading". Oregon, Education Week, 1998:p-23-27.

There are three basic steps in guided reading: Before reading, during reading and after reading. For each step there are abundant strategies to help achieve it's purpose. For example, the purpose of the "before reading" step is to set the objective for reading, analyze new vocabulary, and make predictions.

Activities for making predictions: Students make predictions all the time though they may not realize it. They predict what there friends will say when they score a winning point. They predict what's for dinner when they come home to warm smells from the kitchen. People are able to make predictions based on prior knowledge, or information they already have. Once you teach your students the predicting strategy, they'll be able to do the same with their reading.

Here are a few activities you can use in your classroom to help students become proficient at making predictions.

Use book or movie titles. Read students the titles of books they've never read before and ask them to make a prediction what the book is about. Then read the back cover or inside flap of the book out loud to see how close they came to the mark. You can do the same with movie titles and then read aloud a synopsis of the movie review.

Bring an unusual object to class. Show students the object and have them predict what it could be used for and how it works. While showing the object, point out structures or components that could be clues as to what it is without actually explaining how it works.

Read a section of text and then have students predict what is going to happen next. Have them write their predictions on sentence strips and place each prediction on the wall. Revisit the predictions once the action has been revealed in the story.

Explain to students that making predictions is like being a detective. They can find clues in the book title, the illustration on the front cover, as well as pictures inside the book to predict what the story is about. Students may be inclined to take the easy way out and say the book is about a princess or a dog but that's not good enough. Have them also predict what a character will do or an important event that may take place.

When student know how to make predictions and use this skill prior to reading, they not only have a reason to read, but this knowledge will improve their comprehension. By activating prior knowledge they can get at the deeper meanings, learn to read between the lines, and take the first steps for developing a love for literature.

3.2. Essential activities to develop reading skills

Reading is a vital skill required to develop students understanding of the English language. It's really important that you get your students reading as soon as possible because this is a skill that will prove integral to their everyday lives should they ever choose to live in an English speaking environment. For example, if a student is travelling in another country they may need to be able to read a timetable, a road sign or even the instructions for their new bicycle.

Students will need to develop a plethora of skills including understanding the key concepts of a piece of literature and effectively scanning their text (finding appropriate information without in-depth reading).

When choosing practice texts try to choose topics which students are already interested in.

General reading activities: When teaching students to read English you will still need to ensure that student talk time is high. Activities are a great way to do this and they will help you to work out how much students have understood from the text they have been reading.¹⁹

- Do-it-yourself question – can be done in groups or pairs. Students write comprehension questions for other students to answer.
- Come up with a title for a story.
- Summarise a story.
- Continue the story – students offer suggestions as to what happens next.
- Preface to the story – students offer suggestions as to what happened before the story began.

¹⁹ Bradley, A., “Educational schools getting heat on reading”, Oregon, Education Week,1998:p-23-27.

- Revision – students are given the pictures from a storyboard of the text and have to put them in order.
- Fill in the gap – students are given a text with certain words missing and have to fill them in appropriately.
- Correct mistakes – students are given two texts and through asking each other questions they identify and correct any mistakes.
- Discussion about themes present in the text.

Additional pre-reading activities: When reading a text with your class it's usually a good idea to do one or more pre-reading activities to get their attention and raise their interest. This will ensure that your students are interested in the reading exercise and it will also give you the opportunity to introduce them to new vocabulary that will help them understand the text better.

- Give the students the title of the text you are going to be looking at and let them suggest ideas as to what will happen in the story.
- Rearrange the words in the title of a text for your students to put back into the correct order.
- Pre-teach necessary vocabulary, if you are working with new or particularly difficult language, to help students understand the text.
- Asking students to simply read the text is often much less effective than working through the text with your students. In some cultures when faced with something they don't know, be it a word or a tense, they will just stop and it's important that you pick up on this as quickly as possible so you don't waste any time. Using activities as you read through the text is a good way of doing this.
- Rearrange paragraphs or sentences of the text for students to put back in the correct order.
- Give the students pictures of events in the story which students put in order as they read the text.
- Give the students a text containing deliberate mistakes for the students to identify.

- Omit words in a text, giving the students a list of words with which to fill in the gaps.

- Replace certain words with a picture to help students work out what the missing word is.

You should always follow up your reading activities with a post-reading activity. This will give students the opportunity to practice their reading and will reiterate what you have taught them in the lesson. Most importantly, however, it will give the exercise a sense of meaning so that your students feel they have achieved something.²⁰

- Students create tasks such as filling in the gaps, for other students.
- Students write a letter from, or a conversation between characters in the text.
- Students each assume a role of a character in the text and act out all or part of the text.

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.

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.

²⁰ West, Michael. "The Reading Approach and the New Method System.", Canada, The Modern Language Journal, 1997:p-35

- 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.

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

Since students will mostly be sitting at their desks during a reading lesson, use the five to ten minute warm up period to get students moving and speaking. You are also going to want to **generate some interest in your reading topic** so that the warm up activity flows into your introduction of the material. **One way to do this** is to have students stand in a circle and ask them to tell you what they know about a certain topic. This can be as simple as giving you some related vocabulary. After a student

has given you a word or phrase you can write it on the board and he can call on a student to go next. If appropriate you can bring a ball to class and ask students to gently toss it to the next person. This is good because it actually gives students something to focus on other than the words being written on the board which you will be able to review later.

Your introduction may have been made quite easy by the warm up activity. Now, while students are seated, ask them to use some of the vocabulary they came up with in sentences and add any key vocabulary to the list. Now you can distribute the reading passage and ask students to read it silently to become acquainted with the new material.²¹

Practice reading the material aloud. You can do this through a series of steps. First have students do some slash reading. You should read the passage aloud pausing where appropriate. Have students repeat each section after you and place slashes in their text. A sample sentence might look like this “For Christmas dinner / I ate ham, / mashed potatoes, / and green beans.//” This will help students read more naturally. Now you can have students read the passage by repeating sentences after you and then call on students to read one sentence at a time. If students struggle with the pronunciation of certain words, take this opportunity to practice pronouncing them too. You may wish to have students read the passage again silently to focus on its meaning before moving on.

With reading lessons it is important to ensure that students understand the material as well as any new words. To check vocabulary you can ask students to match synonyms, antonyms or pictures or ask them to complete sentences with the correct vocabulary words. To check overall comprehension, you can start with some true or false questions. Be sure to ask students why a particular statement is true or false when checking the answers. You can also have fill in the blank sentences or basic comprehension questions in this section.

Prepare some discussion questions related to the reading and some that require students to use key phrases in their answers. For beginners, discussions will be quite

²¹. Jessica Simpson, “What is a reading approach?”, New-York, SIL International, 1997:p-78

challenging but intermediate and advanced students will gain a lot from discussing their thoughts and opinions. In smaller classes there will be more opportunities for students to share their viewpoints while with larger classes you may simply have to ask who agrees or disagrees with a particular statement and then call on three or four students to express their opinions.

Ask students to summarize the reading or what they learned in class. If you have not already done so, you can also have students search for the topic sentence and discuss why students chose certain sentences whether they chose correctly or not.

Reading is a key part of learning English and these lessons give you an excellent opportunity to introduce topics of your own. Be careful when selecting an article. It is important that your students are interested in the material. They will be more active in the discussion if they feel strongly about a particular topic.

Conclusion

Teaching reading can be very interesting if you learn how to make your students interested and know how to use your knowledge and strategies in order to make them good readers. As I mentioned above, there are many ways to teach reading, for instance, with games or activities, through technologies, such as Internet, and so on. As in our country English is being taught and learnt as foreign language I have mentioned about how to make reading easier for students who are learning English as second language. Depending on the order of our President “About improving teaching foreign languages ” all the teachers of foreign languages are developing their knowledge and searching for new methods in order to make their students interested in languages and make them perfect in all spheres of language.

I think that teaching reading for children is the most difficult task for teachers, therefore I wanted to search for ways about how to make reading fun for children with activities and games. I have chosen methods that can be used not only in classes but at home too. They help children to learn reading easy, interesting and useful.

My tasks that should be mentioned in my work are:

1. To give the general information about Reading comprehension.
2. To prove the use of technology in reading classes.
3. To differentiate teaching methods of reading in EFL classes.
4. To make reading more interesting and beneficial for young learners.

To conclude, in my opinion reading is most difficult but interesting branch or English language, because many students complain that their reading is not well. Even though, I think that my work will help both teachers and students to make their reading perfect and effective. We should keep going to improve our background on English language, so it helps us to reach global status.

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