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READING SKILLS ASSESSMENT OF BACHELOR`S DEGREE STUDENTS

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INTRODUCTION

After the Independence of the Republic of Uzbekistan great reforms have been done in the education system of our country. There was adopted a Law on Education and National Program of Personnel Training in 1997. The overall aim of these documents is to reform the education system completely. Especially, learning and teaching issues of foreign languages became one of the urgent spheres of training of harmoniously developed young generation.

The President of the Republic of Uzbekistan Islam Karimov has also noted the importance of learning foreign languages in spiritual development of the society: "One more important task is – to assist the development of the language, culture, customs and traditions to the all nations and nationalities residing in Uzbekistan, further expansion of possibility and conditions in this sphere".[1]

Especially, President`s Decree No. 1875 "On Improving measures of Foreign Language Learning system" adopted on December 10, 2012 is the most important document, concerning the foreign language learning.

This document serves as a significant guideline in development of new textbooks and course-books for teaching foreign languages. It helps to introduce advanced teaching methods, using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by students.

Persistent works on raising awareness of the public concerning the essence and significance of the resolution, ensuring its execution are being carried out.

Starting from 2013/2014 school year, learning of foreign languages will begin from the first classes of the public schools. Naturally, demand for specialists in this sphere will increase.

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[1] Каримов И.А. Наша высшая цель – независимость и процветание Родины, свобода и благополучия народа. – Ташкент, 2000 – С.65.

In Uzbekistan, English is being taught as a foreign language (EFL). The new State Standard of teaching English in Continuous Education was approved in 2013, which was re-issued on the requirements of CEFR (Common European Framework of Reference).

As we know, reading is important not only reading teaches EFL students grammar, word usage and idea expression, but it also enables them to acquire new information about their second language's culture.

Learning to read is a sequential process, each new skill builds on the mastery of previously learned skills. Early on, for example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text.

Decoding creates the foundation on which all other reading skills are built. For many, decoding comes naturally, quickly becoming an automatic process. For people who struggle to decode words, however, the process requires such extreme concentration that they often miss much of the meaning in what they read. Indeed, according to many experts, decoding problems are at the root of most reading disabilities.

Reading is the gateway to learning, opening doors to faraway adventures, new possibilities and promising futures. Without strong reading skills, children will face a host of difficult challenges throughout their lives. That's why we know that reading matters. Reading can be seen as a *cultural* event. All reading takes place in a given culture, culture shapes what, how, where, and when people read. Indeed, culture even determines whether people engage in reading.

Having reading comprehension activities in the classroom helps students to test their understanding of words in written context, while enabling them to get the most out of their reading assignments.

Vygotsky's Social Development theory promotes learning contexts in which students play an active role in learning. According to Vygotsky, humans use tools

that develop from a culture, such as speech and writing, to mediate their social environments.[2] "Pair and group work immediately increase the amount of student talking time".[3] The tasks in the classroom should be focused on Student Talking Time (STT), which comprises discussion and interaction among students and interaction with the teacher.

While you have undoubtedly used the conventional reading comprehension tests to quiz your students, there are ways to make reading comprehension activities effective without relying too much on pencils and papers.

According to **methodological books** we have known that, there have been conducted several researches on developing reading comprehension skills of students, especially EFL students' reading skills by many scientists such as J.Jalolov,U.Hoshimov, I.Yakubov, G.B.Rogova, I.Vereshashna, M.Schwartz, J.Salazar, B.Lisa, E.Jiang and others. This work is based on the analyses of designing interactive activities for reading comprehension which effecting EFL learners. Apart from the above mentioned data, and also I took information from the sources of Internet.

Topicality of the research is explained with the following factors:

Researchs and classroom practices support the use of a balanced approach in teaching reading comprehension. Because reading comprehension depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts.

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

Objective and subject of the work:

The *objective* of the work is the reading activities that improves reading comprehension, interactive audios, videos and authentic reading materials.

The *subject* of the work is attitudes of EFL students or learners and their performing in the lessons.

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

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

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

- to open the essence of

- to describe the reading skills and teaching technics;

- to describe different approaches to teaching reading;

- to work out new technologies in teaching reading.

Novelty of the work:

Methods of investigation:

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

The theoretical value of the research work consist in the material that was used during the investigation work which may be used in further researches and be helpful in lectures on methodology of the English language as well as to teachers and students in their practical lessons.

As the **practical significance** of the work, I can say that the generalized ideas in the works taken from the literatures in English, Uzbek and attitudes expressed towards them can serve the students of the faculties of foreign philology

of higher educational institutions of Uzbekistan as an important manual for preparing reports, course and qualification works.

In addition, the data analysis and the outcome strategies can be useful for developing reading skills.

Material under analysis is the literature on the theme of the work.

CHAPTER I. THE GENERAL CHARACTERISTICS OF TEACHING READING COMPREHENSION

1.1. Reading Purpose and Reading Comprehension

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

Researches and classroom practices support the use of a balanced approach in teaching reading comprehension. Because reading comprehension depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts.

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

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

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the

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

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

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

Reading as a Process

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

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

Reader knowledge, skills, and strategies include

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

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

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

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

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

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

Subvocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.[26][27]

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

Rereading is reading a book more than once. "One cannot read a book: one can only reread it," Vladimir Nabokov once said.[28] A paper published in the *Journal of Consumer Research* (Cristel Antonia (2012)) found re-reading offers mental health benefits because it allows for a more profound emotional connection and self-reflection, versus the first reading which is more focused on the events and plot.[29]

Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligence's, such as the visual (e.g., mentally "seeing" characters or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfold based on context clues). However, most readers already use several intelligences while reading, and making a habit of doing so in a more disciplined manner—i.e., constantly, or after every paragraph—can result in more vivid, memorable experience

1.2. Goals and Techniques for Teaching Reading Comprehension

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

The Reading Process

To accomplish this goal, instructors focus on the process of reading rather than on its product.

- They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.

- They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.

- When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.

- They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.

- They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.

- They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-

related information in written form: office hours, homework assignments, test content.

- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Integrating Reading Comprehension Strategies

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

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks

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

- Modify strategies if necessary

Using Authentic Materials and Approaches

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

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

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

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

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

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

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

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements.

Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

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

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

1.3. Reading Comprehension Strategies

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

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

According to Canale and Swain's model of communicative competence, listeners and readers draw upon four types of competencies as they attempt to comprehend an oral or written message.

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

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

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

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

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

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

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

Reading comprehension teaching aims at:

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

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

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

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

Testing

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

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

Informal Reading Inventory

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

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

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

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

Although, initially IRI provided the frame for recording responses to the posed questions, to be analyzed later to find out the strong and gray areas of student, nowadays it also offers many add-ons to get a much elaborative picture of its progress.

Informal Reading-Thinking Inventory (IR-TI)

In addition, in 1995, Manzo and McKenna developed an innovation as Informal Reading-Thinking Inventory, which is aimed at other related areas like thinking development of student besides his word decoding and comprehension accuracy power. It is format which facilitates additional measuring tool of higher cognitive progress and comprehension. It measures the progress on three levels – how good the student in reading lines, reading between lines and reading beyond the lines (recognition, inference and its interpretation and application).

The most significant aspect of the IR-TI is the separate judgment it makes of basic comprehension and separately of critical-constructive comprehension.

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

After graded lists, graded passages are given to the student. The student is asked to read the passage aloud, and then answer the questions. While reading, the teacher records any «unexpected response» like omission, substitution, insertion, self correction, repetition and hesitation.

Once the student finishes with his reading, the book is kept shut and the related questions will be asked. Scoring is done on the basis of answers given and the accuracy of reading and its fluency.

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

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

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

During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included «round robin reading,» wherein teachers called on individual students to read a portion of the text (and sometimes following a set order).

In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of «round robin» reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of «reading strategies,» or tools to interpret and analyze text. [2]

There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

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

Comprehension is the ultimate goal of reading. However, there are a number of factors which may interfere with an individual's ability to comprehend text material.

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

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

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

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

A more subtle interference is an underlying problem with language comprehension or inferential thinking. Those with right-hemispheric or non-verbal

learning disorders are typically proficient decoders or «word callers» who have little to no difficulty remembering the specific details of what they have read.

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

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

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

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

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

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading

activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

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

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

Define the activity's instructional goal and the appropriate type of response

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

Check the level of difficulty of the text

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

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

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

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

• Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the

content of the text, guess the meanings of unknown words, and check comprehension while reading.

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

Use pre-reading activities to prepare students for reading

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

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

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

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

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

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

Sample pre-reading activities:

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

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

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

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

• Reviewing vocabulary or grammatical structures

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

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

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

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

Match while-reading activities to the purpose for reading

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

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

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

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

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

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

Using Textbook Reading Activities

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), providing little or no contextual information about the reading selections or their authors, and few if any pre-reading activities. Newer textbooks may provide pre-

reading activities and reading strategy guidance, but their one-size-fits-all approach may or may not be appropriate for your students.

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

Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a follow up.

Assessing Reading Proficiency

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

Reading Aloud

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

In addition, reading aloud is a task that students will rarely, if ever, need to do outside of the classroom. As a method of assessment, therefore, it is not authentic: It does not test a student's ability to use reading to accomplish a purpose or goal.

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

Comprehension Questions

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

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

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point. As a more authentic form of assessment, have students talk or write about why they found the text enjoyable and interesting (or not).

Authentic Assessment

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

• It must have a purpose other than assessment

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

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

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

Developing classroom activities a teacher should always remember:

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

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

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

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

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

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

Summary of the chapter I

CHAPTER II. THE EVALUATION PROBLEMS OF READING SKILLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN BACHELORS DEGREE

2.1. Content and requirements for vocabulary teaching according to CEFR and State Standards

The CEFR has become very important in the framing of language policy and the design of curricula and syllabuses. In practice, the CEFR can provide a straightforward tool for enhancing teaching and learning, but many teachers and other language professionals find the document difficult to use without further guidance .

This section is organised around two levels at which language professionals may need to interact with the CEFR and teaching:

• using the CEFR in designing curricula and syllabuses

• using the CEFR in the classroom: teaching and lesson planning .

Embedded within the sections are four principles designed to help you understand the key messages of the CEFR:

1. Adapt the CEFR to fit your context .

2 Focus on the outcomes of learning .

3 Focus on purposeful communication .

4 Focus on the development of good language learning skills .

Using the CEFR in curriculum and syllabus design

It is important to remember that the CEFR is a framework of reference and so must be adapted to fit your context . Linking to the CEFR means relating the particular features of your own context of learning (the learners, the learning objectives, etc .) to the CEFR, focusing on those aspects which you can find reflected in the body of the text and in the level descriptors.

Not everything in the CEFR will be relevant to your context, and there may be features of your context which are important but are not addressed by the CEFR.

Aims and objectives

A language teaching context has its own specific aims and objectives . These state the distinguishing features of a language context, whereas the CEFR tends to stress what makes language contexts comparable.

Aims are high-level statements that reflect the ideology of the curriculum, e . g:

• 'We wish our students to grow into aware and responsible citizens . '

At a slightly lower level, aims also show how the curriculum will seek to achieve this, e . g . :

• 'They will learn to read newspapers, follow radio, TV and internet media critically and with understanding .'

• 'They will be able to form and exchange viewpoints on political and social issues . '

The CEFR is a rich source of descriptors which can be related to these lower-level aims . This allows users to identify which CEFR levels are necessary to achieve these aims, and by matching this to the level of their students to incorporate them into a syllabus .

Principles and general usage

Objectives break down a high-level aim into smaller units of learning, providing a basis for organising teaching, and describing learning outcomes in terms of behaviour or performance. There are different kinds of objective. For example, with respect to the aim 'Students will learn to listen critically to radio and TV' the following kinds of objective can be defined:

Language objectives:

• learn vocabulary of specific news topic areas

• distinguish fact and opinion in newspaper articles . Language-learning objectives:

•infer meaning of unknown words from context . Non-language objectives:

•confidence, motivation, cultural enrichment .

Process objectives, i . e . with a focus on developing knowledge, attitudes and skills which learners need:

•investigation, reflection, discussion, interpretation, co-operation .

Linking to the CEFR

The link to the CEFR is constructed starting from aims and objectives such as the ones above, which have been specifically developed for the context in question . Finding relevant scales and descriptors in the CEFR, the curriculum designer can then state the language proficiency level at which students are expected to be able to achieve the objectives.

CEFR-linked exemplars of performance can then be used to monitor and evaluate the range of levels actually achieved by the students . It also allows teachers to direct students towards internationally recognised language qualifications at an achievable CEFR level .

These objectives can be modified (either upwards or downwards) to accommodate what is practically achievable . This can then be reported in terms that will be readily understood by others in the profession, and which will allow them to compare what is being achieved in one context with what is being achieved in another

The communicative approach

The CEFR invites readers to be explicit about their own beliefs about the process of learning; which teaching approaches they favour; what they take to be the relative roles and responsibilities of teachers and learners, and so on . These invitations to reflect on methodology show the CEFR as an open, flexible tool .

However, there are some broad teaching and learning principles underlying the CEFR approach. The text of the CEFR emphasises learners' 'communicative needs', including dealing with the business of everyday life, exchanging information and ideas, and achieving wider and deeper intercultural understanding.

This is to be achieved by 'basing language teaching and learning on the needs, motivations, characteristics and resources of learners . ' (2001a:3)

This conveys the CEFR's communicative, action-oriented approach. This approach is broad and should be coherent with the aims of most school language learning . It is based on the model of language use and language learning presented in Chapter 2 of the CEFR .

In this model the two key notions are *tasks* and *interaction* . Language use is seen as purposeful, involving communication of meanings which are important to learners, in order to achieve goals.

The principle underlying this is that learning will be more effective where language is used purposefully . Chapter 7 of the CEFR is entirely devoted to task-based learning. To take the example given above: given the high-level aim of teaching students to read newspapers and discuss topical events, a range of tasks can be envisaged that would involve students in reading, discussing, explaining or comparing newspaper stories; in selecting, adapting or writing material for a classroom newspaper. Tasks such as these also give scope for working individually and in collaborative groups; for positively criticising each other's work, and so on .

The CEFR scales describe levels in terms of what students can do and how well they can do it. Focusing on tasks and interaction enables teachers to understand students' performance level as that level where they can tackle reasonably successfully tasks at a level of challenge appropriate to their ability . This is not the same as demonstrating perfect mastery of some element of language; a student can perform a task successfully but still make mistakes .

The importance of purposeful communication as an aspect of classroom language use does not mean, of course, that a focus on language form is not also necessary.

Reference Level Descriptions can give very useful guidance on the linguistic features which students may master well at a particular CEFR level, and those where they will demonstrate partial competence, continuing to make mistakes . This helps the teacher to judge what are realistic expectations at each level .

Exemplars of speaking or writing performance at different CEFR levels are very useful in this respect.

A plurilingual approach

Another key aspect of the CEFR's approach is the belief in plurilingualism . This is the understanding that a language is not learned in isolation from other languages . Studying a foreign language inevitably involves comparisons with a first language. Each new language that a learner encounters contributes to the development of a general language proficiency, weaving together all the learner's previous experiences of language learning. It becomes easier and easier to pick up at least a partial competence in new languages .

This view of language learning is reflected in the European Language Portfolio (ELP), an initiative developed in parallel with the CEFR . The Portfolios are documents, paper-based or online, developed by many countries or organisations according to a general structure defined by the Council of Europe . They have been designed for young learners, school children and adults .

Principles and general usage

The Portfolios provide a structured way of encouraging learners to reflect on their language learning, set targets, record progress and document their skills . They are an effective aid to developing independence and a capacity for self-directed learning, and so are useful in language study . Whether or not teachers choose to adopt the formal structure of the Portfolio, they should think about how to encourage learners to develop the skills and attitudes to language learning which the ELP promotes . This includes empowering them to evaluate their own or their fellow students' work . These are valuable learning skills, most readily fostered in a classroom where the learning pathway, including the ground to be covered and the learner's current point on the pathway, is clearly laid out .

2.2. Principles for assessment of CEFR

Anyone who has tried to decide on the most appropriate language test for their students will be aware that most test providers now claim links to the CEFR . However, users need to make sure that they understand what these claims are based on.

This section is organised around the two levels at which language professionals interact with the CEFR and assessment:

• using the CEFR to choose or commission appropriate tests

• using the CEFR in the development of tests .

The first of these sections is aimed primarily at test users and the second at test developers .

The term 'test user' covers a wide range of groups and individuals from teachers and admissions officers at colleges to policy makers in government. Some of these test users need to choose the most appropriate tests for their learners from those already available. Others may be in a position to commission appropriate tests for their specific purposes. Test developers are organisations, teams or individuals, who create tests .

All test users and test developers share the need to understand what the results of tests mean for a particular purpose . Therefore, whilst the following principles are aimed primarily at test developers, test users also require an understanding of them;

1. Adapt the CEFR to fit your context .

2   Build good practice into your routine .

3   Maintain standards over time .

Using the CEFR to choose or commission appropriate assessments

The value of a test result always depends on the quality of the test. The better the general quality of the test, the more interpretable the test result in relation to the CEFR .

Test users should ask for evidence of the claims made for the results of a test, including those related to its alignment to the CEFR. In this respect, test users should see themselves as customers and follow the advice of Weir (Taylor 2004b):

When we are buying a new car or a new house we have a whole list of questions we want to ask of the person selling it . Any failure to answer a question or an incomplete answer will leave doubts in our minds about buying . Poor performance in relation to one of these questions puts doubts in our minds about buying the house or car.

Quality may equate to the precision with which a test result describes a learner's ability. So-called 'low-stakes' tests, where results are expected to be used for less important purposes, may not need the same level of precision as tests which have a direct effect on candidates' education, employment or migration, but, in cases of very poor-quality tests, it is often very difficult to know what abilities have actually been tested and therefore, what the test result actually represents .

Tests like these cannot be linked to the CEFR in any meaningful way. Questions test users can ask about the test:

General:

- Is the test purpose and context clearly stated?
- Are the test tasks appropriate for the target candidates?
- Were experts used in the test construction process?
- Have test items and tasks been through a comprehensive trialling and editing process?
- Is the test administered so that other factors, such as background noise, do not interfere with measuring candidate ability?
- Is test construction and administration done in the same way every time?
- How are candidate responses used to determine test results? (raw score, weighted, ability estimated, etc .)
- If the results are grades, how are they set?
- Is there guidance on how the results should be interpreted? If so, is it adequate?

•   How does the test provider ensure all the procedures they have developed for test provision are properly followed throughout the entire process of test provision?

•   What impact is the test expected to have on candidates, the education system and the wider society?

CEFR-specific:

•   Does the test provider adequately explain how CEFR-related results may be used?

•   Is there appropriate evidence to support these recommendations?

•   Can the test provider show that they have built CEFR-related good practice into their routine?

•   Can the test provider show that they maintain CEFR-related standards appropriately?

Using the CEFR in the development of assessments

The CEFR was designed to be applicable to many contexts, and it does not contain information specific to any single context. However, in order to use the CEFR in a meaningful way, developers must elaborate the contents of the CEFR.

This may include, for example, establishing which vocabulary and structures occur at a particular proficiency level in a given language, writing and validating further Can Do statements for a specific purpose or developing a set of Reference Level Defining the context and purpose of the test.

The first step for test developers in adapting the CEFR to their needs is to clearly define the context(s) and specify the purpose(s) of the test . The examples in Figure 6 on p.18 show that there is a very wide range of contexts and purposes for assessments. Some cover small, probably homogeneous, groups (e . g . 2), other groups are large and diverse (e . g . 4) . Likewise, the purpose of an assessment can be very specific (e . g . 3), or quite general and applicable to many contexts of use (e . g . 4) . If the context and purpose of the test is decided by someone else, such as a government agency, you must help them to specify the context and purpose as clearly as possible so that the task of developing the test can be completed

successfully   .

	general context	details of context	purpose
1	education, university	undergraduate applicants to an English-medium university's humanities, sciences and social sciences courses	English language entrance exam to determine which university applicants have sufficient English language ability to follow their chosen course
2	education, school	school students in a particular class	mid-course classroom assessment to diagnose areas of language ability which need further work before the national school leaving exam
3	migration	migrants who have lived in country Z for less than one year	placement exam to determine which course migrants should join to improve their language ability in a range of defined social contexts
4	work	candidates from anywhere in the world	to determine the ability level of candidates who want to use English in business situations

Figure . Examples of contexts and purposes for assessment

Once the context and purpose are established, it is possible to delineate the target language use (TLU) situations . For example, for the university applicants, several TLUs can be imagined: attending lectures, participating in seminars, giving presentations, reading books and papers, writing reports and essays; and each TLU may suggest a different combination of skills and language exponents . Furthermore, demands may vary on different courses: those such as law may require higher levels of ability in literacy-related areas than others, such as engineering .

The CEFR can help in defining TLUs with its descriptive scheme . It divides language use into four separate, wide-ranging domains (2001a:45):

- personal
- public
- occupational
- educational .

Situations occurring within one or more of these domains can be described by variables such as the people involved, the things they do in the situation, and objects and texts found in the situation (2001a:46) . Depending on the TLU

situations considered most important, the examples of contexts and purposes in Figure 6 may relate to these domains like this:

- university - educational
- school   - personal, public and educational
- migration - personal, public, educational and possibly occupational
- work   - occupational .

Table 5 of the CEFR provides examples for each category within each domain . Further schemes of classification are provided to describe a number of characteristics in Chapter 4, such as the relative (mental) contexts of learners and interlocutors (2001a:51), communicative themes (2001a:51-3), tasks and purposes (2001a:53-6), language activities and strategies (2001a:57-90) .

These categories are illustrated with Can Do descriptors arranged on scales corresponding to ability level. The descriptive scheme will help, therefore, not only in describing the TLU situation but also in determining the minimal acceptable level for your context.

Users need to be aware, however, that although the descriptive scheme is illustrated, the CEFR does not contain an exhaustive catalogue of all possible TLU situations, or descriptions of minimal acceptable ability levels .

Assessment developers will need to determine what is required for your situation based on the guidance set out within the CEFR .

The CEFR considers some types of potential candidates, but other groups - notably young learners - are not very well covered in the descriptive scales, as they were developed with adults in mind and do not take into account the cognitive stages before adulthood. If your target group of candidates consists of young learners, you may need to construct your own series of scales along the lines of those to be found in the CEFR .

The CEFR is accompanied by a growing 'toolkit' which is designed to help users exploit the CEFR. The Manual for Language Test Development and Examining. For use with the CEFR (Council of Europe/ ALTE 2011) provides further guidance on this. Reference Level Descriptions are available in several

languages (see Appendix A), and validated Can Do statements are available from organisations like the Association of Language Testers in Europe (ALTE) .

There are many ways in which language professionals such as teachers, curriculum planners and materials or test writers can use resources from Reference Level Descriptions to enable them to make decisions about which language points are suitable for teaching, learning and assessing at each CEFR level .

Some areas which can benefit from Reference Level Descriptions are listed below, with exemplification of how different groups of language professionals might use resources from Reference Level Descriptions within these areas (adapted from UCLES/Cambridge University Press 2011)

A. Deciding whether particular language points are relevant for a specific purpose, learner group and CEFR level

• A teacher checking whether some key vocabulary for a lesson is suitable for their class .

• A test developer checking whether a particular grammatical point is suitable for an A2 test .

• An author checking what aspects of a grammatical area (e . g . past tense) are suitable for a B1 course

B. Identifying suitable language points for a specific purpose, learner group and CEFR level

• A curriculum planner is drawing up the vocabulary list for an A1 course .

• An author wants to identify language points that are particularly difficult for a particular group of learners at B1 level (e . g . Spanish learners of English) .

• A test developer has to decide which structures to include in the assessment syllabus for a C1 exam

• A teacher is looking for a range of examples of 'refusing a request' suitable for B2 learners .

C. Obtaining authentic learner language to illustrate language points at a specific CEFR level

- A teacher is putting together an exercise on a particular language point, using examples produced by learners at the same level as their class .

- A test writer is looking for a suitable sentence for a particular test item .

- A curriculum planner wants to add to the syllabus examples of particular structures that are suitable for the level .

- An author is writing a unit on health at B1 level and wants a list of suitable words and phrases to include .

- A teacher is looking for examples of 'asking for permission' in a formal work context suitable for a B2 class .

D. Gaining a deeper understanding of language points within and across CEFR levels

- An author wants to know how an understanding of a language feature (e . g . countable/ uncountable nouns in English) progresses from A1 to B1 CEFR levels to work out what should be included in an A1 or B1 level course .

2.3. Assessment of reading skills in B1 and B2 levels

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas.

Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations.

There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.[1]

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations or tactile signals (as in the case of Braille).

It is possible for a person, or a piece of "intelligent" software, that in reality only has a shallow understanding of a topic, to appear to have a deeper understanding than they actually do, when the right questions are asked of it. The most obvious way this can happen is by memorisation of correct answers to known

questions, but there are other, more subtle ways that a person or computer can (intentionally or otherwise) deceive somebody about their level of understanding, too. This is particularly a risk with artificial intelligence, in which the ability of a piece of artificial intelligence software to very quickly try out millions of possibilities (attempted solutions, theories, etc.) could create a misleading impression of the real depth of its understanding.

Indeed, supposed AI software could in fact come up with impressive answers to questions that were difficult for unaided humans to answer, without really understanding the concepts *at all*, simply by dumbly applying rules very quickly. (However, see the Chinese room argument for a controversial philosophical extension of this argument.)

Examinations are designed to assess students' understanding (and sometimes also other things such as knowledge and writing abilities) without falling prey to these risks. They do this partly by asking multiple different questions about a topic to reduce the risk of measurement error, and partly by forbidding access to reference works and the outside world to reduce the risk of someone else's understanding being passed off as one's own. Because of the faster and more accurate computation and memorisation abilities of computers, such tests would arguably often have to be modified if they were to be used to accurately assess the understanding of an artificial intelligence.

OVERALL READING COMPREHENSION

C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a

	broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereadi ng as requi red.

READING CORRESPONDENCE

C2	No descriptor available
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
A2	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics
	Can understand short simple personal letters.
A1	Can understand short, simple messages on postcards.

READING FOR ORIENTATION

C2	No descriptor available
C1	No descriptor available
B2	Can scan quickly through long and complex texts locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from di fferent texts i n order to fulfil a speci fi c task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference l i sts and ti metabl es. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

READING FOR INFORMATION & ARGUMENT

C2	No descri ptor available
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within hisher field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm hi s/her i nter pretati on of terminol ogy.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or view points.
B1	Can identify the main conclusions in clearly signaled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

READING INSTRUCTIONS

C2	No descriptor available
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can

	reread difficult sections.	
B2	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.
B1	Can understand clearly written, straightforward instructions for a piece of equipment
A2	Can understand regulations, for example safety, when expressed in simple language.
	Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.
A1	Can follow short, simple written directions (e.g., to go from X to Y)

CEFR Descriptors ACTFL Reading Proficiency Assessment

C2

Readers at the level C2 can understand and interpret critically any kind of text including opinion pieces, analyses and commentaries, complex reports, manuals and contracts as well as classical and contemporary literary texts in different genres that are deeply embedded in the culture. They understand precise, specialized, and low-frequency vocabulary and expressions, including idioms and slang. They can understand a wide range of long, abstract, and complex texts featuring analysis, argumentation, and hypothesis, including texts in which much is said in an indirect and ambiguous way. They are able to understand and appreciate subtle distinctions of style, understated or indirect meaning, hidden value judgments, as well as implied opinions, viewpoints, and connections. They are able to recognize contradictions, inconsistencies, or illogical arguments. They are able to appreciate shifts of tone and style in classical and contemporary literature and recognize their significance.

CI

Readers at the level CI can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as directly-stated opinions. They understand precise, often specialized and low-frequency

vocabulary and expressions, including idioms and colloquialisms. They can understand a range of long, abstract, and complex texts featuring analysis, argumentation, supported opinion, and hypothesis. They can understand in detail lengthy, complex manuals, instructions, regulations and contracts in their field. They can read extensively, including novels, non-fiction and academic articles. They are skilled at using contextual, grammatical, and lexical cues to infer attitude, mood, and intentions and anticipate what will come next.

B2

Readers at the level B2 can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using dictionaries and other reference sources selectively. They have a broad, active reading vocabulary, but may experience some difficulty with low-frequency items. They can read correspondence related to their personal and

* These descriptors are based on the Common European Framework of Reference (Council of Europe, 2OO1) and the revised EAQUALS/ALTE Portfolio Descriptors 2OO8 (www.eaquals.org).

professional interests and readily grasp the essential meaning. They Can quickly identify the content and relevance of news, articles and reports on a wide range of professional topics related to their job or interests, and decide if a closer reading is worthwhile. They can read short stories and novels written in a straightforward language and style. They can understand articles, reports, and reviews in which the writer expresses particular stances or viewpoints. They can understand lengthy instructions in their fields, for example in user manuals, provided they can reread difficult sections.

 B1. Readers at the level B1 can understand the main points in straightforward factual texts on topics related to their personal and professional interests. They best understand texts that consist mainly of high-frequency, everyday vocabulary. They can understand the description of events, feelings, and wishes in personal letters well enough to be able to write a response. They can understand the main points in short, straightforward newspaper articles on familiar

topics. They can understand simplified versions of novels and short stories with a clear structure. They can find and understand the information they need in everyday material, such as letters, brochures, and short, official documents. They can understand clearly-written, straightforward instructions, for example for operating equipment with which they are already familiar.

A2. Readers at the level A2 can understand short, simple texts containing frequently used words and phrases, names, cognates, and shared international vocabulary. They can understand short, simple emails and letters from friends and colleagues. They can find specific, predictable information in simple, everyday material such as advertisements, brochures, web pages, timetables and catalogues. They can understand the main points in short, simple descriptions of persons, places, and things with which they are familiar. They can understand simple instructions and directions.

A1. Readers at the level A1 can understand very short and simple texts a single phrase at a time, picking up familiar names, words, and basic phrases often with a great amount of rereading. They can understand short, simple, greetings and messages, for example in emails and text messages or postcards. They can find basic information in very simple everyday material such as advertisements, web pages, timetables and catalogues. They can understand information about people in very short and simple descriptions, especially if there is visual support. They can follow short, simple instructions and directions related to the most common everyday situations although frequent misunderstandings may occur.

Average reading rate in *words per minute* (wpm) depending on age and measured with different tests in English, French and German

Note: the data from Taylor (English) and Landerl (German) are based on texts of increasing difficulty; other data were obtained when all age groups were reading the same text.

Rates of reading include reading for memorization (fewer than 100 words per minute [wpm]); reading for learning (100–200 wpm); reading for comprehension (200–400 wpm); and skimming (400–700 wpm). Reading for comprehension is the essence of the daily reading of most people. Skimming is for superficially processing large quantities of text at a low level of comprehension (below 50%). Scientific studies have demonstrated that reading—defined here as capturing and decoding all the words on every page—faster than 900 wpm is not feasible given the limits set by the anatomy of the eye.

Advice for choosing the appropriate reading-rate includes reading flexibly, slowing when concepts are closely presented and when the material is new, and increasing when the material is familiar and of thin concept. Speed reading courses and books often encourage the reader to continually accelerate; comprehension tests lead the reader to believe his or her comprehension is continually improving; yet, competence-in-reading requires knowing that skimming is dangerous, as a default habit.

Reading speed requires a long time to reach adult levels. The table to the right shows how reading-rate varies with age,[31]regardless of the period (1965 to 2005) and the language (English, French, German). The Taylor values probably are higher, for disregarding students who failed the comprehension test. The reading test by the French psychologist Pierre Lefavrais ("L'alouette", published in 1967) tested reading aloud, with a penalty for errors, and could, therefore, not be a rate greater than 150 wpm.

According to Carver (1990), children's reading speed increases throughout the school years. On average, from grade 2 to college, reading rate increases 14

standard-length words per minute each year (where one standard-length word is defined as six characters in text, including punctuation and spaces).

Reading speed has been used as a measure in research to determine the effect of interventions on human vision. A Cochrane Systematic Review used reading speed in words per minute as the primary outcome in comparing different reading aids for adults with low vision.

Summary of the chapter II

Reading is essential for a child's success. All too often, the barriers faced by children with difficulty reading outweigh their desire to read and, without proper guidance, they never overcome them.

Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text.

Decoding creates the foundation on which all other reading skills are built. For many, decoding comes naturally, quickly becoming an automatic process. For people who struggle to decode words, however, the process requires such extreme concentration that they often miss much of the meaning in what they read. Indeed, according to many experts, decoding problems are at the root of most reading disabilities.

CHAPTER III. THE ROLE AND USAGE OF COMMUNICATIVE ACTIVITIES IN TEACHING READING

3.1. Communicative approach in teaching reading

In the process of speech activity e.g. to get information by reading or listening text, i.e. to answer the questions which leads to understand the meaning, to show the attitude towards received information and etc. compose intellectual skills and qualifications.

Mostly developing informational skills and qualification occurs when the information is taken through reading. Reading textbooks and in advanced levels additional periodical publication materials is regarded the source of information. Besides getting information, pupils will be busy with many activities as looking for answers before reading texts, looking up dictionaries, learning margined explanation connected with language, using grammatical reference. These educational activities are in help of possession educational-informational skills and qualifications.

The idea of the **practical aim** is to provide a sufficient level of knowledge and speech habits and skills (in reading, writing, speaking, listening) as well as some experience of independent work so that to enable school leavers to go on with their studies on their own.

According to the syllabus, practical command of a foreign language is specified in two aspects:

1) to teach a foreign language as a means of communication within the limits of the situations determined by the syllabus;

2) to read texts without a dictionary and more difficult ones – with the help of a dictionary.

There are several ideas about meaning of methodical term "practical" among teachers. There are also some false opinions that practice is "oral speech" or

"speaking". Besides that we can meet such explanations as to get language in practice is to grasp the meaning of other's speech and get across an idea.

On the secondary educational EL course the main objective of practical teaching of language is to obtain a reading skill, i.e. to get information by reading. School leavers should be available to have reading skills in the foreign language. This is the main objective.

The intermediate aim can be different. In teaching process or tutorials speaking can be taught as intermediate aim. For instance, at the primary stage oral speech is taught as an objective. At the same time reading and writing are also taught but they are considered as a means.

The following are proposed as communicative approaches of reading:

Sight word reading: reading words of increasing difficulty until they become unable to read or understand the words presented to them. Difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling–sound relationships.

Nonword reading: reading lists of pronounceable nonsense words out loud. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences.

Reading comprehension: a passage is presented to the reader, which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage.

Reading fluency: the rate with which individuals can name words.

Reading accuracy: the ability to correctly name a word on a page.

Some tests incorporate several of the above components at once. For instance, the Nelson-Denny Reading Test scores readers both on the speed with which they can read a passage, and also their ability to accurately answer questions about this passage. Recent research has questioned the validity of the Nelson-Denny Reading Test, especially with regard to the identification of reading disabilities.

Timed Reading

Timed Reading is an educational tool used in many schools to improve and advance reading skills. Timed reading involves the use of various strategies in conjunction with in-class exercises and extensive timed reading.

Timed reading isn't reading as-fast-as-you-can over a passage and simply marking the gradual improvement (if there are any). It involves reading strategies via the teacher's instruction. Training in strategic use is what timed reading promotes and reflects what Devine means by, "...training enhances the metacognitive knowledge base of readers and results in improved reading performance."(Devine 1993)

Cognitive benefits

Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in old age, with people who participated in more mentally stimulating activities over their lifetimes having a slower rate of decline in memory and other mental capacities.[37] Reading for pleasure has been linked to increased cognitive progress in vocabulary and mathematics during adolescence. Moreover, the cognitive benefits of reading continue into mid-life and old age.

3.2. Effective approaches for teaching reading

3.2.1. Activities

Picture Quiz. When your students finish reading a story, short text or long article, most reading comprehension activities look very similar. But we want to make everything a bit more colorful and creative, we're not going to use words and sentences. Instead of giving students two options to choose from or having them fill in the blanks, why not give them a bunch of pictures and do some matching? Additionally, we can use connect the dots to connect pictures to its relevant sentences[2].

Sequence. Use pictures to retell the story and help your students to remember main plot points, characters and events of the text. Here's how:

To prepare, you'll need to make a worksheet of a bunch of pictures that are labeled with either numbers or letters. Make sure that there are spaces or lines immediately below the pictures so your students can label the pictures based on what they see. Depending on the level of your students, you can turn the labeling exercise into the perfect drill for practicing spelling and sentence construction[3].

You'll also need copies of two stories. Make sure each is single spaced, and printed on a separate piece of paper. Label each story "Story 1" and "Story 2."

1. Give your students the picture worksheet and talk about what's happening in each picture.

2. Ask your students to turn over the picture worksheet, and hand out the two stories to read.

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[2] Vygotsky. Learning-Theories., 2014.

[3] Harmer J. *The practice of English language teaching.* New Delhi: Pearson Education Ltd. 2007., p.165.

3. After students finished reading, have them turn to the back side of the story papers. Without looking at the story, students should cut out the pictures and glue them to the back of the right story in chronological order[4].[4]

Story Re-creation. This is a great activity, especially for your drama lovers. Story re-creation is about reading a text or story and acting it out to other students.

Depending on the level of your students, you can read the story together in class before dividing them into groups for further discussions.

If you want to have students figure out the plot on their own, make sure the group you create has members with different English skill sets. In other words, you don't want to put all the strong readers in one single group. Spread them out so they can help others to succeed.

Cause and Effect. Cause and effect questions help students to think outside the box and better understand the ripple effect of events. Text materials that have a mysterious plot or a historical background are excellent choices because they require students to understand the context of the mystery, the clues and the characters to fully appreciate the thrills of crime solving.

Following Directions. When we think about reading comprehension materials, stories and short stories are usually the top resources that come to our minds. However, ESL teachers can do some hands-on activities to encourage students to read and thrive in a fun environment.

The treasure hunt reading comprehension game does just the trick. To play:

1. Hide different treasures (cards, small balls and beanies) in the classroom or schoolyard.

2. Write a short story and clues that tell where to find each treasure.

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[4] Lindsa Cora, and Paul Knight. Learning and Teaching English: a Course for Teachers. Oxford: Oxford University Press., 2006.

3. Divide students in groups and give them a map and a clue sheet to locate the treasure.

The map can be hand drawn or printed. Give unique names to the basic geographic features of the classroom/schoolyard so students can navigate the rain forest or dark caves without getting lost.

The clue sheet should begin with a short text that describes an actual or fictional event in the past. The story should include the name of the characters and vague descriptions of the treasures involved. The rest of the clue sheet should be filled with hints, codes and even secret messages for students to decode. For example, if you hid a diamond playing card on the third shelf of a bookcase in the corner, you can give the following clue:

It stands in a corner with lots of pages for you to read. The diamond is on the third floor and right under a fairy tale.

The first group that finds their treasure wins the game. But they are always welcome to join other teams to help them find their treasures too.

3.2.2. Lesson plans

Lesson plan

Date: 21.06.2017
Context: Reading (practical)
Group: 3   Room: 115
Theme: Internet in my life.
Aim:
➤   To develop Ss awareness of reading comprehension
➤   To establish reading stages and involve other skills as well
➤

TOPIC: Internet in my life.

Course Type: practice	**Time:** 80 min
Semester: ☐S1 ☑S2	**Number of Students:**12

Lesson Outline and Steps:

1. *Warm-up:*
Brainstorming
2. *Main part*
 Pre-stage
     Activity 1. Imagination about the internet
  Activity 2. Vocabulary source of the related topic
 While-stage
   Activity 3. Matching and Consolidating
   Activity 4. Increasing knowledge on networking
•   Activity 5. Create own techniques while analyzing
Post-stage
•   Activity 6. Analyzing by "T-chart"
•   Activity 7. Testing
3. *Closure*
 	
Summarizing: evaluation and feedback
Home assignment

Lesson Objectives:	**Learning Outcomes:**

to give Ss   an opportunity to design reading tasks in groups;
to engage Ss in a discussion of factors that shape the structure   of   classroom interaction
	By the end of the lesson the SS will...
	   have strengthened their practical knowledge in reading
	   have achieved sharing and defending their opinions on internet or network

Materials used:	**Preparation (Aids and Equipment)**

Scott Miles. "Effective Reading 3" Laurie Barton, Carolyn Dupaquier Sardinas. "North Star"	☑ flashcards ☑ handout(s) ☐ poster ☐ audio / CD material ☑ power point presentation ☑ visuals	☑ whiteboard ☑ markers ☐ flipchart ☐ scissors ☑ other: _stickers	☑ computer ☐ LCD projector ☑ OHP ☐ tape-recorder ☐ other: -_____

Type of Assessment

☑ ongoing assessment ☐ quiz / test ☑ participation ☑ presentation ☐ homework ☐ project ☑ peer editing ☐ other: _____	☑ ongoing assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment

Activity Type:	**Lesson Length: (hours/days)**
☑ individual ☐ plenary discussion ☑ small group ☐ other _____ ☑ whole class (teacher-students)	In-Class Time: 2 hours Out-of-Class Time: _____

Teaching Model:		**Students will be engaged in:**	
☑concept attainment ☑cooperative learning ☐discovery learning ☑direct instruction	☑ presentation ☑problem-based instruction ☐ skill attainment	☑independent activities ☑cooperative learning ☑ peer tutoring ☐ designing visuals ☐ role-plays	☑ pairing ☑ whole group ☐ a project ☐ lecture ☐ miming activity

Stages / Time	Procedure	
	Teacher activities	**Learner activities**
Warm up 5 min	➢ T asks Ss the following questions which is shown as a slide. ➢ T accepts all answers and encourages Ss` participation. ➢ T points out that internet is a reality of modern life: we can't imagine our existence without the use of www. T asks the following general questions	

	about internet: ✓ *What is internet for you?* ✓ *Can we **apply online for jobs**?* ✓ *Do you feel **helpless when the internet connection is down**?* **Possible answers:** I can say Internet is my second home, not real, of course, but virtual. I'm an active user of all these social networking sites. I can communicate with any person from any part of the world. I have friends in various countries so it's easy to talk with them by skype or viber for instance. The Internet helps me to prepare my lessons. I seek for additional material practically every day.	Learners think about the term internet and how to use them Learners answer the questions
Pre – stage **15 min**	Teacher shows PPP presentation about how to use internet and internet resources and asks to make notes for themselves **Activity 1**. **Imagination about the internet (handout 1)** T asks Ss to answer questions. T accepts all answers and encourages Ss` participation. (Brainstorming) 1. When young people in your country write on the Internet and send text messages, what kind of non-standard language do they use (new spelling, grammar, words, etc.)? 2. In many countries around the world, teachers and parents often complain about the way young people change the language when using electronic communication (Internet, text messages, etc.). Do you think this is a problem? Why?/Why not? *Possible answers* 1. In my country many young people prefer to use slangs, abbreviations. 2. Of course, this is an important problem. Because in this case young people may forget some words of their native	Learners watch the PPP presentation and are taking notes Ss answer to the questions individually. They can answer according to their background information. Learners explain the reasons of problematic points of using internet.

	language.	
	Activity 2. **Vocabulary source of the related topic** (Handout 2) ➢ T divides the group into three small groups ➢ T distributes handouts which Ss should fill in the gaps with the words from the box. *Key answers:* 1. Networking 3. Internet, 2. E- commerces 4. Telecommuting	Learners join in their groups. Learners read the words attentively which are given in the box and fill the gaps with their group.
Main part **While – stage** 40 min	**Activity 3. Matching and Consolidating** (handout 3, handout 4) **1-step** ➢ T distributes the handout 3, a text **"Is Netspeak harming the English language?"** ➢ T asks Ss for scanning and skimming the text and discuss the plot of the text in their groups. **2-step** *(finding definitions, handout 4)* ➢ After scanning and skimming the text T shows the words on slides and asking Ss to do the matching words with their definitions. *Key answers:* *NET*- slang for the "Internet" *Surfing*- slang for using browser to move through the World Wide Web *WWW*- World Wide Web - an interconnected set of hypertext documents located through the Internet. *Spamming*- refers to sending unwanted e-mails, which serve no purpose and needlessly obstruct the computer system. *File sharing*- is the practice of providing access to digitally stored information, such as computer programs, multimedia ,	Learners read their material and discuss it with the members of their small groups. Learners pay attention to the slides. Learners match the words with their definitions in their group.

| | | documents or electronic books.
video conferencing- are some of the latest additions in this technology and these have allowed peoples to chat in real time.

Activity 4. Increasing knowledge on networking
(handout 5)
➢   T asks Ss working in pairs.
➢   T distributes handout 5.
➢   T asks Ss to complete the questions with the words in the box with their partner.
➢   Then T   ask Ss to answer the questions.

Key answers:
1.harms   2. generations   3. blame
4.motivation   5. considerably
6.complain

Activity 5. Create own techniques while analyzing
(handout 6)
➢   T divides group into two groups
➢   Then T distributes posters and colorful markers to Ss and asks to identify and analyze the terms of INTERNET according to science of tree method. | Learners choose their partners.
Then they work on the given handout 5 as filling the gaps of questionnaires. Then the Ss answer the questions in short way.

Learners join their groups. Then they draw the picture of tree and think about the term "Internet". And Ss design the tree with the terms related to "Internet". |
| **Post – stage 15 min** | **Activity 6. Analyzing by "T-chart"**
(handout 7)
T distributes Handout 8.
➢   T divides the class into three small groups
  ➢ And T asks Ss to fill the T-chart according to the given topic.
  ➢ After doing the task T asks Ss to choose one presenter for explaining the groups ideas. | Ss join their groups.
Learners the T-chart according to the given text which they have already scanned it.
After finishing the task learners choose one presenter for explaining |

	➤ After doing this task T checks the groups' answers. At the end T asks to join all the filled T-charts and will announce their answers. **Activity 7. Testing** (handout 8) ➤ T distributes handout 8 to Ss and asking to do tests *Key answers:* 1.c 2.b 3.b 4. the skills of reading and writing. 5.c 6.a 7.b	groups ideas. At the end their answers are checked. Ss read the given tests and try to do them.
Summarizing 5-min	**Evaluation and feedback:** T motivates and assesses Ss **Home assignment** ➤ T gives instructions on Ss' homework searching new information about advantages and disadvantages of network in small groups and present their product on Poster Presaltation	Ss share one anothers' ideas and give feedback on their participation during the lesson. Learners do this task with their group members.

3.2.3. Visual aids

Handouts

Handout 1

1.When young people in your country write on the Internet and send text messages, what kind of non-standard language do they use (new spelling, grammar, words, etc.)?

2.In many countries around the world, teachers and parents often complain about the way young people change the language when using electronic communication (Internet, text messages, etc.). Do you think this is a problem? Why?/Why not?

Handout 2

1. Networking   3. Internet,
2. E- commerces   4. Telecommuting

1. In an ideal _____   environment, users should not have to worry about any things.

2. _____ are transactions conducted electronically on the Internet.

3. _____ is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

4. _____ is working from home using equipment such as telephones, fax machines, and modems to contact people.

Handout 3

Is Netspeak harming the English language?

Can you understand this sentence? If you can't, don't feel too bad: neither could the middle school teacher in Scotland who received this as homework from one of her students. This is **Netspeak:** the language of computerized communication found in Internet chat rooms, instant messages (IM), and text messages on mobile phones. Netspeak is a collection of abbreviations (cuz = *because),* acronyms (BRB = *Be Right Back),* and symbols (C U B4 clss = *see you before class).* To newcomers (*newbies* in Netspeak), it can look like a completely foreign language. So, what is the 'translation' of the sentence above? *My summer holidays were a complete waste of time. Before, we used to go to New York to see m y brother, his girlfriend, and their three screaming kids face to face. I love New York; it's great.*

Everyone should just relax, say **linguists** and language scholars. While there certainly is a need to ensure students learn the **standard** rules of writing, the phenomenon of Netspeak and writing on the Internet, they claim, is actually doing more good than harm. David Crystal, a language historian at the University of Wales in the UK, argues that Netspeak and the Internet are developing new forms of creative language use that provide a strong motivation for **literacy** (the skills of reading and writing). Crystal points out that through personal home pages and weblogs (commonly known as *blogs),* the almost lost art of diary keeping has been revived. Stanford University linguist Geoffrey Nunberg agrees. 'People get better at writing by writing,' he claims, and online chatting and instant messages are getting young people to write more than ever before. 'I think you could argue that the kids who are now doing text messaging, email, and instant messages will end up writing at least as well as, and possibly better than, their parents or than any **generation** in history.'

Linguist James Milroy notes that people have been complaining about the supposed decline in English for centuries. Every generation, without exception, has believed that young people are destroying the language. And you can bet your bottom dollar that when today's teenagers become tomorrow's parents, they too will accuse their children of ruining the language. Milroy argues that there is no evidence that young people have any deficiency in their language in comparison with previous generations. From a linguist's point of view, languages do not and cannot become 'corrupted'; they simply change to meet the needs of each new generation.

Perhaps we should give teenagers a little more credit anyway. Erin, aged 12, has become fluent in Netspeak in just two months, but knows it is not appropriate to use it in school. 'I wouldn't use text language in my homework. Texting is for fun, not for school, and I think you would have to be a bit silly to get them mixed up.'
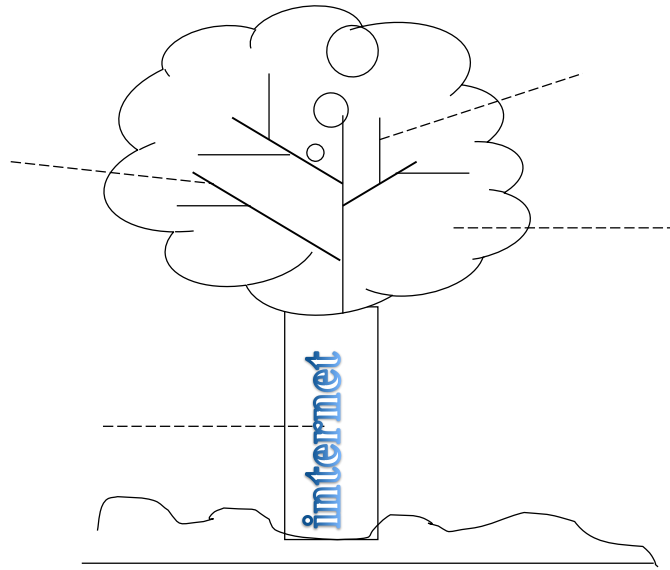
Handout 4

Words	definitions
NET	an interconnected set of hypertext documents located through the Internet.
Surfing	slang for using browser to move through the World Wide Web
WWW- World Wide Web	slang for the "Internet"
Spamming	is the practice of providing access to digitally stored information, such as computer programs, multimedia , documents or electronic books.
File sharing	refers to sending unwanted e-mails, which serve no purpose and needlessly obstruct the computer system.
video conferencing	are some of the latest additions in this technology and these have allowed peoples to chat in real time.

Handout 5

harms   generations   blame
motivation   considerably   complain

1. Do you think Netspeak_____ language? Or do you think it is helping it?

2. Do you sometimes find it difficult to communicate with older, like your grandparents?

3. Do you _____ Netspeak for students' mistakes in grammar and spelling? Or do you think there is another reason for these problems?

4. Do you agree that the Internet makes young people want to communicate more? Does it really provide more_____ to write?

5. Is your knowledge of the functions on your mobile phone the same as that of your parents? Or do you know _____ more than they do?

6. Other than Netspeak, what things do young people do these days that parents dislike and _____ about?

Handout 6

Handout 7

T –chart (INTERNET)

Advantages   Disadvantages

Handout 8

1.   In line 15, *purists* means ...
a. people who are honest and good,
b. people who want to keep something unchanged,
c. people who are expert at something.
2.Reread lines 16-17. Which of the following is true?
Netspeak has a different, but creative system of spelling and grammar,
b.Netspeak does not use traditional spelling and grammar,
c. The spelling and grammar of Netspeak makes communication difficult.
3. What is the best paraphrase of lines 19-20?
a. They want the use of Netspeak to be reduced in the classroom,
b. They want absolutely no Netspeak used in the classroom,
c. They want people to use Netspeak wisely in the classroom.
4. What is the definition of the word *literacy* in paragraph 4?
5. Why is the word *supposed* used in line 47?
a. The author wants to stress that the reader should agree that the English language is in decline
b. The author expects that the English language will decline,
c. The author questions the idea that there is a decline in the English language.
6. In line 49, what does *bet your bottom dollar* mean?
a. You can be certain of something,
b. You can make a lot of money at something,
c. There is a good chance that something will happen.
7. In line 65, what is the author suggesting about teenagers?
a. They just need more time,
b. We should give them more support,
c. We should trust them a little more.

Summary of the chapter III

Reading is the gateway to learning, opening doors to faraway adventures, new possibilities and promising futures. Without strong reading skills, children will face a host of difficult challenges throughout their lives. That's why we know that reading matters.

Reading is one of the major aspects of language teaching.

CONCLUSION

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. The purpose for reading also determines the appropriate approach to reading comprehension. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Reading comprehension teaching aims at-

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

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

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

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

Comprehension is the ultimate goal of reading. However, there are a number of factors which may interfere with an individual's ability to comprehend text material.

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

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

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

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

Developing classroom activities a teacher should always remember:

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

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

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

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

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

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

For my conclusion I want to say that, reading is affective. This affective dimension sees reading as enjoyment, pleasure, excitement, even magic. Without leaving their chairs, readers can visit a different city, a different country, a new and strange world.

Reading also helps students to see how English is communicated through writing, which is why a good writer is also a good reader.

Reading is essential for a young learners' success. All too often, the barriers faced by children with difficulty reading outweigh their desire to read and, without proper guidance, they never overcome them[5].[5]

The readings are relevant to the course topics and written at an accessible level for your students. For example,

- Keep your reading list manageable (applying a "less is more" strategy).

- Outline which readings are required and which are optional.

- Provide guiding questions on the required readings to help students focus their attention as they read.

- Provide short summaries or reviewing the main concepts of the readings in your teaching points or course notes especially if the readings are more complex (i.e., aimed at specialists in the field).

We can create accountability by attaching the readings to an assignment or activity. For example ask students to

- Complete and/or discuss a critical review of a reading in the course.

- Complete an assignment comparing/contrasting the views contained in two or more different readings.

- Complete a summary demonstrating comprehension of the most important points and arguments presented in the readings and how they relate to the course topic(s).

We can make the readings clearly applicable to

- Course goals

- Unit learning objectives

- Assignments and activities

- Their own lives and work situations

Reading is a key part of learning English. As teachers our achievements will be more effective in the discussions or tasks if our students feel strongly about a particular topic. Any good teacher can turn a reasonable authentic reading text into a useful and fulfilling activity, so why not take the same skills you might use with

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[5] Meng J. Cooperative learning method in the practice of English reading and speaking. *Journal of Language Teaching and Research, 1* (5)., 2010.

a newspaper article and turn them to good use, bearing in mind various aspects of the newer medium that are peculiar to it.

Reading development is based on reading in context so, the learners should get the input from their context.[6]

It is possible to say that text reading can be better understood by sharing, exchanging and socializing through group work. It makes the classroom student-centered and the teacher can get the experience of finest activity in the classroom. The learners become freer and they can explore and notice their own improvement within a friendly and fellow feeling environment.

Reading aloud to young children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity, and memory.

Early language skills, the foundation for reading ability and school readiness, are based primarily on language exposure – resulting from parents and other adults talking to young children.

Research shows that the more words parents use when speaking to an 8-month-old infant, the greater the size of their child's vocabulary at age 3. The landmark Hart-Risley study on language development documented that children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 4.

Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime television or even college students conversations.

The nurturing and one-on-one attention from parents during reading aloud encourages children to form a positive association with books and reading later in life.

Reading aloud is a proven technique to help children cope during times of stress or tragedy.

Reading difficulty contributes to school failure, which increases the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy – all of which perpetuate the cycles of poverty and dependency.

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