THE USAGE OF VARIOUS STRATEGIES IN TEACHING READING COMPREHENSION OF B1 LEVEL LEARNERS

Karakhodjaeva Yulduz
Tashkent State Stomatology Institution
Uzbekistan

Annotation

This research work was done with the goal of highlighting teaching reading strategies in the foreign language classrooms. The purpose of the article is to compare effectiveness of different reading strategies, and to find out which group has achieved the higher rates during experiment. Experiment with reading strategies was arranged better, the pupils felt confidence; they became more fluent, accurate in academic reading skills. Therefore, the thesis of this work is to develop EFL learners reading skills and using reading strategies in order to accomplish the tasks given after the reading passage.

Key words: passage, highlight, comprehension, top-down, bottom-up, fluency, word recognition-skills, decoding-level.

Introduction

The topic of the present paper is also dedicated to one of the afore-mentioned skills including reading and it gives opportunity to become professional in passing international and state proficiency tests. It includes gist on giving learners the practice to read with ease and confidence, and watch accuracy, inaccuracy and lift to the soar.

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

Both research and classroom practices support the use of a task-based reading approach in instruction. During the practice with the first year students of Tashkent State Stomatology Institution, we realized that complex reading make the pupils confused in case they have lack of awareness about the topic of the source. Because reading depends on efficient word recognition and awareness, instruction should develop reading skills and strategies, as well as build on learners' knowledge using complex texts.

To help students develop a set of reading strategies and match appropriate strategies to each reading situation novelty was set on effective language instructions showing pupils how they can adjust their reading behavior to deal with a variety of situations, types of input and reading purposes. In this article, we are going to give some of reading strategies and methods for reading tasks, especially complex texts. The main objectives are to show the advantages of practiced method and strategies and the improvements of reading skills through those methods and strategies.

Literature review

Most people know what reading is and know how to read, but the definition of reading is not always as easy to sum up in few words. In review of literature, we will try to give a definition of what reading is and the most important aspects of reading, and what is important when learning how to read for the first time in your L1 and later in your foreign language.

Many students can master fluent reading in their L1, but readers will not automatically read fluently in foreign language when they can read fluently in their L1. In a pupil's foreign language, the lack of a sufficiently wide vocabulary is most often, what stops the reader from reading fluently. In addition, the word recognition-skills can be too poor, even though the vocabulary is there (Beatrice, 2012). When the learner knows the word, but lacks word recognition-skills, he or she will spend too much time decoding the word in order to understand it, or simply decode the word as a different word instead. This leads to a lack of comprehending words, sentences and deeper meaning. The student will end up reading something other than what he or she actually is reading, and will understand the sentence and text differently, or even not at all.

One of the efficient strategy is bottom-up reading model which starts at the bottom, with decoding of the letters and words (Gerald, 2013). This model can be compared to "just reading", mainly because the pupils start at the decoding-level without them having any idea of what they are reading or why they are reading the text.

The top down reading model, on the other hand, presupposes that the reader already has an idea of what the text is about, a schema: "The schema is derived from prior experience or previously obtained knowledge. It constitutes a knowledge structure, and is used in an active or constructive way in both perceiving and interpreting the text on the page" (Gerald, 2013). The top down reading model is used quite often in the classroom. When the teacher uses pre-reading activities, they activate the students' knowledge about one topic and by that starts the top down reading process. The activation of the top-down schema is very important in foreign language reading, since the schema an L1 learner has is not the same as the schema a foreign language learner will have (Gerald G, 2013). Nevertheless, the foreign language reader must be able to use the bottom- up reading, since he or she will need some time decoding the words as well as understanding the deeper meaning of the text.

For the foreign language learners at higher levels, where they already have a decent vocabulary at hand, the top-down reading model will most likely be more efficient when reading and also when processing what they have just read. As previously, mentioned, both bottom-up and top-down processes are important when it comes to reading and learning:

Without sensory input (bottom-up) we could neither perceive, nor comprehend, nor think. However, perception, awareness, and thought would be equally impossible without a memory or knowledge component (top-down). It makes no sense to ask whether one is more important than the other is: Nothing

happens without both (Kintsch, 2005).

If the reading activity is for the learners to gain a lexical meaning of the text, a bottom-down model will be appropriate. On the other hand, a deeper meaning and an analysis of the text is the goal, a top-down model will be better for the pupils to use. In many cases, the pupils will benefit from reading the text several times, using the two models separately.

Results and analysis

After the classroom management with reading had been tried, we collected the data. In order to find out which group acquired better in terms of classroom management, before making final decisions or coming to reasonable conclusions, we thoroughly studied the pre-test and post-test results and we calculated, analyzed the data.

We observed all the lessons, style, methodology and all skills in order to find and compare the types and other features of report. We tested all skills separately in order to compare the effectiveness of classroom management in both groups.

Both of the groups showed almost the same result on the reading test. The only thing we noticed was that the students in Group B were translating the texts while making intensive reading and only after that answered the questions without skimming, while the Group A pupils tried to understand the text without translation and answered the questions faster than they ever did.

Pupils of both groups, while writing their paragraphs used simple structures. In the paragraphs of pupils from group B the problem with word order and sometimes using inappropriate vocabulary was noticed. The total mean of the group B was 35%, on matching test was 15%; as for total mean of the group A was 70%, matching test result was 18%. It showed that the given materials worked effectively, and the A group's results were higher than the B and the results were approximately the same with post-test; only minor differences were noticed.

The pupils of both groups had poorer skimming awareness, and the reason for this might be that they did not practice their skimming skills during lessons as they were taught through the communicative approach. The result proved that pupils, who are learning comprehensive reading strategies and communicative approach, develop better skimming skills than do pupils who are learning Reading skills through the Grammar-Translation Method.

The most important test to check pupils' communicative competence on reading issues was scanning section. Pupils were supposed to scan information in mini-groups of two people for about five minutes according to the given topic. Examination was held in the form of questionnaire and it was supposed to give information based on certain topic. Firstly, the results were calculating the mean for each questionnaire and whole group mean in order to find out the atmosphere in the classroom. The test was intended to check learners' fluency, awareness and scanning skill. The learners were graded on their grammar and vocabulary use covered during their lessons.

The initial point in analyzing the result was to calculate the means of the group and determine which strategy influenced more to classroom environment.

The mean of the group B was higher and the result proved that pupil worked better on their speech. The pupils of Group A had good speech and reading awareness, they used appropriate grammar and vocabulary in their speeches. They used words correctly, but they used inappropriate tenses in some cases, as they were translating from their mother tongue. As well as they enhanced their vocabulary better than previous time.

The results of the study showed that learners of group A and B understand grammar and learn vocabulary. However, when it is time to speak pupils of the Group B, are starting to hesitate and making long pauses. The pupils of the group A used appropriate grammar and vocabulary without any hesitation and as well as acquired surefire reading strategies better. The communicative approach on reading strategies 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 its practice thus become essential parts of language teaching at every level.

Conclusion

To sup up, the conclusion leads to determine which group works better during experiment based on with reading strategies. The entire work and experiment was based on comparison of knowledge acquisition of Group A and B. At the beginning, the hypothesis was proving that academic reading strategies are effective for all the types of groups. At the end of the course, we discovered that the hypothesis was right. Of course, the study process was not easy, and there were some variables, which could influence the results. All the time, we were trying to prevent the study of different factors, which could influence on the practice.

The learning process was also interesting; we were in contact with each of the student by mentally and psychologically for two months observing their progress. We were afraid if someone could not attend the lesson, all my fears were unfounded. In fact, while teaching we must pay attention to students' attitude for learning process. If they feel some denial for learning, none of the methods or approaches can help to improve their English. As we know acquisition differences influence on personal wish and inner motivation. The teacher should understand each learner, whether young or adult, and try to be not only a good teacher but a good psychologist and friend as well. We must pay attention to each pupil separately. Sometimes, when pupils do not get enough attention from their teachers' side, they are unmotivated-they think they are not making progress, and they never can speak English. As good teachers we must encourage and support learners' interests; teach well-organized lessons, which are interesting and engaging for pupils.

References

1. Beatrice S. Mikulecky A., Short course in teaching reading skills, 2012.-p. 28-29.

2. Gerald G. Duffy and Laura R. Roehler. Improving classroom reading instruction, 2013.-p. 30.
3. Kintsch, Walter: "An Overview of Top-Down and Bottom-Up Effects in Awareness: The CI Perspective, Discourse Processes". 2005.
4. Koda Keiko: Insights into Second Language Reading. A Cross-Linguistic Approach. Cambridge, 2004.-pp.23-43.
5. Hellekjær, Glenn Ole: "Reading: From a forgotten to a basic skill" in Språk og Språkundervisning, 2007.-p76.
6. Grabe, William: Reading in a Second Language. Moving from Theory to Practice. Cambridge, 2009.-p38.
7. Burgess, Richard and Theresa Bowles Sorhus. Passage. Oslo: Cappelen Damm Cook, Vivian: Second Language Learning and Language Teaching, 2009.-pp.98-103.