

O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI
SAMARQAND VILOYATI XALQ TA'LIMI XODIMLARINI QAYTA
TAYYORLASH VA ULARNING MALAKASINI OSHIRISH
HUDUDIIY MARKAZI

HAKIMOV HALIM NASIMOVICH
TEACHING READING PART I

Samarqand – 2020

Hakimov H N Teaching Reading Part I. Umumta`lim maktablari ingliz tili o`qituvchilari hamda malaka oshirish kursi tinglovchilari uchun uslubiy ko`rsatma.-Samarqand, 2020. 32 bet.

Mas`ul muharrir:

Kushakova N - Samarqand viloyati xalq ta`limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi tillarni o`qitish metodikasi kafedrasida o`qituvchisi

Taqrizchilar:

Rustamova Z T Samarqand viloyati xalq ta`limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi tillarni o`qitish metodikasi kafedrasida o`qituvchisi

Ayupov A F -

Samarqand davlat chet tillar instituti Ingliz tili leksikologiyasi va stilistikasi kafedrasida katta o`qituvchisi

Ushbu uslubiy ko`rsatmada Umumta`lim maktablari ingliz tili o`qituvchilari hamda malaka oshirish kursi tinglovchilari O`qish darslarini yana qiziqarli va ma`noli o`tishda juda ko`p fikirlar va g`oyalarni topadilar. Birinchi qismi hisoblanadi.

Ushbu uslubiy ko`rsatma Samarqand viloyati xalq ta`limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi Ilmiy Kengashining 2020 yil "26" dekabr 9-sonli qaroriga binoan nashrga tavsiya etilgan.

Introduction

What is reading?

Reading is a receptive skill in that the reader is receiving a message from a writer. Reading is a basic and complementary skill in language learning. Recent researchers in reading describe the reading process in a way that implies an active reader intent upon using background knowledge and skills to recreate writer's intended meaning. Perfetti, for example, defines reading as —thinking guided by print.

Reading is about understanding written texts. A complex activity 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.

Much of what we know about reading is based on studies conducted in English and other alphabetic languages. The principles we list in this booklet are derived from them, but most also apply to non-alphabetic languages. They will have to be modified to account for the specific language.

While students certainly need practice reading material in English, it is important that you include short speaking, listening and writing activities whenever possible in your reading lessons

The focus of the lesson may be on reading a particular passage but having a diverse lesson plan will enable students who are good at other aspects of English to still participate and feel confident in their abilities while working to improve an area they are weaker at.

WARM UP

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

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

INTRODUCE

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

PRACTICE

Practice reading the material aloud. You can do this through a series of steps. First have students do some slash reading. You should read the passage aloud pausing where appropriate. Have students

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

PRACTICE MORE

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

PRODUCE

Prepare some discussion questions related to the reading and some that require students to use key phrases in their answers. For beginners, discussions will be quite challenging but intermediate and advanced students will gain a lot from discussing their thoughts and opinions. In smaller classes there will be more opportunities for students to share their viewpoints while with larger classes you may simply have to ask who agrees or disagrees with a particular statement and then call on three or four students to express their opinions.

REVIEW

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

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

Reading is one of the most important aspects of most English language teaching programs, but it can also be one of the toughest for you and your students.

Preparing for, understanding and assessing reading can all be a challenge. Even great reading activities can be simple, however. Here are 9 ideas you can use in your reading program that require nothing more than some sticky notes. Not only that, they are fun and easy, too!

Try These 9 Fun and Easy Activities with Post-Its

QUESTIONS WHILE READING

Asking questions while reading can be one of the greatest aids to understanding a passage, either at home or in class. For ESL students, though, questions can become a juggernaut making the end of the reading unreachable. Students may become frustrated, and if they had finished the selection some of their questions may have been answered by the remainder of the article. To help your students over this hurdle, give each student several post-its to use as he reads. When he has a question about the passage or finds himself confused, have him write the question on the post-it and stick it near the place he had the question and continue reading. Then, when he has reached the end of the passage, have him return to his notes and see if any of his questions were answered. Any remaining questions, he brings to a reading group of three or four and asks his classmates if they know the answers.

Collect any questions that remain after the discussion groups and talk about them as a class. Your students will eventually have all of their questions answered. Through this activity, your students will also recognize that having questions as you read is okay, and that the questions are often answered by the end of the reading selection.

VOCABULARY PREVIEW

Before you introduce a new set of

reading vocabulary to your students, see what they already know or can decipher about the given set of words. Write the new vocabulary on the board and have groups of three or four students copy each word on to its own post-it. Then ask the students to sort the words in a way that seems logical to them. They can use the knowledge they already have of the words, word roots, or part of speech endings. If possible, have them sort the words on the inside of a file folder, and can keep the words sorts until after the reading is complete. Then, once they have read the words in context and learned what they mean from the reading selection, have the same groups resort the same set of words. Most likely, they will decide on a different sorting logic after learning the meaning of the words.

COMPREHENSION CHECK

You can use post-its to check your students' reading comprehension as well as teach them how to write a summary. Break your class into groups of four to six students, and assign a reading selection to the group. Once everyone has completed the selection, have your students close their books, and give each person three post-it notes. On each of these notes, each person writes one event or piece of information from the reading selection. Encourage your students to write the most important events, and check to make sure everyone has some understanding of what they have read by reading the notes. Then, the groups of students come together and put all their post-its in sequential order.

They will find it challenging to remember all the events in the reading selection. Once the events are in order, you can show your students how to write a summary from the main points they chose from the story. Your students will not become bogged down in the details of the story when they write from their own highlights!

You can also use the smallest post- its to create a cloze exercise for your students. Type out a reading passage in a large font, and use the small post-its to cover every fifth word. (Note: you may have to adjust the spacing of the words to make the post-its fit.) Then, challenge your students to write an appropriate word on each post-it to complete the passage. They can check to see if their words match the original words by looking underneath the post-it, but any word

which logically and grammatically completes the blank would be an acceptable answer.

KWL BOARD

If you use KWL charts (Know, Want to Know, and Learned) with your students before reading a new reading selection, try this variation, which uses post-it notes. Instead of having students complete individual charts, have them write what they know about a given topic on post-it notes – one idea on each note. As a student completes a note, announce to the class what is on the note and stick it to your board. As your students hear what their classmates know, they may re- member facts of their own.

Continue until everyone has written down all of their ideas and you have posted them. In effect, your class will be brain- storming everything they know about the day’s topic, but the simple addition of sticky notes will make the activity more energetic and entertaining. Once the first part of the activity is done, have students write down any questions they might have about the topic of the day on separate post-it notes. (Use a different color note, again one note per idea.) Follow the same procedure as you did with the first part. After your class reads their se- lection, have them write things that they learned on a third color of post-it. These go on the board, too.

When what a student learned answers one of the questions from the second part of the activity, post the third note next to the question note.

BOOK REVIEWS

Keep a supply of post-its near your classroom library. When a student completes a book from the library, he writes a one sentence review of the book on a post-it note. He can write what he liked, what he didn’t, or any other thoughts he has after reading the book. Then, when your other students are choosing their next books, they can read the review that the first reader wrote. After this second person finishes the book, she writes her own review and sticks it in the front of the book.

The reading and reviewing continue in this manner, and by the end of the school year, you will have a deep understanding of which books are working for your class and which aren’t. Moreover, your students will have peer feedback at their fingertips when it is time to

choose a new book.

QUICK QUESTIONS

You can get your students to think critically as they read by placing post-it notes in your classroom library books. Write several sticky notes for each book that you have in your classroom, and ask questions such as these: What do you think will happen next? Did the main character make the right decision? What advice would you give the character? Then, place these notes strategically in your classroom books. When a student comes across one of the notes during his or her reading, he answers the question on a separate post-it note, writes the page number on which he found the question, and sticks the note to the cover of the book.

You can then check your students' comprehension by simply looking at the covers of their books and their answers to your quick questions.

STEP BY STEP SUMMARY

For students who may have a difficult time writing a summary of a large reading selection or chapter book, they can use post-it notes to write a summary as they read. Simply have students stop at the end of each chapter and write one sentence on a post-it summarizing what happened in that chapter.

Then, at the end of the book, the student takes all the notes and puts them together to complete a summary of the entire novel.

DO A JIGSAW

Reading large texts in class is probably not the best use of your all too short classroom time. Some in-class reading, however, does provide communicative value to your ESL students. The popular technique known as the jigsaw gives your students practice in reading, speaking and listening. To set your students to a jigsaw, divide your selected text into three or four sections. Break your class into the same number of groups and give each group one section of the text and that section only. Have students read and discuss their section and then mix up your groups so one student from each of the original groups is now in a second new group. Each group member

should explain the portion of the text that he read (in his first group) to the rest of the (second) group without showing them the text itself. Each member will need to adequately explain his section so that each person in the group knows all of the important information from the entire text.

PLAY A PART

Role-playing a text in class can be a fun and entertaining way to check students' comprehension and aid those who may not have gotten all they should have from the text. After reading a selection, you can have groups of students act out what they read in front of the class. This will ensure they

understand what they have read and will give the rest of the class contextual information about what they have read. Alternately, you can have students act out a text as you read it aloud. This will do double duty as a listening comprehension activity as well. Permit audience members to correct their actors, and switch players frequently as you read. Be sure to use a text that has lots of action and even dialogue rather than description for this activity.

MAKE FREQUENT COMPLIMENTS

When you are putting your students into classroom pairs, strategically match students with others whose strengths compliment their weaknesses. For example, if one student excels in vocabulary, pair him with someone whose strength is grammar. If a student has high reading comprehension, pair her with someone who reads quickly. Each student's strengths will step in where the other student is weak, and as a team they will see more success than they might otherwise expect from themselves. You should also try to match students with different native languages with one another since it forces your students to use the English that they do know to communicate their thoughts and ideas with one another.

GIVE IMMEDIATE FEEDBACK

Students who might struggle with reading will need fast and frequent feedback. Doing so will nip errors in the bud and will prevent your students from getting into habits and mistakes that will only need to be corrected later. Not only that, frequent correction

opens the door for frequent praise for the successes your students make. Positive reinforcement will motivate and encourage your students to continue and give them a positive association and a sense of confidence with reading class.

FIND FREEDOM TO FOLD

For some ESL students, a full page of text can seem overwhelming, and this creates tension and frustration before the student even starts reading. A technique as simple as folding a piece of paper into two or even four sections can give your students the confidence they need to know that they can conquer the short reading selection. When a student finishes with the first section, have him move onto the second and so on. Eventually, he will have completed the entire text and also avoided the unnecessary stress and anxiety that can come from a full page of typeset!

MAKE COPIES

If your students purchase their own textbooks, they may already know they can write and mark up the page as they read. However, if your students are using a school owned text, something as simple as making extra copies for your students can aid their reading comprehension and other reading skills. Encourage students to underline or highlight text as they read. They may choose to mark key points in each paragraph or vocabulary that is unfamiliar. You can also encourage students to draw pictures in the margins as it will show they understand what they are writing. The few cents it costs to make those copies will give priceless rewards to your students.

BREAK UP THE TEST

Some students may be intimidated by a lengthy exam where page follows page. Instead of asking all your questions up front, give your students different sections of a test in smaller pieces throughout the day. You can still assess the same material with your test, but breaking it into sections can alleviate test anxiety and give your students a better chance at success.

YOU CAN INCORPORATE THESE SIMPLE STRATEGIES INTO ANY READING LESSON

When you do, you will see your students succeed in new ways which will motivate them, and you will increase your own rewards as a teacher.

REVIEW LITERATURE TERMS

Though students have probably studied literature in their native languages, you should review the most common English literature terms with your class before starting a literature unit. These terms include vocabulary about people: character, protagonist, and antagonist. They also include parts of the literature: setting, plot, climax and resolution. Giving your students the tools to talk about literature both increases their vocabulary and enables them to express their individual ideas and opinions once they have read the piece. Without the necessary vocabulary, good insights may be lost when your students are not able to express themselves.

SELECT AMERICAN OR BRITISH LITERATURE

Though not as noticeable to native speakers, there is quite a difference between American and British English. Make sure when you select your literature that you are choosing the correct style for the dialect you are teaching. Even children's books or abridged books in the wrong dialect will cause great difficulties for your students when reading.

CONTEMPORARY NOVELS MAY BE EASIER TO UNDERSTAND

Contemporary novels may be easier for your students to understand because they are in a more familiar context. It can be hard enough for your student to try to live in and understand a foreign culture, but add a fifty year time gap and the task can approach impossible. Choose novels with contemporary settings as opposed to historical fiction or those with a fantasy setting. Though more advanced students may be able to handle historical fiction, there is no reason to add stress to beginning and intermediate level students with a setting that's hard to relate to.

CHOOSE BOOKS THAT HAVE A MOVIE

You can show the movie before reading the piece, while reading it or after reading it. Make the movie available in language lab for students to watch on their own. There are also many activities you can do with the movie.

REVIEW CHARACTERS IN THEPIECE

Take time before reading to introduce the characters to your students, and give them a list of the most important ones. If you can provide a description of each character's role in the novel or story you will be giving your students a heads up for comprehension. You can also take time to explain the relationships between the characters to your students. Include the concept of a family tree, if appropriate, and you can lead into a unit on family and relationships as well.

PRESENT THEMES

Introduce themes that students will encounter as they read the text. Have a discussion time before reading to talk about these themes. If themes are controversial you may want to look at tips specific for working with a controversial topic.

GIVE ASUMMARY

It may feel like cheating, some-thing all teachers want to avoid, but when it comes to reading a foreign language the rules are a little different. Give students a summary of each reading selection. Make it optional to read. They may want to read the text, then the summary, then the text again. Encourage your students to focus on content rather than structure while they read.

REVIEW UNUSUAL VOCABULARY

Before assigning the text, review the vocabulary with your students. There are many ways to introduce new vocabulary. You may want create a vocabulary list for each chapter as you read it. Reassure students that they are not expected to understand every word they read, but encourage them to guess at the meaning of unfamiliar words just as native speakers do. It's a reading skill that is necessary for their future success with English.

DISCUSSION

One of the most beneficial activities to come from reading a novel as a class is discussion. Discuss what you read. Discuss what the author's message is. Discuss what your opinion of the issue is. Allow your students to observe what they read, interpret it and apply it to their own lives. Giving discussion questions ahead of time will allow students to think while they read and be more prepared for class discussions.

START SMALL

When we hear the word literature, we tend to think of classic pieces that have impressed generations, but the classification of literature does not need to be so esoteric. Many types of written pieces can either be considered literature in and of themselves or can be used to guide your students into more mature and well-respected literature. When encouraging your students to read literature, start with your students where they are. There is bound to be some type of writing that is of interest to even the least engaged students. Start by assigning reading from the areas that interest your students. This may mean giving them fables, comic books or songs to read. Once they are comfortable with one of those categories of writing, move to a more complex level of the written word. You can use current magazines, letters, diaries or journals for material in your reading class. The next step is moving your students into the world of the short story. There are many stories on limitless topics - something will be of interest to your students. After the

short story, the step to a novelette or novella or early reader book will be smooth. These give way to the novel and finally the classic literature novel. When you take the time to slowly move your students from one level to the next rather than plunging into a maturity of reading for which they are not ready, you will make larger strides over a shorter amount of time and see more results in your students reading abilities.

A class reading assignment is a great addition to any reading class. Before approaching a piece of literature as a class, give your students some time to discuss the reasons for reading literature in the first place. Why do they read? Why do you read? Have groups brainstorm a list of reasons why some- one might read literature and

then ask each student to prioritize those reasons for himself. Then pair students and have them discuss the order they determined and explain the reasons behind their choices. Students will find that each person's reasons for reading literature will vary. It also helps to have clear expectations before reading a piece of literature so you can be sure to design your class activities to meet the interests of your students and so they will understand the reasons behind the activities you do as a class.

REVIEW THE VOCABULARY

The study of literature uses many specific vocabulary words that will probably be unfamiliar to your students even if they have studied literature in their native languages. You should take some time and review with your students at minimum the following literary terms and give examples of each. This step is important because if your students do not have the tools i.e. vocabulary to talk about their ideas, they will not be able to share them.

Alliteration – a literary technique that uses the same sound at the beginning of a set of words (the large laughing lion languished)

Antagonist – the person who comes against the protagonist or hero. The antagonist is often the villain. (the Joker is the antagonist to Batman) Author – writer of the book (Mark Twain was the author of The Adventures of Tom Sawyer.)

Climax – the emotional high point of the piece of literature where the reader does not yet know the outcome Genre – the class of literature to which a piece belongs (includes biography, romance, mystery and science fiction

among others)

Plagiarism – Use of another person's words or ideas without proper citation Point of view – the perspective from which a story is told, usually either first person (I shall tell you of my grand adventure.) or third person (He spoke of

lands unknown and people unseen by modern eye.)

Protagonist – The main character or hero of the piece (Tom Sawyer in The Adventures of Tom Sawyer) Resolution – the completion or correction of the conflict in a story

Setting – the time and place of a story (in The Help the setting is

Mississippi in the 1960's)

Symbolism – using one person or thing to represent another (chaos is often symbolized by water)

ALL IN THE CLASS

If you have the opportunity to read a piece of literature as a class, you can then move your generalized literature discussion to focus on that particular piece of literature. Start by familiarizing your student with the piece. Discuss the genre and main characters. You may also want to discuss some of the themes that the books presents. Ask your students to give their opinions on a particular topic or theme that they will read about in the book, and ideally have them write about their opinion. Once you have read the book, revisit those themes again and ask your students if their perspectives have changed and if so, how have they changed and what brought about the change. This is a good activity to do in small groups both before reading the book and after.

DROP EVERYTHING AND READ

Students who read are better learners, so fostering a love of reading in your students is important for their long term success. By setting aside a specific time each day for independent reading, your students will know that reading is important. To start a drop everything and read session (DEAR) in your classroom, tell students that everyone, you included, will stop everything and read later that day. Have students choose a book that they will read during DEAR before the DEAR period starts. Then, starting with a 5 minute session and growing longer as the semester progresses, every- one drops everything and reads. You may even want to put a do not disturb sign on your classroom door. Tell your students that no one is to talk or ask questions (though dictionary is okay) or move around the room while they read.

READER'S THEATER

Reading does not have to be all about internalizing language. Your students can read aloud in a theater simulation, engaging their speaking and pronunciation. You choose from several scripts for your students to use in their productions. To prepare, make a copy of the

script for each member of the play. Highlight each part on its own copy. Then give your students time to read and prepare their play before presenting it to the class. It is up to you whether you want students to use props or costumes, but the important thing is that they are reading aloud when they give their presentation. Giving them an opportunity for theater production may be just the motivation your ESL students need to read in front of their classmates and have fun in the process!

LITERATURE CIRCLES

Book clubs have been popular for a long time. There is just something unique about discussing your thoughts on what someone else has written. Give your students a chance to have their own book discussions with literature circles. You may want to assign the same book to 4 or 5 students in the same literature circle, or have your students read different books on the same theme. Students should read their books independently, making notes of anything they might like to share with their circle. Then, give them time to discuss what they have read during class. You might want to give your groups some starter questions like the following.

What did you like about what you read?

What didn't you like?

What would you have changed? What did you learn?

Which of your questions did the book answer?

What questions do you still have?

TEACHER READS

Reading aloud to your students is another great way of increasing interest in reading. It shows your class that you value reading, enough to take time from class every day to make it happen. Reading aloud also helps your students increase their reading comprehension. For some students, listening to a teacher read lines up with their learning styles better than words on a page do. For others, just hearing your pronunciation and inflection will make them better speakers of English. Reading aloud also alerts your students to good books that they may want to read on their own, particularly if you include DEAR sessions in your daily routine. So don't depend solely on the librarian to read aloud to your students. Take some time each day to read exciting books to your class, and they will never forget it!

READING JOURNALS

Getting your students to write about the books that they read is another way to increase their love for the written word. Having the whole class read one book together gives them a shared experience and can give you an opportunity to have a lively discussion in class. You can also assign students to read books at home, with parents, either student reading aloud to parents or parents reading aloud to students, for about 15 minutes each night. The students can then write about what they read in their reading journal. Stress to your students that you do not want them to simply write a summary of what they read. They should relate what they read to their real life experiences. This personal connection with the book will give students a more positive and emotional connection with reading. Dates (something akin to a play date) in which another class in the school visits your class. Have them bring books with them or supply them with books your class has chosen. Then let students pair together, one from each class, and read to one another. If your class buddies with an older class, they will see that reading is valuable to older students and will look to them as role models. If your class partners with younger students, they will be less intimidated when they read and can practice having conversations with young children, a challenge no matter what your first language is.

LISTENING CENTERS

Today, many books are available in audio form. Whether you purchase these from a bookstore or online music service or borrow CD's from the library, your students will benefit from having audio books available in the classroom. Listening can be less intimidating than reading, especially if a book is long or seems long to your students. Your students may choose more challenging texts than they otherwise would if they can listen to the audio version. In addition, your ESL students will get more comprehension clues as they come through the reader's voice on the CD. Audio books also help with vocabulary development, and may be easier to understand if a student's listening vocabulary is greater than his reading vocabulary, which often happens with ESL students.

READING IN THE CONTENT AREA

Reading does not have to be limited to what is in the literature book. Reading is important for every area of learning, and content area reading material shows your students that there is a greater purpose in reading. They realize that they can read to learn and not just learn to read. For ESL students, content area reading material is particularly useful since your students often know the content though they may not know the language used to express it. This advance knowledge on the content will make reading comprehension easier for your students and may encourage them to keep reading.

IN GENERAL, THERE IS A GREAT BOUNTY OF ENGLISH LITERATURE JUST WAITING TO BE USED IN THE ESL CLASSROOM

Don't let intimidation stop you from opening a new world to your students through reading. You'll see a new world yourself as literature breathes freshness and vitality into your class

Provide models for student writing. One need look no further than E.B. White's "Once More to the Lake," for example, for excellent descriptive writing and the power of the ending. The works of Mark Twain, such as "The Lowest Animal," in which he argues persuasively that humans are the lowest, not highest, life form, is a strong model of satire and irony

Provide topics for students to write about. It can be quite difficult for students to hear some bland definition and instructions and then, “Well, so, that’s what an exemplification essay is—now go write one.” However, if students read Bob Greene’s “How Unwritten Rules Circumscribe Our Lives,” about the unwritten rules in American culture (e.g., don’t take the tips left for wait staff), students have not only read an excellent model exemplification essay, but they also have a great topic from Mr. Greene on unwritten rules, and are now prepared, even eager, to discuss unwritten rules they know of and write about them. The teacher doesn’t even have to go on at length about what an exemplification essay is because Greene shows us so well in this essay. Also, a good topic and essay can create passion in the reader for writing.

Teach idioms and higher-level vocabulary. Students learn more higher-level vocabulary reading than they do watching TV or engaging in conversation, and if they read academic essays, vocabulary gains will be greater still. Just from reading the Greene essay, my students quickly picked up the term “unwritten rule,” not difficult linguistically but rather conceptually, and were using it in their own papers with ease and correctly.

So what are some good essays to use?

There are plenty of good ones anthologized or on the web for little to no cost. Some titles follow.

“Unwritten Rules Circumscribe Our Lives” by Bob Greene. Greene discusses the various unwritten rules (don’t yell in restaurants) that define us.

“My Mother’s English” by Amy Tan. Tan shows how her immigrant mother’s “broken” English affect both mother and daughter.

“Once More to the Lake” by E.B. White. White describes the family’s annual trip to the lake and how it marks the passage of time.

“Grant and Lee: A Study in Contrasts” by Bruce Catton. Catton contrasts these two very different leaders representing two very different value systems.

“A Homemade Education” by Malcolm X. Malcolm X tells the story of learning to read while imprisoned

“Letter from Birmingham Jail” by Martin Luther King. His classic

letter gives a rebuttal to the charges leveled against him by the addressees

“Shooting an Elephant” by George Orwell. In this story about power, Orwell tells the story of being forced to shoot an elephant against his will, although he was the person in authority.

“What is Intelligence, Anyway?” by Isaac Asimov. Asimov discusses the nature of intelligence and different kinds of intelligence.

“Advice to Youth” by Mark Twain. In this humorous speech, Twain gives some practical advice, such as “Be careful with those unloaded weapons—they kill” which seems remarkably timely.

“Why Don’t We Complain?” by William F. Buckley, Jr. In this essay, Buckley describes various incidents when people should have complained yet didn’t and discusses what motivates people to remain silent in these cases.

Above are some essays and writings that have all proven successful with ESL students, which may be found on the web in most cases at little or no cost. These days instructors also can have their own custom reader designed by places like Pearson Publishing or University Readers.

PRE-DISCUSSION, THE READING, MORE DISCUSSION, WRITING

This is the most common way to incorporate reading in the composition classroom, and for good reason: the success in having students discuss first what an “unwritten rule” might be, then doing the reading to find out, then follow up with discussion of our thoughts on the reading, and finally the students get the composition topics.

WRITING, BASED ON A QUOTE DRAWN FROM THE READING

A variation to the above process would be to start the pre-discussion on a quote drawn from the reading: “When you are eating among other people, you do not raise your voice - it is just an example of the unwritten rules we live by.”

Discuss what might be meant by this followed by the reading, discussion, and writing.

JOURNAL WRITING

Many teachers like to work the less formal journal in before the more formal essay response.

READING, DISCUSSION, DEVELOPING WRITING TOPICS

This is for more advanced writers, farther along in the composition class, who might be more comfortable with the process.

EXTENSIVE INSTRUCTION ON QUOTING, PARAPHRASING, AND CITING TEXT

Students often lack this skill of incorporating another author's work in their own. I've had graduate students who claimed not to have written a formal research paper before. Give your students the advantage of this academic skill by explicitly showing them how to locate material in the reading to support their main points, and how to quote and paraphrase it, and how to cite. I often give my students, as an exercise, a handout with some thesis, such as: A lot of society is based on a set of shared assumptions, rather than actual law. Then I'll ask them to go to the Greene text on unwritten rules and find a sentence to support this, then quote, paraphrase, and cite the sentence.

SUMMARIZE IT

Have students write a summary of everything they read in class: essay length works can be summarized in a paragraph. Model this important skill of selecting most important ideas, changing the words, and connecting them into a coherent paragraph.

VARIOUS JOURNALS INSTEAD OF FREEWRITING, SET SOME PARAMETERS

Students may not just summarize—you, after all, have done the reading and know what it's about. Tell them they must tell you what they think of the piece and focus on that—the writing itself, the ideas, and so forth. Tell them they must include at least three, or five, new words from the reading in the journal. Or pull a quote from the reading and tell them to respond to that.

REWRITE ENDING

Have students rewrite the ending of “Shooting an Elephant.” What would they have Orwell do differently?

WRITE A LETTER TO THE AUTHOR

(Or email the author) Respond to Martin Luther King’s “Letter from Birmingham Jail” as if you were one of the addressees of his letter, the coalition of clergymen critical of his actions. What do you have to say to King’s rebuttal in his letter? Or what would you, as yourself, say to King if you had been alive at the time the letter was written?

BE PLAY-FUL

Some of the most interesting literature is that which is heavy on dialogue, and dialogue is a key facet of fiction. If you have read or will be reading a fictional piece heavy on dialogue, use it in speaking class, too, as a play of sorts. You can read the narrative pieces yourself but allow your students to read the dialogue as if it were text from a play. They will have the benefit of hearing the content again as well as getting in practice with diction and sentence fluency.

WHAT HAPPENED TO THE THEATER?

Another theatrical use for reading material is creating a classroom theater. Give your students a chance to practice reading a selection aloud. You can either do this as a class or in pairs or small discussion groups. Then have your students take turns reading parts of the selection aloud in front of the class while other students act out the story as if in a theatrical presentation. While some of your students get practice with their fluency and pronunciation, others will be entertained by the creative antics of their classmates. A bonus – you can check the comprehension of the students who are acting the piece out.

KEEPING RECORDS

Listening to yourself read can be an insightful experience, especially when English is not your native language. Have individual students read a story aloud and record them reading. Then play it back for them, giving students a chance to hear their pronunciation and fluency. This will make them more aware of how they sound when they read and motivate them to improve their fluency. If you like, set up a tape recorder in a corner of the room as an independent learning station that your students can use when they have free time or during free study periods.

STORY TIME

Kids love to see their own creativity come to life, and you can use this to your advantage in speaking class. Give your class a chance to create illustrated versions of their favorite stories. These could be picture books you have used in class, their original stories or any of the material you have covered. Then have story time and allow kids to read their books to the rest of the class. Make sure you give up the teacher's chair to the student who is reading. During this time, you may want to do assessments of your students' pronunciation and general speaking abilities, too.

TALK ABOUT IT

After reading material that includes interesting characters, bring them into your classroom with character role plays. Choose two or more characters from a piece or multiple pieces your class has read, and simulate circumstances under which they might meet. It could be in line at a store, playing together at the park, taking a class together - any situation can work. Then have your students play the part of each of the characters in the role play. As they interact, encourage students to use the words or expressions each individual character used in the original piece. This will also help to cement that character specific vocabulary in their minds.

Conclusion

There are many considerations in teaching reading. Which presented in the preceding sections is a set of believing are the most important principles. However, each of these principles must be adapted for a specific context, for a specific language, and for students of differing abilities.

Teaching reading and writing is difficult work. Teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them.

Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

References

Adams, M.J. 1998. *Beginning to read: thinking and learning about print*. Cambridge, MA: MIT Press.

Afflerbach, P.P. 1990. The influence of prior knowledge and text genre on readers' prediction strategies. *Journal of reading behavior* (Chicago, IL), vol. 22, no. 2, p. 131-48.

Alexander, P.A., Jetton, T.L.; Kulikowich, J.M. 1995. Interrelationships of knowledge, interest, and recall: assessing a model of domain learning. *Journal of educational psychology* (Washington, DC), vol. 87, p. 559-75.

Allington, R.L. 1983. Fluency: the neglected reading goal in reading instruction. *The reading teacher* (Newark, DE), vol. 36, p. 556-61.

Bernhardt, E.B. 1991. *Reading development in a second language: theoretical, empirical, and classroom perspectives*. Norwood, NJ: Ablex.

Second language reading as a case study of reading scholarship in the 20th century. In: Kamil M.L.; Mosenthal, P.B.; Pearson, P.D., eds. *Handbook of reading research*, vol. 3, p. 813-34. Hillsdale, NJ:

Lawrence Erlbaum. Block, C.C.; Pressley, M., eds. 2002.

Comprehension instruction: research-based best practices. New York, NY: Guilford Press.

Bormuth, J.R., et al. 1970. Children's comprehension of between- and within- sentence syntactic structures.

Journal of educational psychology (Washington, DC), vol. 61, p. 349-57.

Garcia, G.E.; Pearson, P.D. 1994. Assessment and diversity. *Review*

Pinnell, G.S., et al. 1995. *Listening to children read aloud*. Washington, DC; Office of Educational Research and Improvement, U.S. Department of Education.

Shany, M.; Biemiller, A. 1995. Assisted reading practice: effects on performance for poor readers in grades 3 and 4. *Reading research quarterly* (Newark, DE), vol. 30, p. 382-95.

Shu, H.; Anderson, R.C.; Zhang, H. 1995. Incidental learning of word meanings while reading: a Chinese and American crosscul-

tural study. *Reading research quarterly* (Newark, DE), vol. 30, no. 1, p. 76–95.

Snow, C.; Burns, M.; Griffin, P., eds. 1998. *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Turner, J.; Paris, S.G. 1995. How literacy tasks influence children's motivation for literacy. *Reading teacher* (Newark, DE), vol. 48, p. 662–73.

Jeremy H. 'How to teach English' (Pearson education limited); England 2007

Chapelle, C.A. (1998). Construct definition and validity inquiry in SLA research. In L.F.

Bachman & A.D. Cohen (Eds.), *Interface between second language acquisition and language testing research* (pp.32-70). Cambridge, England: Cambridge University Press.

Folse, K. (2004). Myths about teaching and learning second language vocabulary: What recent research says. *TESL Reporter*.

Folse, K. (2011). Applying L2 lexical research findings in ESL teaching. *TESOL Quarterly*.

Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*.

Nation, P. S. I. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.

Read, J. (2007). Second language vocabulary assessment: Current Practices and New Directions. *International Journal of English Studies*, 7, 105-125.

Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*.

Waring, R. (2002). Basic principles and practice in vocabulary instruction. *The Language Teacher*.

Morgan, J., & Rinvoluceri, M. (2004). *Vocabulary*. (2nd Edition). Oxford: Oxford University Press.

Nation, I.S.P. (1994). *New ways in teaching vocabulary*. Alexandria, Virginia: TESOL, Inc.

Nation, I.S.P. (2008). *Teaching vocabulary: Strategies and techniques*. Andover, Hants: Heinle, Cengage Learning.

Thornbury, S. (2002). *How to teach vocabulary*. Harlow, Essex: Pearson Longman.

Ur, P. (2012) *Vocabulary Activities*. Cambridge: Cambridge University Press.

HAKIMOV HALIM NASIMOVICH
TEACHING READING PART I

Texnik muharrir *Abdullayev F.*

Terishga berildi: 10.01.2021 y.
Bosishga ruxsat berildi: 13.01.2021 y
Ofset bosma qog'ozi. Qog'oz bichimi 60x84 ^{1/16}.
«Cambria» garniturasini. Ofset bosma usuli.
1,5 bosma taboq Adadi: 50 nusxa. Buyurtma №41/20

Samarqand viloyati Samarqand viloyat xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi bosmaxonasida chop etildi.

Samarqand shahar, Obidinov ko'chasi 7-uy.

