O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI

SAMARQAND VILOYATI XALQ TA'LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH HUDUDIY MARKAZI

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Teaching Reading
Part II

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Rustamova Z T -	Samarqand viloyati xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi tillarni o`qitish metodikasi кafedrasi o'qituvchisi

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Mazkur uslubiy ko`rsatma umuta`lim maktablari, akademik litsey va kasb-hunar kolleji o`qituvchilariga va malaka oshirish kursi tinglovchilariga mo`ljallangan bo`lib, til o`rganish ko`nikmalarini oshirish maqsadida usullardan foydalanilgan.

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INTRODUCTION

How best to teach reading has been a subject of 'great debate' (Chall, 1967) for most of the post-war period. All sides in this debate have generally tried to back up their cases by using the findings of research into children's learning and the effects upon it of various teaching practices. Yet in all this extensive debate, one source of information has been comparatively neglected: the approaches to the teaching of reading typically used by teachers who are known to be effective teachers of reading. A study of the teaching approaches used by teachers who are very successful in developing children's abilities to read might well turn up some important lessons about teaching approaches.

We recently carried out such a study as part of a wider research project commissioned by the Teacher Training Agency to examine the factors underpinning effective teachers of literacy. A full report of our research findings is available elsewhere (Medwell, Wray, Poulson & Fox, 1998) but in this article we will describe the approaches to the teaching of reading we found to be characteristic of teachers known to be effective at literacy teaching. It should be recognised that we have space here to report only a small part of the research findings of the project, with a consequent risk of these being taken out of context, but we hope that this limited account might be of interest to readers of this journal.

Effective teaching of reading – research insights

There have been numerous previous attempts to establish the nature of effective teaching of reading. Most of these have begun by analysing the processes involved in reading and then argued from this analysis to put forward a model to guide instruction (for example, Chall, 1967; Flesch, 1955; Goodman & Goodman, 1979). The argument has been that effective teaching of reading is that which produces effective reading behaviour in learners. This sounds like an eminently sensible position but its main problem has been the difficulty researchers and teachers have found in agreeing on what exactly should count as effective reading behaviour. The major disagreement has centred around the relative importance given to lower level, technical skills such as word recognition and decoding or to higher order skills such as comprehension. Such lack of agreement has led to proponents of radically different approaches to the teaching of reading claiming superiority for their suggested programmes, but using very different criteria against which to judge the success of these programmes.

The range of reading activities used

A section of the questionnaire aimed to generate a snapshot of the types of reading activities used by these teachers. A number of reading activities were listed and teachers asked to indicate which of these they had used during the previous week. The results showed that use of reading activities was, not surprisingly, related to the age of children taught. Whilst almost all the teachers read to their classes and heard children read, a greater proportion of teachers of infant classes reported that they had:

- ✓ taught letter sounds and names
- ✓ used flashcards
- ✓ used sequencing activities
- ✓ used big books
- ✓ involved other adults in the teaching of reading
- ✓ used reading scheme books
- ✓ used phonic exercises.

In the subsequent observations, KS1 teachers were observed using all of these activities with classes or groups of children, whereas

few of these were observed in the KS2 classes. This suggests a clear age phase differentiation in choice of teaching activity.

There were some differences between the use of reading activities reported by the effective teachers and by the validation teachers. For example, among the KS1 teachers a greater proportion of the effective teachers reported using big books than did the validation teachers. Some complex inter-relationships also emerged when teachers' self reports and their actual practice were compared. For example, more teachers in the validation group (at both age phases) reported using phonics exercises and flashcards than did the effective teachers, although both groups were roughly similar in their reported use of teaching letter sounds. Observation of their lessons revealed a different pattern. The effective teachers we observed taught letter sounds much more often than the validation sample, but there were differences in the ways the two groups approached this teaching. The effective teachers were more likely to spend time looking at letter sounds in the context of reading a big book or a text written by the teacher and to do short, regular, modelling sounds activities. The validation teachers were more likely to use paper-based exercises about sounds.

We found in general that the effective teachers tended to report using activities which involved work at more than one of text, sentence and word levels. They were thus actively trying to help their pupils to make connections between these levels. The validation teachers, on the other

Task Presentation and Lesson Structure

The lessons of the effective teachers were characterised by a brisk pace of work. A single school session (approximately a quarter of a school day) usually contained two or more tasks. They were generally teaching a daily literacy hour, even if this was not always of the exact format recommended by the National Literacy Project.

The effective teachers acted in ways which refocused children's attention on the reading task at regular points in the session and made checks on their progress. This was not so frequently observed in the validation classes. The use of time in effective teachers' classes was closely monitored, with teachers setting time limits for particular tasks. It was notable that this behaviour was found not only in KS2

classes but also in reception classes, where the children were unlikely to have a well developed sense of time. We concluded that in this way the effective teachers were inducting their reception children into patterns of working which included focusing on a task and pushing themselves to complete it.

The beginnings and conclusions of sessions taught by the effective teachers had a number of distinct characteristics. In addition to clear focus and functional discussion, the effective teachers were observed using modelling extensively. They were observed to write dialogue, to skim and scan texts whilst describing their own thought processes, to write letters and collect words beginning with those letters, to demonstrate intonation in reading aloud, to sing nursery rhymes, emphasising rhyme, to select words from Breakthrough folders, to punctuate text and many other examples of modelling. These acts offered children insights into how reading tasks could be successfully carried out as well as what the aims of these tasks were.

Both the effective teachers of reading and the validation teachers used a wide range of questions. However, the effective teachers more frequently asked children how they accomplished tasks, what reading cues they used and to explain conclusions and comprehension decisions. For instance in Mrs J's lesson she asked:

Teacher: *"How do you know he doesn't mean it?"*
Child: *"It says so in the book."*
Teacher: *"What part? What tells you that?"*
Child: *"It says here. (points to the book) "...he said, laughing wickedly". It means that he says so, but he doesn't mean it. And he's like that, isn't he? I mean, from what sort of person he is. He isn't going to help really I don't think."*
Teacher: *"So you think that it's the way he laughs as he says it and what you know about him that tell you he doesn't mean it."*
Child: *"Yes."*
Teacher: *"He's lying then?"*
A teacher referring to a choice of word for a cloze passage asked:

Classroom literacy environments

The notion of providing an optimum environment to support literacy activity in schools has been popular in recent years. During

our classroom observations for this project, we made notes of the features, use and children's response to the literacy provision in the classes observed. Three main qualities characterised the literacy environments of the effective teachers: presence, function and use by children.

Although most of the classes contained evidence of efforts on the part of teachers to provide appropriate resources for literacy learning, there was clearly much more priority given to this in the effective teachers' classes. In addition, the effective teachers had made efforts to draw the children's attention to features and functions of literacy.

These classes featured resources such as alphabet friezes, word banks, displays of books at an appropriate age level, displays of books related to the topic under consideration, listening centres, reference books, reading scheme books, language master machines, word games and computers (although only one instance of computer use was seen). These resources were not always new and teachers clearly drew on a range of sources, including school resources, materials brought in by children, schools library services and a museum service.

The classes were labelled with the names of areas, drawers and containers, and instructions for looking up words, revising text, editing text, selecting books, changing library books, using.

Many more of the items in the effective teachers' classes had a clear function. For instance, posters instructing children about aspects of writing, posters and leaflets about using dictionaries or libraries, labels to assist children in finding resources, "flashes" with notices attracting attention to new materials or displays and suggestion boxes. These were in sharp contrast to the much less functional displays in the validation classes where it was more common to see displays of children's work used purely to decorate classroom walls with no obvious link to current reading and writing work being done in the class.

The effective teachers were regularly observed directing children's attention to the items around their classrooms and using them as a support strategy for particular groups of children undertaking tasks. Children were observed using instructions to perform reading tasks such as using "the five finger" test from a wall poster to select a reading book, using an index of the Dewey library system to select an information book, looking through a "mini-beasts"

word-bank for a word to use in writing, and using a "language master" machine to check an unknown word. This may, of course, be a reflection of purely organisational strategies to allow primary aged readers a degree of independence. However, the effect was to necessitate children's reading and use of text to perform reading and writing tasks.

Reasons for reading:

There are many reasons why getting students to read English texts is an important part of the teachers job. In the first place, many students want to be able to read texts in English either for their careers, for study purpose or simply or pleasure, anything we can do to make it easier for them to do these things must be a good idea.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or pronunciation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing.

Lastly, good reading texts can introduce interesting **topics**, stimulate **discussion,** excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

Language teachers often try to use reading to refer two important and different processes. In one hand, in their mind, an exercise, or activity that student starts reading aloud inside the class. On the other hand, they try to teach their students just reading the activity or comprehension. The purpose of teach activity are different which depend on the awareness of teacher to be careful of the characteristics and objectives of each activity in the classroom.

Strategies

The strategy that can help students to read more quickly and effectively include:

1- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

2- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.

3- Skimming and scanning: using a quick survey of the text to get the main idea; identify text structure, confirm or question predictions.

4- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping o look them up.

5- Paraphrasing: stopping at the end a section to check comprehension by restarting the information and ideas in the text.

Types of reading:

We need to make a distinction between **extensive** and **intensive** reading. The term *extensive reading* refers to reading which students refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve **reading for pleasure-** what Richard day calls *joyful reading.* This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by a teacher, and if some opportunity is given to them to share their reading experiences. Although not all students are equally keen on this kind of reading, we can say with certainty that the ones who read most progress fastest.

The term *intensive reading,* on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text **genres.** The exact

choice of genres and topics My be determined by the specific purpose that students are studying for (such as business, science or nursing). In such cases, we may well went to concentrate on texts within their specialties. But if as is often the case, they are mixed group with differing interests and careers, a more varied diet is appropriate, as the reading sequences in this chapter will be demonstrate.

Intensive reading is usually accompanied by study activates, we may ask students to work out what kind of text they are reading, tease out details of meaning look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. We will also encourage them to reflect on different reading skills. Reading also can be dividing into three other parts such as:

Sub vocalized: reading combines sight-reading wit integral sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that shows reading and comprehension. These claims are currently backed only by controversial, sometimes non-existent scientific research.

Speed-reading: is a collection of methods for increasing speed-reading without an unacceptable reduction in comprehension or retention. It is closely connected speed learning**.**

Proofreading: is a kind of reading for 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,

Oral Language

Normally developing children raised by caring adults develop speech and language abilities naturally and without effort. Learning to read is a different process because it involves learning about a symbolic system (writing) used to represent speech. Before children begin to learn to associate the written form with speech, they need to learn the vocabulary, grammar and sound system of the oral language. Research has shown that there is a close connection between oral vocabulary and early reading ability. The ability to attend to the individual sounds within words (phonological and phonemic

awareness) is also an oral skill that is closely associated with reading ability.

Practical applications:
- The home is the ideal place where young children develop language skills in their interactions with adults a n d other children.
- Teachers can provide opportunities for children to develop their oral language through story-telling and show-and-tell activities.
- Young children should be encouraged to use oral language to express themselves while learning about print and books both at home and in school.
- Shared book reading to groups of students using Big Books is an effective instructional strategy that introduces books and reading to children, while encouraging them to talk about what is being read.
- Class dictated stories make use of children's oral language in structured reading and writing activities with the help of the teacher. First, the children tell a story in their own words. The teacher writes this down on the blackboard for the children, and then reads their story back to them. Students take turns practicing reading the story as well.
- For older students and adults learning to read in a second or foreign language, developing proficiency in the target language is very important. This means having opportunities to speak and use the language extensively.

Phonological and phonemic awareness:

Phonological and phonemic awareness are closely associated with reading ability:

Phonological awareness refers to the ability to attend to the sounds of language as distinct from its meaning. Studies of both alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic languages, phonemic awareness is especially important because the letters of the alphabet map onto individual sound units (phonemes). Children who are able to attend to the individual phonemes in alphabetic languages are much more likely to learn the alphabetic principle (how letters map onto phonemes) and, therefore, learn to recognize printed words quickly and accurately.

For alphabetic languages, many studies have shown that phonemic awareness is closely associated with reading ability in the early and later years of schooling. Furthermore, reading instruction and phonological awareness mutually reinforce each other. Phonological awareness helps children to discover the alphabetic principle. At the same time, learning to read alphabetic script also develops phonological and phonemic awareness.

For non-alphabetic languages, such as Chinese, research has shown that phonological awareness is also associated with reading ability. Regardless of the writing system, there appears to be a universal phonological principle in reading.

Practical application

• Phonics based on the systematic teaching of sound and letter relationships, as well as sound and spelling patterns. This is helpful in beginning English reading instruction. Children who have learned to read prior to formal schooling do not need such instruction. Older readers do not benefit as much from phonics instruction.

• Teaching students to identify phonemes with or without the use of letters is effective.

• Teachers can develop students' phonological skills through a wide variety of activities. Rhymes, alliteration (words that start with the same sounds) and poetry can be used to draw children's attention to individual sounds in the language.

• Teachers can focus on individual syllables and sounds in language in the context of book reading. It does not have to be taught in total separation from other reading activities.

Fluency

Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problems with word recognition. As a result, they can focus on the meaning of a text. Recent research shows that fluency also depends on the ability to group words appropriately during reading. This means fluent readers recognize words quickly, but also know where to place emphasis or pause during reading.

Word recognition is necessary but not sufficient for fluent reading. The reader must construct meaning from the recognized words. Fluent readers can do both tasks at the same time. They can do this because of efficient word recognition and oral language skills. Guided practice in reading generally increases fluency.

Practical applications

• Teaching word recognition skills is an important first step.

The second step is to ensure that students can develop speed and ease in recognizing words and reading connected text.

• To assess fluency, teachers need to listen to their students reading aloud. They should provide feedback to the students about their reading. They also need to determine how much is understood.

• The reading of texts with high frequency words will encourage fluency if the texts are interesting and meaningful to the reader.

• For non-native speakers of a language, word recognition ability must match their oral language development.

• Repeated reading and paired reading (also called buddy reading) are examples of activities that promote fluency through practice. (See Part 12: Practice, for more suggestions.)

Vocabulary:

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of a language. In later reading development, when students read to learn, they need to learn new vocabulary in order to gain new knowledge of specific subject matter.

Practical applications

• Vocabulary should be taught directly and indirectly. Direct instruction includes giving word definitions and pre-teaching of

vocabulary before reading a text. Indirect methods refer to incidental vocabulary learning, e.g. mentioning, extensive reading and exposure to language-rich contexts.

• Repetition and multiple exposures to vocabulary items (e.g. through speaking, listening and writing) are important. This should ideally be done in connection with authentic learning tasks.

• Vocabulary learning should involve active engagement in tasks, e.g. Learning new vocabulary by doing a class project.

• Word definitions in texts aid vocabulary development.

• Multiple methods, not dependence on a single method, will result in better vocabulary learning.

Prior knowledge:

Having more prior knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A reader's interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on the reading task.

A reader's knowledge of the world depends on lived experience. This is different in different countries, regions and cultures. Reading tasks and reading instruction should be sensitive to the types of prior knowledge that are needed for the reader to understand a text.

Practical applications

• When c h o o s i n g books, it is important to consider the students' interests, as well as the subject matter of the text.

• In the classroom, teachers can focus on words and concepts that may be unfamiliar. This is especially important for non- native speakers.

• Discussing new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension.

• Asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge. They should then begin to think about what they don't know. After reading, they should summarize what they have learned about the topic.

Comprehension

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Recent studies have focused on how readers use their knowledge and reasoning to understand texts. The term

Comprehension strategies' is sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

Practical applications

• Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.

• Comprehension can also be enhanced by building on students' background knowledge, e.g. By having a group discussion before reading.

• Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.

• Teaching a combination of different strategies is better than focusing on one.

• Different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of the following:

o Co-operative or group learning;

o Graphic organizers (e.g. flow charts, word webs); o Asking and answering questions;

o Story structure; o Summarizing;

o Focusing on vocabulary.

Motivation and purpose:

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

Practical applications

• By talking to students about the different purposes for reading, they will become more aware of what to focus on as they read.

• The use of different types of texts (stories, news articles, information text, literature) promotes different purposes and forms of reading.

• The use of authentic texts and tasks will promote purposeful reading.

• Books and reading materials that are interesting and relevant to students will motivate them to read more.

• Make connections between reading and students' lives.

• Develop a love for reading, because it extends beyond academic success.

Integrated reading and writing:
Reinforce the connection between reading and writing:

Reading and writing are closely related. Developing reading skills through writing is an effective strategy. For young children, learning to write a n d spell h e l p s to develop their awareness of print conventions. It also makes them aware of the symbolic nature of print. Writing also helps to establish the connection between oral and written language. Research has shown that it is helpful to guide children through the process of writing down what they can say about what they have experienced. Language experience makes concrete the connection between reading and writing through oral language.

Teachers and parents often complain that students do not adopt the goals they hold for them, and that they do not follow up on their well-meant advice. For example, Stefano's father tries to prevent him from doing his homework with the radio on, believing that music affects motivation and performance negatively. Current research does not support this view. Yet, such conflicts of interest lead to the frustration of Stefano's need for autonomy. Often, teachers (and parents) try to push their own goals along, thus fueling the child's struggle for autonomy. For decades, schools, teachers and r es ear chers narrowed educational goals to learning and achievement, which only frustrated students' social goals.

Practical applications:

• Language experience: An adult writes down a child's words as she talks about something she has experienced (e.g. a family celebration). The child then learns to read what the adult has written down. This form of language experience establishes the oral and written connection.

• In cultures with a rich oral tradition, children can be encouraged to write down stories, myths and traditions.

• For adults, developing reading and writing skills for specific purposes means focusing on specific language (e.g. academic language) and text types (e.g. scientific reports).

• Allow time to work with the results of pilot projects to plan expanded efforts and/or new pilot projects.

Texts:

Texts of the right reading level are neither too easy nor too hard for a particular reader. Choosing texts of the right difficulty and interest levels will encourage children to read and to enjoy what they are reading. Vocabulary, word length, grammatical complexity and sentence length are traditionally used to indicate the difficulty level of a text.

The subject matter of a book is also an important factor. For instance, readers with substantial prior knowledge of a subject will be able to use their knowledge to read more difficult texts. Cultural factors are important when choosing books for non-native speakers. Some children's books may contain references to situations, objects and experiences that are unfamiliar to non-native speakers.

For both children and adults, native and non-native speakers, it is important to use authentic texts. This means materials written with readers in mind, not texts constructed to illustrate specific vocabulary or word forms. It is also important to use a variety of authentic texts, including both information texts and narrative or story texts.

Students often have an easier time reading information texts when they can use their knowledge of the topic.

Practical applications

• When assessing the difficulty level of a text, it is important to consider the language used, as well as its subject matter, interest level and assumed cultural knowledge.

• Apart from text difficulty, choose books those are well written in terms of style and language.

• Choose reading materials that utilize students' local context.

For instance, books about what students enjoy doing would be a good starting point.

• Use information texts that contain topics with which the students are familiar. This will allow them to use their prior knowledge and to learn more about the topic.

• Introduce reading materials of different types (genres) and topics. A lack of variety of materials leads to a limited reading and language experience.

Assessment:

There are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess w o r d recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. These are called higher order questions. Methods of assessment vary with the types of responses students make to the

questions. The students' responses can be spoken or writ-ten. Written responses can be in the form of a multiple-choice response, short answers or extended pieces of writing. Materials used for assessing reading should ideally be authentic. They should reflect the type of reading normally encountered in daily life.

Practical applications
- Use assessment to find out how well students are reading, and also how to help them read better.
- Choose a method of assessment appropriate for the level and type of student.
- Higher order questions take the form of ‗how' and ‗why', rather than ‗what'.
- When choosing materials for assessing non-native speakers, be mindful of words and concepts that might be unfamiliar.

Cultural factors:
Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Because having more prior knowledge generally facilitates comprehension,

having cultural knowledge has the same effect of appreciation of written text. For example, jokes and humour depend on shared cultural knowledge between the writer and reader.

Practical applications
- Choose reading materials that are culturally appropriate.

However, it is also important to remember that television, movies and pop culture may be widespread in many places, except for remote, rural communities. This may broaden the choice of appropriate materials.
- Choosing reading materials that draw on students' lives, experiences and interests is a good starting point.
- Some common, high-frequency words in one culture may refer to unfamiliar concepts for students from another culture. Examples of

American English words include: *prom; snowboard; spam (food); dirt (soil); potluck.*

• Sensitivity to cultural factors also means taking time to discuss and explain unfamiliar concepts and vocabulary.

• In foreign-language teaching, it is helpful to present cultural information in the students' native language. This serves as background knowledge before the students attempt to read in the foreign language.

Practice:

It is well established that good readers read with ease, accuracy and understanding. Good readers also read more, and by reading more, they increase their vocabulary and knowledge. This in turn helps them to make further gains in reading and learning. Once children can recognize written words in their language with relative ease, they need to develop fluency in reading. Fluency develops with both oral language development and print exposure. The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading. Having opportunities to write will also improve reading ability.

Practical applications

• Students should have access to plenty of books and reading materials at home and at school.

• Sustained silent reading programs can be used to promote reading practice.

• Encourage students to read independently and extensively.

• Encourage students to read different types of texts.

• Teach students ho w to choose books of the appropriate reading level.

• Develop students' interest in reading by connecting reading with their interests, hobbies and life goals.

Reading Aloud

A student's performance when reading aloud is not a reliable indicator of that student is 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 automatic: 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 ends and other grammatical features when reading. To use reading aloud for this purpose, adopt the ―read and look‖ approach: ask the student to read a sentence silently one or more times, until comfortable with 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.

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.

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!

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 as- sign 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.

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!

Getting your students to write about the books that they read is an- other 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.

Today, many books are avail- able 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.

Books are not the only resource your library has to offer. Most library collections boast subscriptions to several magazines, and these magazines offer a far greater subject range than the magazines you bring into the classroom from your own limited mail- box. You can give your class several activities centered around the magazines they find on the library shelves. Start by having your students each choose a magazine that interests them. Their choices may be business related, hobby or crafts themed, social and celebrity magazines, news mag- azines or any other that grabs their interests. Have each student browse the articles and headlines and choose one article to read in depth. Using the information from that one article, have your students distill the information. You may want them to write an outline which focuses on the structure and organization of the article. You may have them write a summary of the piece in which they must decide which information is most important and which details can be left out. You may have your students write an opinion piece in which they agree or disagree with what the author has written. You may simply want your students to select unfamiliar vocabulary words and try to define them from the context of the article. Any of these activities will help your students improve their English writing skills. At the same time, In a section of the library per- haps near the magazines or maybe on another floor, most libraries also have a collection of videos available to patrons. If you are lucky enough to have a library that also has audiovisual equipment you and your students can use, you can assign numerous video activities to your students while your class is at the library. You may encourage students to view a play or movie which corresponds to something you have read as a class. If so, challenge your students to come up with 5 or more ways the written material and the video material differ. Also list 5 ways they are the same. You

can ask your students to view a documentary and relay the information from that video to the class in a presentation. If you decide to do this, giving your students some time to do further research on the project will also be a benefit to the presentation. Your library may have instructional videos or lectures that your class can watch. If so, those videos are useful for teaching your students how to take notes during a lecture. Give the class some instruction in note taking before heading to the library, and then let them watch a video and take notes on it at their own paces.

Have you ever thought to your-self that the librarian is your best friend? If not, you might want to con-sider the possibility. The folks that run the library are a great resource for you and your students. Ask one of the library workers to give some instruction to your students about the resources that the library has to offer. This will challenge their listening com-prehension and also give them tools for further study. If your students are too young for library research, ask a children's librarian to read one or more selections to your students to practice their listening comprehension. You may want to ask them to summarize what they learned from the librarian or discuss the information he or she presented in small groups once you re-turn to class. You may even want your librarian to explain to your class how to apply for a library card and then have them fill out the applications!

There are limitless activities you can do with your esl students in your school library, and the ones here are only a place to get you started

Of course, the activities you choose to do will depend upon the resources your library has to offer, the ages of your students and what language skills you want to reinforce. No matter what you choose, the change of scenery from the classroom can be just the spark your students need to get them even more excited about learning English, and the library will give them the tools they need.

Conclusion

The major findings emerging from our research concerning the teaching practices of effective teachers of reading can be summarised as follows:

- There were some differences between the reading activities likely to be employed by the effective teachers and the teachers in the validation group. The effective teachers made more use of big books in their teaching; they were also more likely to use other adults to assist their classroom work. The validation teachers made more use of phonic exercises and flashcards, although both groups were similar in the extent to which they reported and were observed to teach letter sounds. The difference was in the ways they went about this. The effective teachers tended to teach letter sounds within the context of using a text (often a big book) and to use short, regular teaching sessions, often involving them modelling to the children how sounds worked (by, for example, writing examples of letter groups on a flip-chart). The validation teachers were much more likely to approach letter sound teaching through the use of paper exercises.
- The effective teachers were generally much more likely to embed their teaching of reading

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TEACHING READING   PART II

Umumta`lim maktablari  ingliz tili o`qituvchilari hamda malaka oshirish kursi tinglovchilari uchun uslubiy ko`rsatma.
Ikkinchi qismi.

Texnik muharrir *Abdullayev F.*