

IMPACT OF PRE-READING ACTIVITIES ON ENHANCING READING SKILLS IN LANGUAGE LEARNERS

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Abstract: Reading is a critical skill that provides access to knowledge and understanding; however, it poses significant challenges for language learners. Effective pre-reading activities can enhance reading comprehension by bridging prior knowledge with new content. This article examines the significance of pre-reading strategies, such as brainstorming, making predictions, utilizing graphic organizers, and vocabulary instruction, in improving reading skills. Research indicates that these activities not only activate prior knowledge and foster engagement but also cultivate critical thinking and encourage a positive attitude towards reading. The implications of incorporating such strategies into instructional practices highlight their importance in developing proficient readers among language learners.

Keywords: Pre-reading activities, reading comprehension, language learners, brainstorming, predictions, graphic organizers, vocabulary instruction, critical thinking, reading engagement.

Introduction

Reading serves as a gateway to knowledge and understanding, making it an essential skill in both academic and real-world contexts. For language learners, however, the process of comprehending written text often extends beyond basic language proficiency; it requires effective strategies that facilitate understanding of complex concepts and vocabulary. Pre-reading activities emerge as a vital pedagogical approach designed specifically to support these learners. Unlike traditional reading strategies, which often focus on the act of reading itself, pre-





reading activities engage students before they encounter the text. These methodologies play a crucial role in activating prior knowledge, establishing a purpose for reading, and stimulating interest in the subject matter.

Pre-reading activities are essential tools for improving reading comprehension among language learners. Research suggests that these strategies significantly enhance comprehension by bridging learners' existing knowledge with new information. This article examines effective pre-reading strategies, including brainstorming, making predictions, using graphic organizers, and vocabulary instruction, and their positive effects on reading competence. Brainstorming activates prior knowledge by encouraging students to share what they know about a text before reading. This group discussion not only fosters curiosity and confidence but also helps students connect new information to their existing knowledge, facilitating deeper understanding.

By engaging in these discussions, language learners practice their language skills, promoting further reading development. Making predictions based on titles, headings, or images is another vital pre-reading skill. This strategy engages learners and allows them to anticipate plot developments or outcomes. Predictions enable students to draw on their prior experiences and integrate textual evidence, fostering a more active and thoughtful reading process. Graphic organizers also play a crucial role in comprehension. These visual aids help students identify key ideas and the structure of information before diving into the text. For instance, instructors can employ concept maps or Venn diagrams to help students categorize main ideas and relationships. Research indicates that graphic organizers improve understanding and retention, allowing language learners to grasp complex concepts more effectively.

Pre-reading vocabulary instruction is essential for addressing unknown terms in texts. By familiarizing students with key vocabulary beforehand, instructors can eliminate comprehension barriers, thereby boosting confidence and understanding. Engaging vocabulary exercises—such as matching words





with definitions or using them in context—further stimulate interest and prepare learners for the text. Empirical evidence supports the effectiveness of pre-reading activities in enhancing reading performance among language learners. Studies show that those who engage in these strategies often outperform their peers who do not, reinforcing the importance of integrating pre-reading techniques into teaching practices. Ultimately, pre-reading activities not only improve reading skills but also cultivate critical thinking and a lifelong enthusiasm for reading.

Reference

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